The University of Michigan

College of Literature, Science, and the Arts

1999-2000

http://www.lsa.umich.edu/saa/publications/bulletin/

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Ann Arbor, MI 48109 USA
College of Literature, Science, and the Arts

Mission Statement
To achieve pre-eminence in creating, preserving and applying knowledge and academic values, to enrich the lives of students, and to transform them into leaders and citizens who challenge the present and illuminate the future

Administration
Professor Patricia Gurin, Ph.D. (Psychology)
Interim Dean
Professor John Cross, Ph.D. (Economics)
Associate Dean for Budget
Professor Terry McDonald, Ph.D. (History)
Associate Dean for Academic Appointments
Professor Robert Owen, Ph.D. (Geological Sciences)
Associate Dean for Undergraduate Education
Professor Anthony Francis, Ph.D. (Chemistry)
Associate Dean for Research and Facilities
Esrold Nurse, Ph.D.
Assistant Dean for Student Academic Affairs (Dean of Students)
Wendy Keeney, B.A.
Interim Assistant Dean for Development and External Relations
Professor Jill Becker, Ph.D. (Psychology)
Assistant to the Dean for Faculty Appointments
Barbara Murphy, B.A.
Assistant to the Dean
Henry Halloway, B.A.
Equipment, Facilities, Renovations

Executive Committee
Professor Susan A. Gelman, Ph.D. (Psychology)
Professor John Knott, Ph.D. (English Language and Literature)
Professor Ludwig Koenen, Ph.D. (Classical Studies)
Professor Hugh L. Montgomery, Ph.D. (Mathematics)
Professor Sonya O. Rose, Ph.D. (Sociology)
Professor Kathryn W. Tosney, Ph.D. (Biology)
Kay A. Beattie, A.B.A
Secretary to the Executive Committee

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 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.

LS&A Student Academic Affairs
Esrold Nurse, Ph.D.
Assistant Dean for Student Academic Affairs
Louis C. Rice, Ph.D.
Deputy Assistant Dean
Alice Reinarz, Ph.D.
Director, Academic Advising Center
Robert D. Wallin, M.A.
Director, Academic Information and Publications
Charles Judge, Ph.D.
Director, Academic Standards Board

Web site
http://www.lsa.umich.edu/saa/
This Bulletin is available on the Student Academic Affairs Web site. The LS&A Course Guide is also available, listing course descriptions for specific terms (Fall, Winter, and Spring/Summer).
The portal page for Student Academic Affairs.
Includes a "Newsbytes" section which contains site updates and other important student information.

Course Guides and Publications Page
http://www.lsa.umich.edu/saa/publications/
- Course Guides – Where to 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.
- 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
- International Student 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
- Theme Semesters
- Tutoring Resources
- Student Academic Clubs, Honor Societies

Prospective Students
http://www.lsa.umich.edu/saa/prospective/
- Portal page for prospective students interested in attending our college.

Information for Parents
http://www.lsa.umich.edu/saa/parents/

Academic Calendars
http://www.lsa.umich.edu/saa/calendars/
- Contains the Academic Calendar for LS&A (past, present, and future).

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-health, -law, -business, or other professional area of study.
- How To… – Explanation of procedures for declaring a concentration, registering, dropping/adding, making pass/fail changes, finishing an incomplete, transfer credits, etc.
- Degree Requirements – What is needed to obtain a Bachelor of Arts, Bachelor of Science, or Bachelor in General Studies degree from LS&A.
- Important to Seniors – Graduation information seniors need to know.
- Concentration List and Appointment Directory
- Forms, Infosheets, and worksheets (downloadable)

Transfer Students
http://www.lsa.umich.edu/saa/transfer/
- Transfer Student Handbook
- Transfer Student Course Guide
- Transfer Student Orientation Materials
- Other pertinent information

People in SAA
http://www.lsa.umich.edu/saa/staff/
- List of Academic Advisors and SAA staff, with e-mail addresses

Glossary of Academic Terms
http://www.lsa.umich.edu/saa/advising/glossary_frame.html

Information for Instructors
http://www.lsa.umich.edu/saa/instructors/
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.

Sincerely,

Lee C. Bollinger
President
University of Michigan
I am delighted to welcome you to the rich opportunities for learning and discovery available in the College of Literature, Science, and the Arts. You will find in the pages of this Bulletin a range of courses far exceeding any one person’s ability to master, an endless variety of academic adventures. From anthropology to zoology, the scholarship and learning of the world’s best minds are here for the taking. Your hardest task may will be choosing among the many exciting options, rather than finding courses that suit your interests. My advice to you is to be venturesome and bold in your selections. Think beyond the confines of career preparation to the interests and ideas that will enrich your entire life. Remember that what you do here is an investment in making a life as well as in making a living. Your years at Michigan are a time to build a treasury of learning that will provide a lifetime of riches on which to draw. I envy you the pleasure of paging through this Bulletin and selecting the choicest items from its vast smorgasbord. Enjoy your adventure in learning!

Patricia Y. Gurin
Interim 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 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.

Esrold A. Nurse, Assistant Dean
LS&A Student Academic Affairs
Disenrollment and registration fees for withdrawal from term

Fall Orientation

Registration

Labor Day holiday

Last day to disenroll from term without fees.
Access TT-CRISP and disenroll from term

Classes begin

Late registration fee

Last day to withdraw (100% tuition waiver less disenrollment and registration fees)

Last day for tuition adjustment for a reduced academic load

Pass/fail deadline

Last day for regular drop/add (no “W” for drop)

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

Fifty percent payment of tuition and fees due

Deadline to finish in completes

Last day to withdraw from all classes
with a 50% tuition waiver

Begin full fees for students who withdraw

Final payment of tuition and fees due

Last day for approved late drop/add

CRISP Early Registration

Thanksgiving recess begins

Classes resume

Classes end

Study days

Examination period

Commencement
### LS&A Calendar

- **Disenrollment and registration fees**: Beginning January 5, Wednesday
- **Registration**: January 4, Tuesday
- **Last Day to disenroll from Winter Term without fee**: January 4, Tuesday
- **Classes begin**: January 5, Wednesday
- **Late registration fee**: Beginning January 5, Wednesday
- **Martin Luther King, Jr. Birthday University Symposia**
  - (no regular classes)
  - January 17, Monday
- **Last day to withdraw (100% tuition waiver less disenrollment and registration fees)**: January 25, Tuesday
- **Last day for tuition adjustment for a reduced academic load**: January 25, Tuesday
- **Pass/fail deadline**: January 25, Tuesday
- **Last day for regular drop/add**
  - (no “W” for drop)
  - January 25, Tuesday
- **Touch-Tone CRISP no longer available for Winter Term; authorization needed from Academic Advising to drop or add; “W” posted for drops**: Beginning January 26, Wednesday
- **Fifty percent payment of tuition and fees due**: January 31, Monday
- **Deadline to finish Incompletes**: February 1, Tuesday
- **Last day to withdraw from all classes with a 50% tuition waiver**: February 15, Tuesday
- **Final payment of tuition and fees due**: February 29, Tuesday
- **Mid-Winter recess begins**: 12:00 noon, February 26, Saturday
- **Classes resume**: 8:00 a.m., March 6, Monday
- **Last day for approved late drop/add**: March 17, Friday
- **University Honors Convocation**: March 19, Sunday
- **CRISP Early Registration**
  - March 30-31, Thursday-Friday
  - April 3-7, Monday-Friday
  - April 10-13, Monday-Thursday
- **Classes end**: April 14, Friday
- **Study days**
  - April 15-16, Saturday-Sunday;
  - April 22-23, Saturday-Sunday
- **Examination period**
  - April 17-21, Monday-Friday;
  - April 24-26, Monday-Wednesday
- **Commencement**: April 29, Saturday
Spring Half-Term, 2000

LS&A Calendar

Disenrollment and registration fees
Registration
Classes begin
Late registration fee
Last day to withdraw (100% tuition waiver less disenrollment and registration fees)
Last day for tuition adjustment for a reduced academic load
Pass/fail deadline
Last day for regular drop/add (no “W” for drop)
Touch-Tone CRISP no longer available for Spring Term;
approval needed from Academic Advising to drop or add;
"W" posted for drops
Last day to withdraw from all classes
with a 50% tuition waiver
Memorial Day holiday
Spring Half-term tuition and fees due
Last day for approved late drop/add
Classes end
Study days
Examination period

Beginning May 2, Tuesday
May 1, Monday
May 2, Tuesday
Beginning May 2, Tuesday
May 15, Monday
May 15, Monday
May 15, Monday
Beginning May 16, Tuesday
May 22, Friday
May 29, Monday
May 31, Wednesday
June 2, Friday
June 19, Monday
June 20-21, Tuesday-Wednesday
June 22-23, Thursday-Friday

Summer Half-Term, 2000

LS&A Calendar

Disenrollment and registration fees
Registration
Classes begin
Late registration fee
Independence Day holiday
Last day to withdraw (100% tuition waiver less disenrollment and registration fees)
Last day for tuition adjustment for a reduced academic load
Pass/fail deadline
Last day for regular drop/add (no “W” for drop)
Touch-Tone CRISP no longer available for Spring Term;
approval needed from Academic Advising to drop or add;
"W" posted for drops
Last day to withdraw from all classes with a 50% tuition waiver
Last day for approved late drop/add
Summer Half-term tuition and fees due
Classes end
Study days
Examination period

Beginning June 28, Wednesday
June 27, Tuesday
June 28, Wednesday
Beginning June 28, Wednesday
July 4, Tuesday
July 11, Tuesday
July 11, Tuesday
Beginning July 12, Wednesday
July 18, Tuesday
July 28, Friday
July 31, Monday
August 15, Tuesday
August 16, Wednesday
August 17-18, Thursday-Friday

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

College of Literature, Science, and the Arts

Deans of the College:
Dean Patricia Y. Gurin, 2522 LS&A Building, 764-0322
Associate Dean for Academic Affairs,
   Terrence McDonald, 2564 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, 2501 LS&A Bldg., 647-2762
Associate Dean for Undergraduate Education,
   Robert M. Owen, 2508 LS&A Bldg., 764-0320
Interim Assistant Dean for Development & External Relations, Wendy Keeny, 350 S. Thayer, 998-6255
Assistant Dean for Student Academic Affairs,
   Esrold A. Nurse, 1402 Mason Hall, 764-7297
Academic Advising Center, 1255 Angell Hall
   Director, Alice Reinarz, 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, 3012 Tisch Hall, 764-0418
   English Composition Board, 1111-1140 Angell Hall, 764-0429
Honors Program, 1228 Angell Hall, 764-6274
   Director, Rob 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, 715 North University, Suite 201, 647-2768
Student Academic Affairs WWW website:
   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 Building, 764-8230
Comprehensive Studies Program, G155 Angell Hall, 764-9128
Counseling Services, 3100 Michigan Union, 764-8312
Education of Women, Center for, 330 East Liberty, 998-7080
Ethics and Religion, Liaison for, 300 Michigan Union, 764-7442
Financial Aid, Office of, 2011 Student Activities Building, 763-6600
   Scholarships, 763-4119
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 Academic Affairs and Leadership, 2209 Michigan Union, 763-5900
Student Resident Status, 1514 LS&A Building, 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 instructors 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 3,500 courses to its 15,114 undergraduates (Fall Term, 1998 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 historians, 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: Student Academic Affairs

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 Comprehensive Studies Program, the Honors Program, and the Residential College Counseling Office are responsible for academic advising and, in the latter two units, for academic actions and academic auditing for students admitted to their respective programs, and each of these programs is described separately in Chapter VI.

LS&A Student Academic Affairs provides the following services: Academic Advising, Academic Standards, Academic Auditing, Academic Information and Publications, Central Files, the LS&A Scholarship Program, and the Office of the Assistant Dean for Student Academic Affairs. Student Academic Affairs is responsible for helping undergraduates achieve the expectations and rewards of the liberal arts education afforded by the College. A liberal arts education, first and foremost, is a natural forum for an inquiring mind, and the staff of Student Academic Affairs serves students and contributes to their intellectual and personal growth by encouraging informed decision making, self-assessment, and the assumption of self-responsibility. The Student Academic Affairs staff also shares with the teaching faculty and academic departments and programs of the College in the task of facilitating the student’s academic path through LS&A. Student Academic Affairs is committed to promoting the understanding and accomplishment of a liberal arts education, and will do all it can to succeed in meeting its service obligation to students.

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

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. The staff advisors follow up these contacts by inviting their orientation students to come in for an appointment after the fall term has begun. The expectation is that many students want to discuss their adjustments to the academic challenge in the first term with their College advisor at this time. A similar outreach occurs during the winter term. Students generally choose to consult the advisors whom they met during Orientation but may elect to make an appointment with any advisor who is available. Students are free to see any advisor they prefer, but they are encouraged to find one advisor with whom they can relate well and to see that advisor on a regular basis. It may be that the advisor is assigned to the residence hall in which the student lives. The Academic Advising Center staff maintain regular hours in each of the residence halls. General advisors keep regular appointment hours in 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 advisor 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. Failure to work within the guidelines for a program of study may delay a student’s graduation.

Members of the Academic Standards Board are able to help students individualize their programs of study and may grant exceptions to College-level academic policies and degree requirements. A student may discuss with a member and, if necessary, petition in writing for a waiver or modification of College rules. (Honors students petition the Honors Academic Board; Residential College students petition the RC Board on Academic Standing.) The petition should state the request and present clear supporting reasons. Exceptions to College policies may be granted if a student presents evidence of unusual circumstances or has an alternative proposal to specific requirements consistent with the spirit of those requirements.

Members of the Academic Standards Board also administer academic discipline. Each term the Academic Standards Board, after reviewing the academic records of students who show evidence of academic difficulty, acts in accordance with the policies described in Chapter IV. The Academic Standards Board has responsibility for readmitting students dismissed because of unsatisfactory academic performance.
The Academic Auditors are responsible for preparing the degree list which is forwarded to the Board of Regents for approval, and therefore deal primarily with questions and issues concerning graduation and graduation eligibility. The auditors check for the completion of all LS&A degree requirements once graduation materials have been submitted, inform students of their progress toward graduation, and authorize graduation. Students who wish (1) to postpone graduation, (2) to ask specific questions about residence policy issues, and (3) to ask specific questions about graduation procedures should contact the Academic Auditors. An information sheet about the Commencement Ceremony is available outside 1255 Angell Hall. Also, students whose names were removed from the degree list should see the Academic Auditors. 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 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. The Assistant Dean also oversees the Academic Judiciary for Student Academic Affairs and is responsible for the administration of the Code of Academic Conduct. In addition, the Assistant Dean coordinates the communication and liaison efforts between Student Academic Affairs and the faculty and academic departments and programs of the College, as well as between Student Academic Affairs and non-LS&A units of the University.

LS&A Scholarship Program
1413 Mason Hall
647-9285

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 1413 Mason Hall.

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 (http://www.lsa.umich.edu/saa/).

LS&A Peer Academic Advising Office (PAAO)
G150 Angell Hall
763-1553

The LS&A Peer Academic Advising Office, staffed completely by undergraduates, offers a unique, comfortable atmosphere in which to obtain relevant academic information. Providing peer counseling, PAAO 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. PAAO also stocks graduate catalogs from schools across the country as well as the latest in post-graduation materials.

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 chair 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, and the Academic Minor Option

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, and 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 & 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 Gayle Morris Sweetland Writing Center, the composition requirement consists of two parts.

Introductory Composition. Placement into an appropriate writing course in LS&A is based on student self-assessment. This voluntary placement system is designed to allow students to select the course that will most appropriately challenge them. Writing Workshop instructors are available in 1139 Angell Hall to help students make this choice. (Writing portfolios are no longer required of entering students.)

Students may fulfill the First-Year Writing Requirement in three ways:

1. Students entering Winter Term, 1999 and thereafter who have taken approved courses elsewhere may use those courses to satisfy the requirement (a list of currently approved courses is available at http://www.lsa.umich.edu/ecb/requirements/transfercourses.html);
2. Students may take any approved 4-credit course in the College (a list is available at http://www.lsa.umich.edu/ecb/requirements/firstyearcourses.html); or
3. Students may take the 2-credit Writing Practicum and then take an approved 4-credit course.

The Introductory Composition Requirement should be completed in the first year.

Upper-Level (Junior/Senior) Writing Requirement. All LS&A students must complete the Upper-Level Writing Requirement any time after they have completed the First-Year Writing Requirement but preferably in their junior year. To complete the requirement, students should enroll in one of the approved advanced writing courses. A list of approved courses for a particular term is available from the Student Academic Affairs website (http://www.lsa.umich.edu/saa/) and the Sweetland Writing Center web site (http://www.lsa.umich.edu/ecb/requirements/advcourses.html). 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:

• successfully completing one course (of 3 credits or more) designated for full QR credit (QR1); or
• successfully completing two courses (at least one of which must be of 3 credits or more) designated for half QR credit (QR2).

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 pre-
dictions. 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 & Ethnicity: College Requirement

All students admitted to the College for the Fall Term of 1991 and all terms thereafter must meet the Race & 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 website (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 & 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 & 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 & 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 the department of concentration or as required cognate credits. 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 also 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;

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
Modern Standard (one of: 202, 204, 416, 418)
Classical (582)
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 or 243)
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 or 255)
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 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 & 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, 2249 School of Music Building.
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 may 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 & 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 (ACABS)
- Anthropology
- Anthropology-Zoology
- Arabic, Armenian, Persian, Turkish, and Islamic Studies (AAPTIS)
- 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 (MENAS)
- Music
- Near Eastern Civilizations
- Oceanography
- Philosophy
- Physics
- Plant Biology
- Political Science
- Psychology
- Russian
- Russian and East European Studies (REES)
- Social Anthropology
- Sociology
- Spanish
- Statistics
- Studies in Religion
- Theatre and Drama
- Women’s Studies
Special Concentration Program: The Individual Concentration (ICP).
Students with academic interests outside existing concentration programs may propose their own field of concentration and, upon 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 concentration release form elects to change his or her declared concentration, he or she 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 (e.g., 25 credits of upper-level courses may be completed in a division as long as 65 upper-level credits are completed).
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 meet 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 VI), 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 BGS 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 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. 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 for each concentration 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. 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, 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.
Beginning in 1999, students in the College are given the option of electing one or more academic minors offered by units within the College. Note that electing to earn an academic minor is optional; it is not a requirement; and note too that there is no limit on the number of academic minors a student may elect. Departments and programs in the College now have the option of creating academic minors, and as such minors receive College approval they will be listed with their requirements and other pertinent information on the Student Academic Affairs website at http://www.lsa.umich.edu/saa/minors.html

In subsequent years, academic minors and their requirements also will appear in the annual LS&A Bulletin.

Although the opportunity exists for students to propose their own individual concentration program, an individual minor is not allowed. An academic minor will require no less than 15 credits of course work, will show structure and coherence, and will contain some upper-level courses. Students who declare and complete an approved academic minor will receive a notation on their student transcript but not on their diploma.

**Academic Minor**

1. Each A.B. or B.S. student who wishes to complete an approved academic minor must develop a plan for the minor in consultation with the designated advisor, who must also approve it. The academic minor is not an option available to students earning the B.G.S. degree.

2. Students may not elect courses in an academic minor plan by the Pass/Fail grading option, but must take academic minor courses for a grade, either A-E or, in the case of Residential College courses, with narrative evaluation.

3. Students may not elect a concentration and an academic minor, or two academic minors, offered by the same department or program, unless a specific exemption to this policy is noted with the approval of the minor.

4. Students may not use more than one course to meet the requirements of both a concentration plan and an academic minor, but one course may overlap and count for both.

5. If the academic minor has prerequisites, students taking courses to meet the prerequisites to a concentration may also count those courses as prerequisites to the academic minor.

6. Advanced Placement credits may not be used to meet the requirements of an academic minor, but may be used to meet prerequisites to an academic minor.

7. Since students electing an academic minor are required to meet the area distribution requirement, courses elected to meet the requirements of an academic minor also may be part of the student's area distribution plan.

8. A student must earn an overall GPA of at least 2.0 in courses taken to meet requirements of an academic minor, including any prerequisites.

9. A course or courses that are part of a student's academic minor may also meet the Language Requirement, the Upper-Level Writing Requirement, the Race & Ethnicity Requirement, or the Quantitative Reasoning Requirement.
Chapter IV: Academic Policies and Procedures

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 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.

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 students, and cross-campus transfer students. All students may make section changes.
within a course without advisor approval. Adds of courses/sections that are closed or require permission of instructor must be 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 half-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. 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 Advising Center, 1255 Angell Hall. After the sixth week of classes during a term (third week in a half-term), an appointment must be made with a member of the Academic Standards Board. Students who withdraw after the middle of a term may have to obtain permission from the Academic Standards Board before continuing in the College. (See Fee Regulations in Chapter VII.)

**Special Kinds of Academic Credit**

**Credit by Examination (CBE)**

Recognizing that students may have background in particular academic areas, the faculty has left it to each department to decide if it is possible for students to earn credit by examination. While the opportunities are quite limited, 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. 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 respective department.

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.” 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, Hebrew, 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, Hebrew, 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 B or better 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>235, 250, or higher for French</td>
<td>232, 250, or higher for German</td>
<td></td>
</tr>
<tr>
<td>325 or higher for German</td>
<td>301 or higher for Latin</td>
<td></td>
</tr>
<tr>
<td>270 or higher for Spanish, but not 290</td>
<td>301 or higher for Hebrew</td>
<td></td>
</tr>
<tr>
<td>(Translation courses and one-credit conversation courses are not allowed. See specific departmental regulations for more information.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>232 (202 for Hebrew)</td>
<td>232 (202 for Hebrew)</td>
<td>4</td>
</tr>
<tr>
<td>231, 221, 103, 102, or 101 (201, 102, or 101 for Hebrew)</td>
<td></td>
<td>No retro-credit granted</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, Hebrew, 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-credits in that foreign language. Unusual cases will be addressed by the individual departmental undergraduate concentration advisors.

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 (notated EXPERIEN-TIAL 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.

Independent courses may be (1) Directed Reading/Independent Study courses (notated 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 Study 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.

**Honors Summer Independent Reading**

A special summer independent study program is offered to students enrolled in the Honors Program in the College. Students with a cumulative GPA of at least 3.2 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. 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 Recorders in the Records and Enrollment Department (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 online on Wolverine Access (http://waccess.umich.edu). A student may pay a fee set by the Registrar's Office and request a special transcript consisting of:

1. listing courses but no grades;
2. translating all grades into P or F;
3. 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 permanently revise the original academic record.

### Summary of Transcript Notations

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
<th>Credit/No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
<td>credit, no honor points</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
<td>credit, no honor points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory/Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>S (satisfactory)</td>
</tr>
<tr>
<td>U (unsatisfactory)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Withdrawal/Drop</th>
</tr>
</thead>
<tbody>
<tr>
<td>W (official withdrawal)</td>
</tr>
<tr>
<td>ED (dropped unofficially)</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.)

<table>
<thead>
<tr>
<th>Incomplete/Work in Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (incomplete)</td>
</tr>
<tr>
<td>X (absent from examination)</td>
</tr>
<tr>
<td>Y (work in progress for project approved to extend for two successive terms)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Official Audit (VI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1 (Visitor)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscellaneous Notations (Q, NR, E/I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q (credit hours unofficially elected)</td>
</tr>
<tr>
<td>NR (no report)</td>
</tr>
<tr>
<td>E/I</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.)

A notation of Q, P, F, CR, NC, S, U, or Q does not affect a student's term or cumulative grade point average. A notation of I, X, or NR, if not replaced by a passing grade, eventually lapses to E and, for graded elections, is computed into the term and cumulative grade point averages.

If an LS&A student elects a course in another Ann Arbor unit which is graded on a pattern not indicated here (for example, graduate courses in the Business School), the grade will be translated by the Registrar to fit with LS&A's letter grading scale.
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 ED. In such cases no degree credit is earned, and the course is computed as an E 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 credits 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. Experimental 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; 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 letter grades for “non-graded” elections are computed into the cumulative grade point average.

12. 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.

13. Residential College courses are normally offered on a graded basis (A+ through E) for non-RC students. A non-RC student may elect an RC course on an optional non-graded, “Pass/Fail,” basis through the Touch-Tone Registration system. Check with the Residential College Office for further information.

14. During the final term in residence, a student may pay a special fee set by the Registrar’s Office and request a specially prepared appendix to the transcript on which the original grades submitted for all courses elected “Pass/Fail” are listed.

15. Students who have transferred “non-graded” credit to the College must count that credit as part of the maximum 30 hours of “non-graded” credit which may be counted toward an LS&A degree.

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 unofficially 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.

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 the same 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 next 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 a 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 a 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, freshmen 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.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 Michi-
gan. 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 3% 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 an 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. Seniors 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 1413 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 clermency 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 exceed 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 chair 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 all but 6 credits of a concentration plan. For a B.G.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 the Academic Advising Center. 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 (Academic Advising Center, 1255 Angell Hall, 764-0332) or Assistant Dean Gene Smith (College of Engineering, Engineering Advising Center, 1009 Lurie Engineering Center, 647-7106).

It is usually possible for students carrying 16 credits a term to meet all requirements in 10 or 11 terms.

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 degree requirements (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 the joint degree program advisors, Chalmers Knight (Academic Advising Center, 1255 Angell Hall, 764-0332), Assistant Dean Gene Smith (College of Engineering, Engineering Advising Center, 1009 Lurie Engineering Center, 647-7106),
Application for Special Joint Degree Program
Engineering and LS&A

Instructions: After completing this form, it must be approved by each program/concentration advisor and the dean (or designated representative) for each school/college. The signatures below signify approval and eligibility to enter the proposed programs. Please provide a copy of your Academic Report when you see each advisor. Be prepared to discuss the rationale for pursuing two degrees. Please return the completed application form to your home unit (LS&A, 1255 Angell Hall; Honors, 1228 Angell Hall; Engineering, 1009 Lurie Engineering Center).

Term of Application for Joint Program ___________

Name: ____________________________________

Last First Middle ID# _______________________

Local Address: ____________________________________________________________ Phone: ___________

Home Address: ____________________________________________________________

School/College currently attending:

☐ Literature, Science, and the Arts ☐ Honors GPA: ______ Credits: ______

☐ Engineering

LS&A concentration: ___________________________________________ LS&A degree: AB BS BGS

Engineering Program: _______________________________________________________________________

Signatures of Approval:

LS&A Dean/Representative Date
(or Honors Academic Board if you are in Honors)

LS&A Concentration Advisor Date

Engineering Dean/Representative Date

Engineering Program Advisor Date

I have read the requirements for this program as set forth on the reverse side of this form and in the Bulletins of the schools/colleges involved and wish to enter the joint degree program described above.

Signature of Student Applicant Date

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.

Individualized Joint Degree Programs

A student may be interested in a joint degree program with one other school or college, even though it has not been officially established by the College. Such joint degree programs are planned through the Academic Standards Board. The student is expected to present a written statement of the educational purpose of the joint degree. At least 150 credits are required for a joint degree, including at least 100 credits of LS&A courses. For a B.G.S. degree the 100 credits would have to include at least 40 upper-level credits.

A minimum of 30 credits must have been completed on the Ann Arbor campus 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.

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 100 credits toward the undergraduate degree which must include one calculus (or higher level mathematics/statistics) course. At least twenty-four of the 100 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 Eco-
nomics 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 chair 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; application is made in the junior year.

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 (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 115 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 124, 125, or 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.
2. Nine credit hours in Humanities (includes all philosophy courses).
3. Nine credit hours in Social Sciences (includes 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 courses, some experiential courses, dance, physical education activity courses, and first- and second-year ROTC courses. Residential College and Pilot courses transfer 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, 3745 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 2.8 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 162 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 115 or 185.
5. Microbiology 301 and 350.
6. Physics 125/127 and 126/128 or 140/141 and 240/241;
7. Satisfaction of the LS&A Introductory 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 clear 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

http://www.lsa.umich.edu/prehealth/

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 162 is the recommended five-credit introductory course. Students also will want to complete at least one advanced course in biology or zoology (with lab).

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 April 10, 1999. Subsequent changes in academic policy and procedures, new academic opportunities, etc., are summarized in “Newsbytes” on the Student Academic Affairs website.

The online LS&A Course Guide contains course descriptions written by instructors of courses to be offered in the subsequent term. Web site: http://www.lsa.umich.edu/saa/

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. 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.

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 area 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 website http://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.

CAEN Lab Access fee. Non-Engineering and Computer Science students taking Engineering courses have to pay the CAEN Lab Access fee. The CAEN Lab Access fee is based on the tuition differential that Engineering students have to pay. The current fee for 1998-99 (subject to change) was:

• $95 per semester for non-Engineering/Computer Science freshmen and sophomores;
• $170 per semester for juniors, seniors and graduate non-engineers.

Payment may be made at the CAEN Office, 2161 Media Union. This fee must be paid each term and only provides lab access for the current term. CAEN accounts enable students to log on to any CAEN lab workstation.
Afroamerican and African Studies

200 West Hall
550 East University
(734) 764-5513 (phone)
(734) 763-0543 (fax)
Web site: http://www.umich.edu/~iinet/caas/
e-mail: caasinformation@umich.edu
Professor James S. Jackson, Interim Director

May be elected as an interdepartmental concentration program

Professors
James Chaffers (Urban Planning), Earl Lewis (History), Teshome Wagaw (Education), Hanes Walton, Jr. (Political Science), and Warren Whatley (Economics)

Associate Professor
Marlon Ross (English)

Assistant Professors
Michele Mitchell (History), Ifeoma Nwankwo (English), Elisha Renne (Anthropology), Xiomara Santamaria (English), Julius Scott (History), Dorceta Taylor (Natural Resources and Environment), and Alford A. Young (Sociology)

Lecturer
Nesha Haniff (Women’s Studies)
Adjunct Lecturers
Jon Onye Lockard (Art) and Ronald Woods (Law)

Professor Emeritus
Harold Cruse (History)

The Program in Afroamerican and African Studies offers students the opportunity to analyze historical and contemporary cultures, conditions, problems, perspectives, and accomplishments of peoples of African descent, particularly those in Africa, the United States, and the Caribbean. The concentration is a multidisciplinary, interdepartmental program of study that includes historical, sociological, cultural, psychological, 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 Afroamerican and African Studies.

Concentration Program. Concentrators in Afroamerican and African Studies must take a minimum of 27 credits in postintroductory 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 approaches 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 Development. Courses in Group II are selected 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).


Group III: Literature and the Arts. Courses in Group III expose students to the expressive components of Afroamerican 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.


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 microanalytic analyses of behavioral and psychological processes in their cultural context and the conceptual and methodological models characteristically used to study these issues in various disciplines (e.g., psychology, sociology, anthropology). However, because individual and group behavior are influenced in significant ways by social-structural variables (e.g., macroeconomic factors), these courses include discussions of broad social and economic issues and macro-level analyses to the extent that they help to explain and understand individual and group behavior.


C. Geographical Areas of the Diaspora: At least two courses on Blacks in the Americas (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 requirement 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 Category 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 Perspectives). In addition, faculty advisors will assist students in identifying courses offered by other programs and departments that complement the students’ programs of study in Afroamerican and African Studies.

E. Junior/Senior Seminar. Concentrators must elect one upperclass seminar.

Afroamerican and African Studies 394, 455, 495, and upper-level seminars with approval of the concentration advisor.

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 overall and 3.5 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.

Prizes. The Walter Rodney Student Essay Prize Competition is sponsored annually by the Center to encourage excellence in schol-
 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 Afriocom 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).
322/NR&E 335. Introduction to Environmental Politics: Race, Class, and Gender. (4; 3 in the half-term). (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).
482/NR&E 482. Environmental Justice: Theoretical Approaches. (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).
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). (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/English 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 404. (3). (Excl).

Individual Behavior, Cultural Systems, and Social Organization

321/Sociology 323. African American Social Thought. (3). (SS).
326. The Black American Family. (3). (SS).
331/Psych. 316. The World of the Black Child. One course in psychology or Afroamerican and African Studies. (3). (Excl).
403. Education and Development in Africa. (3). (Excl).
340. Education and Cultures of the Black World. (3). (SS). May be repeated for a total of six credits.
341. Topics in Black Education. CAAS 430 recommended. (3). (Excl). May be repeated for a total of six credits.
343/Soc. 434. Social Organization of Black Communities. (3). (Excl).
349/Ling. 449. Creole Languages and Caribbean Identities. (3; 2 in the half-term). (Excl).
444/Anthro. 414. Introduction to Caribbean Societies and Cultures. I. Junior standing. (3; 2 in the half-term). (Excl).
452. Education of the Black Child. (3). (Excl).
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 historical and literary study, but also visual studies, musicology, film and media, anthropology, and others. The curriculum of the Program emphasizes the multicultural diversity 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 issues 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 undergraduates. The Program aims to be an interdisciplinary “village” within the larger College, in which concentrators share the opportunity for intensive study, conversation, and research about American society and culture.

Prerequisites to Concentration. 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 requirements, designed to expose students to a diversity of topics and disciplines. Concentrators 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 students 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 prerequisite, it may not also count for the “gateway” 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 an 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 concentration advisor); these will normally be at the

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478/LACS 400/ Hist. 578. Ethnicity and Culture in Latin America. (3). (Excl). May be repeated for a total of six credits.


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).

394. Junior Seminar. Upperclass standing or permission of instructor. (4). (Excl). May be repeated for a total of eight credits.

410. Supervised Reading and Research. Permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for credit with permission of the concentration advisor.


458. Issues in Black World Studies. (3). (Excl). May be repeated for a total of six credits.


495. Senior Seminar. Upperclass standing or permission of instructor. (4). (Excl).

510. Supervised Research. Graduate standing or permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for credit with permission of the concentration advisor.

558. Seminar in Black World Studies. Graduate standing or permission of instructor. (3). (Excl). May be repeated for a total of six credits.

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American Culture

G410 Mason Hall

419 South State

(734) 763-0031 (phone)
(734) 936-1967 (fax)

Web site: http://www.lsa.umich.edu/ac/

e-mail: ac.inq@umich.edu

Supervised by the interdepartmental Committee for the Program in American Culture

Associate Professor Richard Cándida Smith, Director

May be elected as an area concentration program

Professors Frances Aparicio (American Culture and Spanish), Jonathan Freedman (American Culture, English), 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), Richard Cándida Smith (American Culture, History), Sandra Gunning (American Culture, English), June Howard (American Culture, English, Women's Studies)

Assistant Professors Paul Anderson (American Culture, History), Betty Bell (American Culture, English, Women's Studies), Catherine Benamou (American Culture, Film/Video, Spanish), Matthew Countryman (American Culture, History), John González (American Culture, English), Maria Montoya (American Culture, History)

Lecturers Kristin Hass (American Culture), Christina Jose-Kampfner (Latino Studies), Hap McCue (American Culture), Margarita de la Vega-Hurtado (American Culture)

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458. Issues in Black World Studies. (3). (Excl). May be repeated for a total of six credits.


495. Senior Seminar. Upperclass standing or permission of instructor. (4). (Excl).

510. Supervised Research. Graduate standing or permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for credit with permission of the concentration advisor.

558. Seminar in Black World Studies. Graduate standing or permission of instructor. (3). (Excl). May be repeated for a total of six credits.
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 requirements 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 expression or the analysis of non-print media. Other track electives should study such materials 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 Society 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, sociology, and economics.

Upper-Level Core Courses: In addition to the particular focus provided by the tracks, concentrators will come together in their final two years in a sequence of required seminars. 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, Latinos 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:

1. Language Requirement. Latina/Latino Studies concentrators must prove competency in Spanish. They can do this either by enrolling in Spanish 290/American Culture 224, “Spanish for U.S. Latinos/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.

2. Required Courses:
   A. American Culture 312, “History of U.S. Latinos”
   B. American Culture 243, “Latinas in the United States” or three credits on a gender-focused course in Latino Studies.
   C. 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.
   D. 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.

3. 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

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4. 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).
201. American Values. (4; 3 in the half-term). (HU).
202. 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). (SS).
203. 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).


200. Introduction to Ethnic Studies. (3). (SS). May be repeated for credit with permission of concentration advisor.

204. Themes in American Culture. (3). (HU). Laboratory fee required. May be repeated for credit with permission of concentration advisor.
205. American Cultures. (3). (HU).
206. Themes in American Culture. (3). (SS). Laboratory fee required. May be repeated for credit with permission of concentration advisor.
207. Periods in American Culture. (3). (SS). Laboratory fee required. May be repeated for credit with permission of concentration advisor.
210. Introduction to Ethnic Studies. (3). (SS). May be repeated with permission for a total of six credits.

301. Topics in American Culture. (1-3). (Excl). Laboratory fee required. May be repeated for credit with permission.
310. Topics in Ethnic Studies. (3). (SS). May be repeated for credit with permission of advisor.
311. Topics in Ethnic Studies. (3). (HU). 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).
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.
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.
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.

420/Spanish 420. Latin American & Latino/a Film Studies. Spanish 270 or 275. A previous course in Film & Video, or Latin American history, or Latino Studies. (4). (Excl). Laboratory fee ($35) required.

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-LS&A students must have permission of the American Culture Program Director. (3; 2 in the half-term). (LR).

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).

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

Anthropology

1020 LS&A Building
500 South State Street
(734) 764-7274 (phone)
(734) 763-6077 (fax)
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 interdepartmental 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
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, Anthropology, 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
Conrad P. Kottak, General and Cultural Anthropology: Brazil, Madagascar, U.S.

J. Stephen Lansing, Anthro/Natural Resources; Ecology, Complexity, Social Theory; Bali, Southeast Asia

Joyce Marcus (Elman R. Service Collegiate Professor of Cultural Evolution), Latin American Ethnohistory and Archaeology

John O’Shea, Prehistoric Economics, Archaeology, Method and Theory: Old World, North America, Great Lakes

Maxwell Owuwu, Ethnography and History, Social Anthropology of Colonial and Postcolonial States, Comparative Legal and Political Systems, Democratization and Socioeconomic Development and Underdevelopment; Africa, Caribbean

Jeffrey R. Parsons, Archaeology, Mesoamerican and Andean Prehistory

Jennifer Robertson, Sociocultural 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 (Mary Fair Croushore Professor of Humanities, Marshall Sahins Professor of History and Anthropology), Kinship, History of Anthropology, India

Katherine Verderby, 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, Ethnopoetics; Andean South America

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

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

Assistant Professors
Rachel Caspary, Human Evolution, Functional Morphology, Race and Racism, History

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

D. Andrew Metz, Molecular Anthropology, Population Genetics, Molecular Evolution, Ancient DNA, Mitochondrial Diseases, mtDNA & Y Chromosome Variation; New World, Pacific, West Africa, North Asia, Siberia
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 perspectives 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 Michá Titiev Library. The Michá 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.

The 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. Cultural Anthropology 101 and Biological Anthropology 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: Cultural 101, Cultural 222, Biological 161. 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. Seniors 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 162 or Biology 195 (or the equivalent). Biological 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:*  
2. Primatology, ecology, behavior: Anthropology 361, 368, 467, 562, 568.  

*Courses taken as Anthropology 469 (Topics in Biological Anthropology) or graduate-level topics courses 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 Rachel Caspari. Appointments are scheduled at 1020 LS&A Building (764-7274).

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 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.

450. Molecular Anthropology. At least one anthropology or biology course. (3). (Excl). (BS).


452. Population Genetics and Anthropology. One course in anthropology or biology. No credit granted to those who have completed Biology 490. (4). (Excl).


463. Research Strategies in Human Biology. Senior standing, and/or any 300-level course in biological anthropology. (3). (Excl).

466. Primarily for students concentrating in biological anthropology or vertebrate evolution. (4; 3 in the half-term). (Excl). (BS).

467. Human Behavioral Ecology. A strong background in the natural sciences is assumed, including any two of the following courses: Anthropology 161, 368; Biology 162 (or 132, 134), 404, 494/594; 2 in the half-term. (Excl). (BS).

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).


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


158. First Year Seminar in Cultural Anthropology. (3). (SS). May not be included in an anthropology concentration.

222. The Comparative Study of Cultures. (4; 2 in the half-term). (SS). Does not count toward anthropology concentration requirements.

225. Introduction to Cultural Studies. (3; 2 in the half-term). (Excl).


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.

298. Topics in Cultural Anthropology. (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.

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).


401. Chinese Society and Cultures. Anthro. 101 or 222, or any course on China. (3; 2 in the half-term). (Excl).


404. Peoples and Cultures of Southeast Asia. Anthro. 101 or 222. (3; 2 in the half-term). (Excl).

405. Peoples and Cultures of India. Anthro. 101 or 222. (3; 2 in the half-term). (Excl).


411/CAAS 422. African Culture. Junior standing or permission of the instructor. (3; 2 in the half-term). (Excl).

414/CAAS 444. Introduction to Caribbean Societies and Cultures, I. Junior standing. (3; 2 in the half-term). (Excl).


417. Indians of Mexico and Guatemala. Anthro. 101, 222, or junior standing. (3; 2 in the half-term). (Excl).

422. Ethnography in America. Junior standing, and one course in anthropology or American Culture at the 200 level or above. (3). (Excl).


507/REES 507. East European and Post-Soviet Ethnography. Graduate standing or permission of instructor. (3). (Excl).

Ethnology-Theory/Method


460. Cognition in Culture: Anthropological Approaches to Thinking and Reasoning. One course in anthropology or psychology. (3; 2 in the half-term). (Excl).

532. Politics and Practice of Ethnography. Graduate students, qualified seniors with permission of instructor. (3). (Excl).

Ethnology-Topical Courses


329. The Anthropology of Childhood: Growing Up in Culture. One course in anthropology or psychology. (3). (Excl).


334. Anthropology of Time & Space. At least one course in anthropology. (3). (SS).

336. Warfare in Tribal Society. Anthro. 101 or 222 or sophomore standing. (3; 2 in the half-term). (Excl).


356. Topics in Ethnology. Anthro. 101. (3). (Excl). May be repeated for a total of six credits.

357. Undergraduate Seminar in Ethnology. A course in cultural anthropology and junior standing. (3; 2 in the half-term). (Excl).


438. Urban Anthropology. (3; 2 in the half-term). (Excl).


444. Medical Anthropology. Anthro. 101 or 222. (4; 3 in the half-term). (Excl).


450/Rel. 494. Comparative Religion: Logos and Liturgy. Upper-class standing and permission of instructor. (3). (Excl). May be repeated with permission for a total of six credits.


457. The Film and Other Visual Media in Anthropology. An introductory course in cultural anthropology, American culture, women's studies, or film and video studies. (4; 3 in the half-term). (Excl).

458. Topics in Cultural Anthropology. Permission of instructor. (3; 2 in the half-term). (Excl). May be repeated once for a total of six credits.

459. Inequality in Tribal Societies. Two courses in ethnology. (3). (Excl).

503. Non-Western Colonialisms. 400-level coursework in Anthropology, History, and/or permission of instructor. (3). (Excl).

543. Demographic Approaches in Anthropology. Senior or graduate standing, or permission of instructor. (3). (Excl).


Linguistic Anthropology

472/Ling. 409. Language and Culture. (3; 2 in the half-term). (HU).

473/Ling. 473. EthnoPoetics: Cross-Cultural Approaches to Verbal Art. Two courses in anthropology, linguistics, or literature. (3; 2 in the half-term). (Excl).

474/Ling. 410. Language and Discrimination: Language as Social Statement. (3; 2 in the half-term). (SS).


519/476/Ling. 517/German 517. Principles and Methods of Historical Linguistics. Graduate standing, or permission of instructor. (3; 2 in the half-term). (Excl).

572/478/Ling. 542. Introduction to Sociolinguistics. Ling 514 or graduate standing. (3; 2 in the half-term). (Excl).

576. Introduction to Linguistic Anthropology. Two courses in anthropology or biology. (3; 2 in the half-term). (Excl).


Archaeology


381/ACB 382/Hist. of Art 382. Introduction to Egyptian Archaeology. (4; 3 in the half-term). (HU).

382/482. European Prehistory. (3; 2 in the half-term). (Excl).


388. Gender and Archaeology. Anthro. 101 or 282. (3). (Excl).
397/Class. Arch. 531/531. Aegean Art and Archaeology. Class. Arch. 221 or 222. (3). (Excl).
593. Archaeological Systematics. Senior concentrators, graduates, with permission of instructor. (3; 2 in the half-term). (Excl).
Museum, Honors, Reading, Research, and Field Courses
258. Honors Seminar in Cultural Anthropology. Admission to the College Honors Program. (3). (Excl).
398. Honors in Cultural Anthropology. Permission of instructor. I. (3; 2 in the half-term). (Excl). (INDEPENDENT). May be repeated for a total of six credits with permission of concentration advisor.
399. Honors in Cultural Anthropology. Senior standing and permission of instructor. II. (3; 2 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit with permission of concentration advisor.
490. Practica in Archaeological Research Techniques. Junior standing. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits.
496. Museum Techniques in Anthropology. Permission of instructor. (1-3). (Excl). (INDEPENDENT). Credit is granted for a total of six credits elected through Anthro. 496 and 497.
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.
591. Practica in Archaeological Research Techniques. Upperclass standing and permission of instructor. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits.

Applied Physics

2071 Randall Laboratory
500 East University
936-0653 (phone)
764-2193 (fax)
http://www-applied.physics.lsa.umich.edu/
Email: cyndia@umich.edu
Professor Roy Clarke (Physics), Director
Not a concentration program

Professors James W. Allen (Physics), Pal lab 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), Leon M. Sander (Physics), Jasprit Singh (EECS), David J. Srolovitz (Materials Science & Engineering), Duncan Steel (Physics, EECS), Citrad Uher (Physics), Jens C. Zorn (Physics)

Associate Professors Michael Atzmon (Materials Science & Engineering, Nuclear Engineering and Radiological Sciences), Steven Dierker (Physics), Henry C. Kapteyn (EECS), Margaret M. Murnane (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

2068 Frieze Building
105 South State Street
(734) 764-0314 (phone)
(734)-763-4765 (fax)
website:
http://www.umich.edu/~inet/crees/armeni.htm
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.

Professor Kevork Bardakjian (Near East)

Assistant Professor Stephanie Platz (History)
The Armenian Studies Program at the University of Michigan, Ann Arbor, began in 1976 with the introduction of courses in the Western Armenian language and a survey of Armenian history. In 1981 the Alex Manoogian Chair in Modern Armenian History was established, thanks to the generous gift of Mr. and Mrs. Alex Manoogian. Six years later, the Marie Manoogian Chair in Armenian Language and Literature was created, making the University of Michigan, Ann Arbor, a major center of Armenian Studies in the United States.
Courses taught by Professor Kevork B. Bardakjian (literature) and a Professor of Armenian history constitute the core of the Armenian Studies Program complemented by outreach activities, and the Armenian Language Summer Institute in Yerevan, Armenia. In addition to language, literature and history instruction, the Armenian Studies Program offers courses on Armenian architecture, Armenian-American literature, the Modern Armenian Renaissance, and Armenian intellectual history.

Courses in Armenian Studies (Division 322)

471(371)/AAPTIS 471. Advanced Western Armenian, I. Armenian 272 or 273. (3). (Decl).
472(372)/AAPTIS 472. Advanced Western Armenian, II. Armenian 471. (3). (Decl).
479/AAPTIS 479. Classical Armenian II. Armenian 478. (3). (Decl).
480/AAPTIS 483. Intensive Introductory Classical Armenian. No credit granted to those who have completed or are enrolled in Armenian 479. (6 in the half-term). (Decl).

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, Japanese, and Korean civilization, Chinese philosophy, and a sequence of courses on Buddhism in China, India, Japan, and Tibet. The department offers undergraduate concentrations in Asian Studies, Chinese, and Japanese. 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 Asian Studies, Chinese, or Japanese.

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, Hindi-Urdu, Japanese, Korean, and Tamil 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 several Southeast Asian Language consortiums that offer advanced language training abroad in Indonesia, Thailand, the Philippines, and Vietnam. The University of Michigan also belongs to the Consortium for International Educational Exchange (CIEE) that offers possibilities for study abroad in Indonesia, Thailand and Vietnam. It is also a member of the Southeast Asian Summer Studies Institute (SEASSI) 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: February 5. Applications are available from the Office of International Programs, G513 Michigan Union, Ann Arbor, MI 48109-1349.

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 also offers internships 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: February 5. Applications are available from the Office of International Programs, G513 Michigan Union, Ann Arbor, MI 48109-1349.

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 arranged through the department’s student services office, 3076 Frieze Building (936-3915). 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, 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 during the senior year. This thesis is written while enrolled in Asian Studies 395. Alternatively, a member of the faculty can supervise the writing of the thesis on an individual basis. Recommendations for the designation of “honors,” “high honors,” and “highest honors” 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.

152/Chinese 150. Chinese Civilization. No knowledge of Chinese required. (3). (HU). May be repeated for a total of six credits.


224/S&SEA 224. Traditions of Poetry in India. (3). (HU).


249/Korean 249/Hist. 249. Introduction to Korean Civilization. (3). (HU).

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.

254/Korean 250. Undergraduate Seminar in Korean Culture. No knowledge of Korean language is required. (3). (HU). May be repeated with department permission for a total of six credits.

263/Philosophy 263/Chinese 263. Introduction to Chinese Philosophy. (3; 2 in the half-term). (HU).


316/Buddhist Studies 316/Rel. 316. Religion in Modern Japan. (3). (Excl).


325/Buddhist Studies 325/Rel. 323. Buddhism in Zen Perspective. (3). (HU).


380. Topics in Asian Studies. (3). (Excl). May be repeated for a total of six credits.

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).

461/S&SEA 461. Southeast Asian Literature. (3; 2 in the half-term). (Excl).

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**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.

**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 credits. These 38 credits must include at least two departmental courses in literature in translation (Japanese 402 and one of Japanese 400 or 401), 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.

**Asian Languages and Cultures**


249/Korean 249/Hist. 249. Introduction to Korean Civilization. (3). (HU).

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.

254/Korean 250. Undergraduate Seminar in Korean Culture. No knowledge of Korean language is required. (3). (HU). May be repeated with department permission for a total of six credits.

263/Philosophy 263/Chinese 263. Introduction to Chinese Philosophy. (3; 2 in the half-term). (HU).


316/Buddhist Studies 316/Rel. 316. Religion in Modern Japan. (3). (Excl).


466/Chinese 466/Phil. 456. Interpreting the Zhuangzi. Asian Studies 263 or another introductory philosophy course is recommended. (3). (Excl).

468/Chinese 468/Phil. 468. Classical Chinese Thought. Upperclass standing; no knowledge of Chinese required. (3; 2 in the half-term). (HU).

469/Chinese 469/Phil. 469. Later Chinese Thought. Upperclass standing; no knowledge of Chinese required. (3; 2 in the half-term). (HU).


Courses in Tibetan


Courses in Chinese (Division 339)

Culture Courses/Literature Courses

150/Asian Studies 152. Chinese Civilization. No knowledge of Chinese required. (3). (HU). May be repeated for a total of six credits.


263/Philosophy 263/Asian Studies 263. Introduction to Chinese Philosophy. (3; 2 in the half-term). (HU).


466/Asian Studies 466/Phil. 456. Interpreting the Zhuangzi. Chinese 263 or another introductory philosophy course is recommended. (3). (Excl).

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

469/Asian Studies 469/Phil. 469. Later Chinese Thought. Upperclass standing; no knowledge of Chinese required. (3; 2 in the half-term). (HU).


Courses in Buddhism Studies (Division 322)


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/Asian Studies 325/Rel. 325. Buddhism in Zen Perspective. (3). (HU).


481/Asian Studies 481/Rel. 483. Ch’an and Zen Buddhism. (3). (Excl).


Courses in Tibetan


479/Asian Studies 479/RC Hums. 479. Writer and Society in Modern China. No knowledge of Chinese is required. (4). (HU).


505/Asian Studies 505/Phil. 505. Modern Chinese Thought. Permission of instructor. (3; 2 in the half-term). (Excl).


Language Courses

101. Beginning Chinese. Native or near-native speakers of Chinese are not eligible for this course. I. (5). (LR). Laboratory fee ($10) 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.


399. Directed Readings. Permission of the Department. (1-3). (INDEPENDENT). May be repeated for credit with permission of instructor.
418. Mandarin for Cantonese Speakers II. Chinese 417. (2). (Excl). May be repeated for a total of four credits.

Courses in Japanese (Division 401)

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

399. Directed Reading. Permission of the department. (1-3). (Excl). (INDEPEND-ENT). May be repeated for credit with permission of instructor.
554. Modern Japanese Literature. Japanese 406 and 408. (3). (Excl). May be repeated for credit with permission of instructor.

Courses in Korean (Division 409)

Culture Courses

249/Asian Studies 249/Hist. 249. Introduction to Korean Civilization. (3). (HU).
250/Asian Studies 254. Undergraduate Seminar in Korean Culture. No knowledge of Korean language is required. (3). (HU). May be repeated with department permission for a total of six credits.

Language Courses

101. Beginning Korean. Native or near-native speakers of Korean are not eligible for this course. I. (5). (LR).
201. Second Year Korean. Korean 102. Native or near-native speakers of Korean are not eligible for this course. I. (5). (LR).
554. Modern Japanese Literature. Japanese 406 and 408. (3). (Excl). May be repeated for credit with permission of instructor.
Courses in South and Southeast Asia (S&SEA) (Division 483)

Culture Courses
224/Asian Studies 224. Traditions of Poetry in India. (3). (HU).
240. Topics in Asian Culture. (3). (HU).
240. Topics in Asian Culture. (3). (HU).
250/Asian Studies 253. Undergraduate Seminar in South and Southeast Asian Culture. No knowledge of any Asian language required. (3). (HU). May be repeated with department permission.

S&SEA Language Courses
103. Beginning Indonesian. (5). (LR).
105. Elementary Hindi-Urdu. No credit granted to those who have completed or are enrolled in S&SEA 315 or 365. (4). (LR).
106. Elementary Hindi-Urdu. S&SEA 105 or 305. No credit granted to those who have completed or are enrolled in S&SEA 315 or 365. (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. (5). (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).
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. SSEA 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).
403. Advanced Indonesian. S&SEA 204. (3). (Excl).
417. Urdu Poetry. S&SEA 206, 316, or 405, or equivalent knowledge of Hindi-Urdu (as determined by interview and placement exam). (1). (Excl). May be repeated for a total of three credits.
463. Advanced Readings of Modern Indonesian Texts I. S&SEA 404. (3). (Excl). May be repeated for a total of six credits.
464. Advanced Readings of Modern Indonesian Texts II. S&SEA 404. (3). (Excl). May be repeated for a total of six credits.
491. Individual Study of South and Southeast Asian Language. Permission of instructor. (1-5). (Excl). (INDEPENDENT). May be repeated for a total of ten credits.
493. 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 department. (1-3). (Excl). (INDEPENDENT).

ASIAN LANGUAGES AND CULTURES (ALC) / 51

Asian/Pacific American Studies (see American Culture)
Astronomy

Professors Emeriti Guenther H. Elste, Freeman D. Miller, Richard G. Teske

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; 130; 160) both stimulate and satisfy intellectual curiosity and lay the foundation for advanced work.

Prerequisites to Concentration. Astronomy 101 is preferred. No credit granted to those who have completed or are enrolled in Astronomy 102, 111, 112, 120, 125, or 130.

Astronomy Concentration. 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; 130; 160) both stimulate and satisfy intellectual curiosity and lay the foundation for advanced work.

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 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 111, 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, and IIIa. (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. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. No credit granted to those who have completed or are enrolled in Astronomy 125. (3). (NS). (BS).

122. The Origin of the Elements and the History of Matter. 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).

125. Observational Astronomy. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. No credit granted to those who have completed or are enrolled in Astronomy 101, 102, 111, 112, 120, 125, or 130.

127. Naked Eye Astronomy. (1). (Excl).

130. Explorations in Astronomy. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. 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 Physics 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).


Atmospheric, Oceanic and Space Sciences (AOSS)

2207 Space Research Building
(734) 647-3660 (phone)
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.

Courses in Atmospheric, Oceanic and Space Sciences (Division 241)
The following course counts as an LS&A course for LS&A degree credit.


Biological Chemistry

Not a concentration program.
The Department of Biological Chemistry is a participating unit in the interdepartmental “Chemistry” concentration program listed in this Bulletin under the heading, “Biochemistry.” Courses in the Department of Biological Chemistry are listed in the Time Schedule as part of the Medical School’s offerings in the subsection Biological Chemistry.

Courses in Biological Chemistry (Division 517)
The following count as LS&A courses for LS&A degree credit.

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 Biol. Chem. 516. I. (3). (Excl). (BS). Laboratory fee ($50) required.


Courses 570-577 each last one month


Department of Biology

1121 Natural Science
830 North University
(734) 674-2446 (phone)
(734) 647-0884 (fax)
Web site: http://www.biology.lsa.umich.edu/
Professor Julian P. Adams, Chair
Associate Professor John W. Schieffelin, Associate Chair for Teaching and Curriculum
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., (Mathew Alpern Collegiate Professor of Biology), Neuroscience
George F. Estabrook, Biometry
William L. Fink, Ichthyology
Robert D. Fogel, fungal taxonomy, hypogeous fungi, fungal ecology
Deborah E. Goldberg, Plant 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. Nooden, Plant developmental physiology
Ronald A. Nussbaum, Herpetology
Bruce Oakley, Neuroscience
Robert B. Payne, Ornithology
Eran Pichersky, Molecular genetics
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 (Alfred S. Sussman Professor of Biology), Cell biology, photosynthesis
Associate Professors
Rolf Bodmer, Molecular genetics of the developing nervous system
Robyn J. Burnham, Paleobotany
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
Bevery 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
Jianming Li, Plant Molecular Physiology
Janine Maddock, Microbial development
David P. Mindell, Ornithology
Diarmaid Ó Foighil, Malacology
Laura Olsen, Plant Cell and Molecular Biology

Lecturers
Marc Ammerlaan, Microbiology
Santhadevi Jayabalan, 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 the following 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 concentrators 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 Biology 162 or equivalent.

Listings by Biology Distribution Group
Laboratory courses or courses that include a laboratory are marked with an asterisk (*).

1. Molecular, Cellular, and Developmental Biology:

   207* (4) Introductory Microbiology
   208 (3) Embryology
   222 (3) Introduction to Neurobiology
   225 (3) Animal Physiology
   230* (4) Introduction to Plant Biology

Note students taking 225 are also encouraged to take 226* – Animal Physiology Laboratory (2 credits).

II. Ecology, Evolution, and Organismal Biology:

   230* (4) Introduction to Plant Biology
   252* (4) Chordate Anatomy and Phylogeny
   255* (5) Plant-Biology-Organismic Approach
   281 (3) General Ecology
   288* (4) Introduction to Animal Diversity

Note students taking 281 are also encouraged to take 282* – General Ecology Lab (3 credits).

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 sur-
rounded 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 162 (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.** 33 credits distributed as follows:

1. Required courses in genetics, biochemistry, and evolution: Biology 305; one of Biology 310, 311, Biol. Chem. 415, or Chem. 451 and 452; and Biology 390.
2. Select at least one course from each of two groups I-II. (See Course Listings I-II for the available courses in each group.)
   - I. Molecular, Cell, and Developmental Biology
   - II. Ecology, Evolution, and Organismal Biology
3. Select one course in the Department of Biology at the 300- or 400-level (except 302 or 412).
4. Select additional Department of Biology courses at the 200-level or above (except Biology 302, 412) to bring the concentration total to at least 33 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.
5. A minimum of three laboratory courses.

**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 concentration. 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 1 (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.** 27 credits in biology and cognate fields, including:

1. Required courses in genetics, biochemistry, and evolution: Biology 305; one of Biology 310, 311, Biol. Chem. 415, or Chem. 451 and 452; and Biology 390.
2. Two laboratory or field courses in the Biology Department beyond the introductory level (Biology 300 or 400, independent study, elected for a minimum of 3 credits, may be used for one of the laboratory courses.)
3. Select at least one course from each of two groups I-II. (See Course Listings I-II for the available courses in each group.)
   - I. Molecular, Cell, and Developmental Biology
   - II. Ecology, Evolution, and Organismal Biology
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 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.

**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 162; 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 33 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. Two additional courses 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 given to a senior student for excellence in botany. The award was established by the students of the Department of Botany.
- **J.T. Slater Award.** Since 1983, this award has been given to a student who has demonstrated excellence in botany. The award was established by the students of the Department of Botany.

**Advising.** Professors R. Bodmer, S. Clark, R. Ellis, J. Langmore, L. Olsen, E. Pichersky, and J. Schiefelbein are the concentration advisors. Appointments are scheduled at 1121 Natural Science Building.

**Microbiology**

*May be elected as an interdepartmental concentration program*

Microbiology includes the study of viruses, algae, bacteria, protozoa, and fungi. Immunobiology, including immunobiology, immunological defense mechanisms, and host-parasite interactions are also included within the science of microbiology. A concentration in microbiology prepares students for graduate study in microbiology, biochemistry, agricultural science, and food science as well as for study in other areas of biology which emphasize cellular structures and their function. A bachelor’s degree in microbiology may qualify students for entry-level positions in medical, industrial, or governmental laboratories.

**Prerequisites to Concentration.** Biology 162; 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: Two advanced lab courses from among: Biology 306, 400, 413, 423, or 429; Chemistry 260 and 241-242.

2. Two advanced CMB courses chosen from among Biology 400, 405, 406, 411, 418, 422, 426, 430, 436, 513, and 523. A third (or fourth) advanced CMB lab course (306, 413, 423, or 429) may also be used to meet this requirement.

3. One elective course, which can be:
   a. Any Biology class at the 200-, 300- or 400-level (except Biol. 200, 201, 202, 215, 300, 302, 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).

4. **Advising.** Professors R. Bodmer, S. Clark, R. Ellis, J. Langmore, L. Olsen, E. Pichersky, and J. Schiefelbein are the concentration advisors. Appointments are scheduled at 1121 Natural Science Building.

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

**LS&A courses in Microbiology.** All courses in Microbiology, Immunology, or Epidemiology are listed in the *Time Schedule* under the Medical School. Biological Chemistry 415 and 416 are listed in this *Bulletin* and therefore are not included in the non-LS&A hours which may be applied toward the degree. (See “Non-LS&A Course Work” in *Chapter III*). Courses not listed in this *Bulletin* and not cross-listed through an LS&A department (e.g., Epid 543) count as non-LS&A course work. Students pursuing a concentration in microbiology should elect...
cross-listed courses through the LS&A department whenever possible. Concentrators may, with the signed approval of a concentration advisor, elect 20 credits of non-LS&A course work in the minimum 120 required for an A.B. or B.S. degree.

**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**

Students interested in the Honors Program should complete an application for admission. This application includes (a) a transcript and (b) a statement describing the student’s general area of research interest. It is not necessary to have a research mentor identified at this time.

**The Honors Program**

1. **Biology 201.** All students are required to enroll 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.

2. **Research.** The student must identify a research mentor, preferably by the end of the sophomore 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.

   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 independent study number. However, it is permitted to use the independent study number of another department if the co-sponsor approves it.

3. **Honors thesis proposal.** The thesis proposal must be submitted during the student’s third year. A thesis proposal should be approximately 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.

4. **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.

5. **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.

6. **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 science reported 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 theses to review the recommendations of the readers. 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.

7. **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 – Complete Introductory Biology (Biology 162). (Students with advanced placement credit in Biology should begin the second tier courses, Biochemistry and Genetics, during their first or second year.)

Year 2. Fall or Winter Term – Enroll in Biology 201.

Year 3. Fall term – Begin research and submit honors thesis proposal.

Winter term – Continue research – Submit honors thesis proposal if this was not done Fall Term.

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). Laboratorv fee ($68) required.

105. Food. (3). (NS).


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


110/AOSS 171/UC 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).


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. I. (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).

162. Introductory Biology. Prior or concurrent enrollment in Chemistry 130. Biology 162 is not open to students who have completed Biol. 152, 154 Or 193. Credit is granted for a combined total of 12 credits elected in introductory biology. I, II, IIIa. (5). (NS). (BS). Laboratory fee ($68) required.


201. Introduction to Research in the Life Sciences. Grade of B+ or better in Biology 162 (or 152 or 154). I and II. (1). (Excl). (BS).

202. Topics in Biology. Biology 162 (or 152 and 154), or 195. (3). (Excl). (BS). May be repeated for a total of six credits.


225(325). Principles of Animal Physiology: Lecture. Biol. 162 and a year of chemistry. No credit granted to those who have completed or are enrolled in Biol. 420. II. (3). (Excl). (BS).

226(326). Animal Physiology Laboratory. Concurrent enrollment in Biol. 225 (or prior enrollment in 325, with permission). Students who have taken or intend at a later date to take Biol. 225 will not be admitted to Biol. 226 without special permission. II. (2). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($70) required.

230. Introduction to Plant Biology. Biol. 162 (or 152) or 195. (4). (NS). (BS). Laboratory fee ($65) required.


255. Plant Diversity. II. (5). (NS). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($60) required.

281. General Ecology. Biol. 162 (or 152 and 154) and a laboratory course in chemistry. No credit granted to those who have completed or are enrolled in Biol. 381. (3). (NS). (BS).

282. General Ecology Laboratory. Biol. 162 (or 152 and 154), a laboratory course in chemistry, and concurrent or prior enrollment in Biol. 281. (3). (Excl). (BS). Laboratory fee ($70) required.

300. Undergraduate Research. Eight credits of biology and 3.0 grade point average in science; permission of faculty member in biology. I, II, IIIa, IIIb and IIIb in Ann Arbor; IIIb at Biological Station. (1-3). (Excl). (BS). (INDEPENDENT). May be repeated for a total of 9 credits.

301. Writing for Biologists. Biol. 162 (or 152-154) or 195, and completion of the introductory composition requirement. I and II. (3). (Excl). (BS).


306. Introductory Genetics Laboratory. Prior or concurrent enrollment in Biol. 305. I, II. (3). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($70) required.


308. Developmental Biology Laboratory. Prior or concurrent enrollment in Biol. 307. II. (3). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($85) required.

310. Introductory Biochemistry. Biol. 162 (or 152) or 195; and organic chemistry. No credit granted to those who have completed or are enrolled in Biol. 311, Biol. Chem. 415, or Chem 451. (4). (Excl). (BS).

311. Introductory Biochemistry. Biol. 162 (or 152) or 195; and organic chemistry. No credit granted to those who have completed or are enrolled in Biol. 310, Biol. Chem. 415, or Chem 451. I, II, and IIIa. (4). (Excl). (BS).

320. Cellular Physiology. Biol. 162 (or 152-154) or 195; Chem. 215. Not open to students who have completed or are enrolled in Biol. 427 or 428. I. (3). (Excl). (BS).


324(224). Biology of Cancer. Biol. 162. No credit granted to those who have completed or are enrolled in Biol. 124. I. (3). (NS). (BS).


381. Advanced Research. 12 credits of biology, 3 of which average in science, and permission of faculty member in biology. Also offered at the Biological Station during Illb. 1-3. (Excl). (BS). (INDEPENDENT). May be repeated for a total of 9 credits.

390. General Ecology. Biol. 162 (or 152-154) or 195; and a laboratory course in chemistry. Illa and IIlb at Biol. Station. (6 in Ann Arbor; 5 at Biol. Station). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($50) required.


400. Advanced Research. 12 credits of biology, 3 of which average in science, and permission of faculty member in biology. Also offered at the Biological Station during Illb. 1-3. (Excl). (BS). (INDEPENDENT). May be repeated for a total of 9 credits.

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


405. Molecular Basis of Development. Biol. 162 (or 152-154) and 305. A course in molecular and developmental biology is helpful but not required. II. (3). (Excl). (BS).

426. Molecular Endocrinology. Biol. 310, 311, or Biol. Chem. 415; and Biol. 325 or 418. (3). (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. 416 or 516. II. (3). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($70) required.


442. Biology of Insects. Biol. 162 (or 152-154) or 195; and introductory geology and two additional natural science courses. II. (Offered in alternate years). 1-3. (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($55) required.

443. Biology of Mollusks. Biol. 162 IIb at the Biological Station. (Offered in alternate years). 3; 5 at the Biological Station). (Excl). (BS). Satisfies a Biology laboratory requirement.


445/Geology 445. Biogeography. Biol. 162 (or 152-154) or 195. Historical Geology (or equivalent) is recommended. (3). (Excl). (BS).


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


484. Limnology Laboratory. Concurrent enrollment in Biol. 483. II. (3). (Excl). (BS). (QR/1). Satisfies a Biology laboratory requirement. Laboratory fee ($70) required.


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


512. 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.

515. Plant Constituents and Their Functions. Biol. 162 (or 154) or 195 and one term of organic chemistry. I. (Offered in alternate years). (3). (Excl). (BS).

542. Analysis of Gene Organization. Biol. 162 (or 152-154) or 195; and permission of instructor. I. (3). (Excl). (BS).

542. Cell Biology. Biol. 162 (or 152-154) or 195; and permission of instructor. I. (3). (Excl). (BS).

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

547. Biogeography. Biol. 162 (or 152) or 195, or Biol. 255. I. (Offered in alternate years). 5. (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($40) required.


574. Wetlands Ecology. Two college-level courses in Biology, preferably one in Ecology, III at the Biological Station. (5 in the half-term). (Excl). (BS).

575. 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).

576/NR&E 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).


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

579. The Dynamics of Neotropical Rainforests. A course in ecology, fluency in Spanish, and permission of instructor. II in Nicaragua. (2). (Excl). (BS). May be repeated for a total of four credits.


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

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

584. Limnology Laboratory. Concurrent enrollment in Biol. 483. II. (3). (Excl). (BS). (QR/1). Satisfies a Biology laboratory requirement. Laboratory fee ($70) required.

585/Geol. 450/NR&E 450/NavArch 450. Aquatic Science Field Studies. Junior science or engineering concentrators. Those with credit for GS 223 may only select Biol. 450 for 3 credits. Illa in Grand Haven, Michigan. (6 in the half-term). (NS). (BS).

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


492. Behavioral Ecology. Biol. 162 (or 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 495). (Excl). (BS).


513. Microbial Genetics. Genetics; and microbiology 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).


533/Anatomy 715. Regeneration in Vertebrates. An introductory course in developmental biology; graduate or senior standing, and permission of instructor. II. (2). (Excl). (BS).

534. Developmental Neurobiology. Previous courses in neurobiology and development; and permission of instructor. 1 (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, phyiology, or aquatic invertebrates is recommended. IIIb at the Biological Station. (5 in the half-term). (Excl). (BS). Satisfies a Biology laboratory requirement.


Biopysics

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 162 (or 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)

520(S1)/5610/Chem. 520. Biophysical Chemistry I. Chem. 463, Biol. Chem. 415, or Chem 420; permission of course director. (3). (Excl). (BS).

521(S1)/Chem. 521. Biophysical Chemistry II. Chem. 461, Biol. Chem. 415, and Chem. 430 or equivalent; and permission of course director. (3). (Excl). (BS).


Chemistry

1500 Chemistry
930 North University
(734) 647-2858 (phone)
(734) 647-4865 (fax)
Web site: http://www.umich.edu/~michchem/
Professor Joseph P. Marino, Chair
Professor Masato Koreeda, Associate Chair for Faculty and Undergraduate Curriculum
Professor Mark E. Meyerhoff, Associate Chair for Graduate Studies

May be elected as a departmental concentration program in Chemistry and an interdepartmental concentration program in Biochemistry

Professors

Arthur J. Ashe, III, Organometallic Chemistry of Main-Group Elements
John Barker, Chemical Kinetics, Atmospheric Chemistry

Eugene H. Cordes, Molecular Design; Enzymatic Reaction Mechanisms; Biochemistry

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
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
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-reagents, Enzyme-linked Competitive Binding Assays, New Stationary Phases for Liquid Chromatography
Michael D. Morris, Analytical Laser Spectroscopy and Imaging; Electrophoretic 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
Edwin Vedejs (Moses Gomberg Collegiate Professor of Chemistry), Organic Chemistry
John R. Wiseman, Synthetic Organic Chemistry and Mechanisms of Chemical Reactions
Charles F. Yocum, Biological Chemistry of Photosynthetic Water Oxidation
Erik R.P. Zaiderweg, 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 A. Goldstein, Protein Design and Structure
Richard M. Laine, Materials Chemistry
Edward T. Zellers, Microfabricated 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
Larry W. Beck, Analytical NMR spectroscopy of materials; zeolite catalysis
Christine E. Evans, Analytical/Physical Chemistry; Separation Science; Interfacial Chemistry; Laser Spectroscopy
E. Neil G. Marsh, Enzymes: structure mechanism and specificity; protein engineering and molecular recognition
Ayyalasamy Ramamoorthy, Solid-State NMR Spectroscopy, Structural Biology of Membrane Proteins, Study of Polymers
Roseanne Sension, Ultrafast Laser Spectroscopy and Chemical Reaction Dynamics

Lecturers
Nancy Konigsberg Kerner, General chemistry, chemical education
Kathleen Nolta, organic chemistry
Barbara J. Weathers, Inorganic chemistry, general chemistry

Professors Emeriti

The curricula in Chemistry serve those preparing for careers in chemistry, biochemistry, medicine, chemical engineering, 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 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 and biochemistry 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 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 162 (or 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 and including 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, and Chemistry 417. 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. Chemistry 398 (4 credits) and the thesis course, Chemistry 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)

120. First Year Seminar in Chemistry. (3). (NS).

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Courses in Chemistry (Division 334)
125. General and Inorganic Chemistry: Laboratory. To be elected by students who are eligible for (or enrolled in) Chem. 130. No credit granted to those who have completed Chem. 211. (2). (NS). (BS). Laboratory fee ($60) required.

130. General Chemistry: Macromolecular Investigation and Reaction Principles. Three years of high school math or Math. 105; one year of high school chemistry recommended. Placement by testing, or permission of Chemistry department. Intended for students without AP credit in chemistry. (3). (NS). (BS). (QR/2).


241. Introduction to Chemical Analysis. Prior or concurrent enrollment in Chem. 260/241 or 261 is intended primarily for Chemical Engineering students. No credit granted for students who have completed or are enrolled in Chem. 260. (1). (Excl). (BS).


398. Undergraduate Research in Biochemistry. Junior standing, and permission of a biochemistry concentration advisor and the professor who will supervise the research. (1-4). (Excl). (BS). (INDEPENDENT). May be repeated for a total of four credits during junior or senior year.

399. Undergraduate Research. Junior standing, and permission of a chemistry concentration advisor and the professor who will supervise the research. (1-4). (Excl). (BS). (INDEPENDENT). May be repeated for a total of four credits during junior or senior year.


451/Biol. Chem. 451. Introduction to Biochemistry I. Chem. 260; Biol. 162 (or 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).


485. Projects Laboratory. Chem. 480. (2). (Excl). (BS). Laboratory fee ($50) required.


498. Undergraduate Honors Thesis in Biochemistry. Chem. 398 and permission of instructor. To be elected in the term in which an Honors student presents a thesis on undergraduate research. (1). (Excl). (BS). (INDEPENDENT).


521/Biological Chemistry 521. Biophysical Chemistry II. Chem. 461, Biol. Chem. 415, and Chem. 430 or equivalent; and permission of course director. (3). (Excl). (BS).


536/Macromolecular Science 536. Laboratory in Macromolecular Chemistry. Chem. 535 or Phys. 418. (2). (Excl). (BS). Laboratory fee ($50) required.


Classical Studies

2160 Angell Hall
(734) 764-0360 (phone)
(734) 763-4959 (fax)
Web site: http://www.umich.edu/~classics/ e-mail: classics@umich.edu
Professor Sharon C. Herbert, Chair
May be elected as a departmental concentration in Classical Archaeology, Classical Civilization, Classical Languages and Literatures, Greek, or Latin
Professors
H. D. Cameron, Greek drama, linguistics, Greek orators, Plautus
John F. Cherry, Aegean and Mediterranean prehistory, regional field survey, archaeo-
logical theory, island archaeology, computers and the Classics
Bruce W. Frier, Roman law, Roman social and economic history, Hellenistic and Roman historiography and political science, ancient architecture, numismatics
Kweku A. Garbrah, Greek and Latin languages, comparative philology, epigraphy, early Latin tragedy

Ann E. Hanson, papyrology, especially documents of the Roman period, Greek paleography, Greek and Roman medicine especially gynecology, other technical prose writings

Sharon C. Herbert, Greek archaeology, vase painting, Hellenistic Near East

Sally Humphreys, Anthropology of ancient societies, Greek law, history of religions

Ludwig Koenen, Papyrology, Greek and Latin literature, Hellenistic and Roman Egypt, patriotics, the history of religion

Sabine MacCormack, late antiquity, history of the classical tradition and of Christianity, Spanish and Andean historiography and culture

John G. Pedley, Greek and Roman art and archaeology, Greek sculpture, art and archaeology of Asia Minor and South Italy

David S. Potter, Greek and Roman Asia Minor, Greek and Latin historiography and epigraphy

David O. Ross, Jr., Latin literature, Hellenistic poetry, Latin textual criticism

Ruth Scodel, Homer, tragedy, Greek literary criticism, ancient narrative

Charles Witke, Catullus, Augustan poetry, Roman satire, medieval Latin literature, religion, Erasmus

Associate Professors

Susan E. Alcock, Hellenistic and Roman East, landscape archaeology, archaeological survey, archaeology of imperialism

Traianos Gagos, Greek papyrology; social and economic history of Roman and late antique Egypt (Petra papyri); integration of the historical, archaeological, and papyrological records of the Egyptian village, Karanis; violence in Egypt; computer applications in papyrology and classics; modern Greek language

James I. Porter, Greek and Latin literature, literary criticism and aesthetics, contemporary literary theory

Sara L. Rappe, Hellenistic and classical philosophy, neo-Platonism, philosophy of language

Assistant Professors

Benjamin Acosta-Hughes, Hellenistic literature, archaic Greek lyric, Augustan poetry, Greco-Egyptian culture and society, attic oratory and Greek prose style, Greek tragedy

Derek Collins, archaic Greek poetry, Latin literature, history of the classical tradition, religion

Sara L. Forsdyke, Greek historiography, Greek political thought and ideology, Greek orators, Greek law, Greek history

Debra Hershkowitz, Greek and Roman epic poetry, Vergil, Silver Latin literature

Deborah Pennell Ross, Latin language and literature, linguistics

Lecturer

Robert D. Wallin, Latin, Great Books

Adjoint Professors

D.R. Shackleton Bailey, Latin literature and textual criticism, history and prosopography of the late Roman Republic

Raymond Van Dam, Roman empire, late antiquity, early Christianity, history and anthropology

James B. White, Greek literature, law, and rhetoric

Adjoint Associate Professor

Lauren Talalay, Aegean prehistory, gender, Neolithic figurines

Professors Emeriti

Theodore V. Butrey, Gerda M. Seligson.

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 (IIIa) or during Summer Half-Term (IIIb), but they are also offered in other terms. For information about intensive Latin, contact Professor Deborah Ross or Professor David 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 an 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 Deborah Ross. The Department recommends that interested students see the undergraduate 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 Department 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 540 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 candidates are required to take a minimum of eight credits in the second classical language (classical Greek if the major language is Latin; Latin if the major language is classical Greek), to participate in one graduate seminar in classical archaeology, and to write an honors thesis. Those interested should consult with the concentration advisor well in advance of their 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 Civilization**

*May be elected as a departmental concentration program*

**Prerequisites to Concentration.** Classical Civilization 101-102, or an equivalent introductory sequence approved by the Classical Civilization concentration advisor.

**Concentration Program.** Students must:

1. complete at least five courses in “classical civilization” chosen in consultation with and approved by the concentration advisor. Up to three courses in Latin and Greek above the level of Greek 102 or Latin 231 can be counted in the concentration.
2. complete two courses in classical archaeology.
3. complete the seminar for concentrators, Classical Civilization 480, *Studying Antiquity*.
4. complete an upper-level cognate course approved by the concentration advisor in classical studies.

**Advising.** Prospective concentrators are encouraged to discuss their plans with the 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 (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, 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 the 400-level or above, usually including Greek 401 and 402).
2. 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 Deborah Ross 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 Archaeology;
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 Deborah Ross 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/Hist. of Art 221. Introduction to Greek Archaeology. (4; 3 in the half-term). (HU).
222/Hist. of Art 222. Introduction to Roman Archaeology. (4; 3 in the half-term). (HU).
323. Introduction to Field Archaeology. (4; 3 in the half-term). (HU).
324/Hist. 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.
421/Hist. of Art 421. Art and Archaeology of the Ancient Near East. One previous art history, anthropology, or classical archaeology course recommended. (3; 2 in the half-term). (HU).
422/Hist. of Art 422. Etruscan Art and Archaeology. Class. Arch. 221 or 222. (3). (HU).
423/Hist. of Art 423. Roman Campania. (3). (Excl).
424/Hist. of Art 424. Archaeology of the Roman Provinces. Class. Arch. 221 or 222. (3). (HU).
428/Hist. of Art 428. The Public Spaces of Imperial Rome. Hist. of Art 101 or Class. Arch. 222 (3). (Excl).
431/Hist. of Art 431. Principal Greek Archaeological Sites. A course in archaeology. (3). (Excl).
434/Hist. of Art 434. Archaic Greek Art. (3). (HU).
435/Hist. of Art 435. The Art and Archaeology of Asia Minor. (3). (HU).
437/Hist. of Art 437. Egyptian Art and Archaeology. (3). (HU).
438/Hist. of Art 438. The Art and Archaeology of Hellenistic and Roman Egypt. Permission of instructor. (3; 2 in the half-term). (Excl).
439/Hist. of Art 439. Greek Vase Painting. (3; 2 in the half-term). (HU).
442/Hist. of Art 442. Late Antique and Early Christian Art and Architecture. Hist. of Art 101 or 222. (3). (Excl).
475. Archaeology, Identity, and Nationalism in the Balkans and Europe. 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/Hist. of Art 531/Anthro. 587. Aegean Art and Archaeology. Class. Arch. 221 or 222. (3). (Excl).
534/Hist. 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.

Classical Studies

Classical Civilization (Division 344)

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. (4). (Introductory Composition).
357/WS 357. Greek Medical Writers in English Translation. (3). (Excl).
371. Sport in the Ancient Greek World. (3). (HU).
375. War in Greek and Roman Civilization. (4). (HU).
452. Food in the Ancient World: Subsistence and Symbol. (3). (HU).
465. The Individual in Greek Society. (3). (Excl).
466/Rel. 468. Greek Religion. (3). (HU).
467. The Good Life. (3). (HU).
468. Greeks, Romans, and Egyptians. (3). (Excl).
472. Roman Law. Not open to first-year students. (3; 2 in the half-term). (HU).
Classical Greek (Division 385)

Elementary Courses

101. Elementary Greek. Graduate students should elect the course as Greek 502. (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. (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. (LR).

302. Second-Year Greek, Greek 102. The language requirement is satisfied with the successful completion of both Greek 301 and 302. (LR).

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; 2 in the half-term). (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).


475/Latin 475. Roman Historiography. (3). (Excl).


499. Supervised Reading. Permission of instructor. (1-4). (Excl). May not be included in a concentration plan in Greek Language and Literature or Classical Languages and Literatures. (INDEPENDENT). May be repeated for credit.


510. The Homeric Hymns. Graduate standing or permission of instructor. (3). (Excl).

516. Aristophanes. Greek 301 and 302. (3; 2 in the half-term). (Excl).


520. Sophocles. Greek 402. (3; 2 in the half-term). (Excl).


556. Greek Philosophical Literature I. Greek 302. (3). (Excl).

591. History of Greek Literature, Homer to Sophocles. 20 credits of Greek. (3; 2 in the half-term). (Excl).

599. Supervised Reading in Greek. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for credit.

Modern Greek (Division 433)


102. Elementary Modern Greek. II. Modern Greek 101. Graduate students should elect Modern Greek 502. II. (LR).

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. (LR).

Latin Language and Literature (Division 411)

Elementary Courses

101. Elementary Latin. No credit granted to those who have completed or are enrolled in 103, 193, or 502. (LR).

102. Elementary Latin. Latin 101. No credit granted to those who have completed or are enrolled in 193 or 502. (LR).

301. Review Latin. Some background in Latin and assignment by placement test. Credit is granted for no more than two courses among Latin 101, 102 and 103. No credit granted to those who have completed or are enrolled in 193 or 502. (LR).

193. Intensive Elementary Latin I. No credit granted to those who have completed or are enrolled in 101, 102, 103 or 502. (LR).

194. Intensive Elementary Latin II. Latin 193 or equivalent. No credit granted to those who have completed or are enrolled in 221, 222, 231, 232, or 503. Graduate students should elect 503. (LR). 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. (LR).

232. Vergil, Aeneid. Latin 231 or 221. No credit granted to those who have completed or are enrolled in 194, 222, or 503. (LR).

Intermediate Courses

301. Intermediate Latin I. Latin 194, 222, or 232. (3; 2 in the half-term). (HU).

302. Intermediate Latin II. Latin 194, 222, or 232. (3; 2 in the half-term). (HU).

401. Republican Prose. Latin 301 or 302. (3; 2 in the half-term). (HU). May be repeated for a total of 9 credits.

402. Imperial Prose. Latin 301 or 302. (3; 2 in the half-term). (HU). May be repeated for a total of 9 credits.

409. Augustan Poetry. Latin 301 or 302. (3; 2 in the half-term). (HU). May be repeated for a total of 9 credits.

410. Poetry of the Republic or Later Empire. Latin 301 or 302. (3; 2 in the half-term). (HU). May be repeated for a total of 9 credits.

Advanced Courses

421. EducationD 421. Teaching of Latin. Junior standing in Latin and permission of instructor. (3; 2 in the half-term. (Excl).

426. Practicum. Junior or senior standing, and permission of instructor. I, II, IIIb. (3; 2 in the half-term). (Excl).


436/MARC 441. Medieval Latin II, 900-1350 A.D. Two years of college Latin. (3; 2 in the half-term). (Excl).

445. Tacitus, Histories. (3; 2 in the half-term). (Excl).


466. Horace. Latin 301. (3; 2 in the half-term). (Excl).

470. Catullus. (3; 2 in the half-term). (Excl).

475/Greek 475. Roman Historiography. (3). (Excl).


497. Senior Latin Seminar. Honors students or permission of instructor. (3). (Excl).

499. Latin: Supervised Reading. Permission of instructor. (1-4). (Excl). May not be included in a concentration plan in Greek Language and Literature or Classical Languages and Literatures. (INDEPENDENT). May be repeated for credit.

504. Intensive Latin. Permission of instructor. No credit granted to those who have completed 102, 193, or 502. (LR).


511. Letters of Cicero. (3; 2 in the half-term). (Excl).

516. Letters of Seneca. (3; 2 in the half-term). (Excl).

529. Livy. (3; 2 in the half-term). (Excl).


588. Cicero, Philosophical Works. (2; 2 in the half-term). (Excl).

586. Reading of Augustan Poetry. (3). (Excl).

591. History of Roman Literature, Beginnings to Cicero. Approximately eight credits in advanced Latin reading courses. (3). (Excl).

599. Supervised Reading in Latin Literature. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for credit.
Communication Studies

2020 Frieze Building 1285
105 South State Street
(734) 764-0420 (phone)
(734) 764-3288 (fax)
Web site: http://www.lsa.umich.edu/comm/
e-mail: comm.studies.dept@umich.edu
Professor Michael Traugott, Chair

May be elected as a departmental concentration program

Professors
Susan Douglas (Catherine Neafie Kellogg Professor of Communication), 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, Blacks and the media, persuasive communication
Charles Eisendrath, Foreign correspondence

Assistant Professors
Travis Dixon, African Americans in the mass media, psychological theories of stereotyping, critical theories of race, communication theories of media effects
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 effects orientations. 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 media relations, 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.
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.

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 pro-
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.

James P. Chapman Memorial Scholarship. This $2500 scholarship was established in 1998 by CARA Charities in memory of James P. Chapman, a journalist and publicist on the auto racing scene. The award may be given to a graduate or an undergraduate student.

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.

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 fund for men and is to be used in providing awards to students sufficiently advanced in their studies to give promise of entering the newspaper field.

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).
159. First-Year Seminar in Communication 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). May not be included in a concentration plan in Communication Studies.
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.
439. Seminar in Journalistic Performance. (1-4). (Excl). May be repeated for a total of eight credits.
441. Independent Reading. Permission of department. (3-4). (Excl). No more than four credits may be included in a Communication concentration. (INDEPENDENT). Comm. Studies 441 and 442 may be repeated for a combined total of eight credits.
442. Independent Research. Permission of department. (3-4). (Excl). No more than four credits may be included in a Communication concentration. (INDEPENDENT). Comm. Studies 441 and 442 may be repeated for a combined total of eight credits.
462. Social Influence and Persuasion. Comm. Studies 361 or 381 strongly recommended. Students who have taken Communication 310 in a previous term should not enroll in this course. (4). (Excl).
469. Seminar in Mass Communication Processes. Comm. Studies 361 or 381 strongly recommended. (3). (Excl). May be repeated for a total of six credits.
479. Seminar in Media and Culture. Comm. Studies 351 or 371 strongly recommended. (3). (Excl). May be repeated for a total of six credits.

COMMUNICATION STUDIES / 69
Comparative Literature

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. Comparative Literature 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)

Honors 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.
422. Literature and the Other Arts. Junior or senior standing. (3). (HU). May be repeated for a total of nine 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).
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).
Complex Systems

4481 Randall Laboratory
500 East University
Ann Arbor, MI 48109-1120
(734) 763-3301 (phone)
(734) 763-9267 (fax)
website: http://pscs.physics.lsa.umich.edu/
e-mail: pscs@umich.edu
Professor Robert S. Savit (Physics), Director

Not a concentration program

The Program for the Study of Complex Systems (PSCS) is a broadly interdisciplinary graduate certificate program at the University of Michigan designed to encourage and facilitate research and education in the general area of nonlinear, dynamical, and adaptive systems. The Program is based on the recognition that many different kinds of systems which include self-regulation, feedback or adaptation in their dynamics, may have a common underlying structure despite their apparent differences. Moreover, these deep structural similarities can be exploited to transfer methods of analysis and understanding from one field to another. In addition to developing deeper understandings of specific systems, interdisciplinary approaches should help elucidate the general structure and behavior of complex systems, and move us toward a deeper appreciation of the general nature of such systems.

Courses in Complex Systems


Comprehensive Studies Program

1159 Angell Hall
435 South State Street
(734) 764-9128 (phone)
William Collins, Director

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
1301 Beal Avenue
(734) 764-8504 (phone)
Web site: http://www.eecs.umich.edu/cse/
e-mail: csedegree@umich.edu

May be elected as a departmental concentration program

This concentration program is intended to provide students with a science degree 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, and 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 Computer Systems 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, web browsers, 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 Electric-
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-L&S&A credit. (There is a limit of 12 credits in the 120 required for an L&S&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 Winter Term, 1999 it was 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 L&S&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: (734) 763-2305
electronic mail: csdegree@umich.edu
web: http://www.eecs.umich.edu/cse/

Prerequisites to Concentration. Computer Science 100, 280, and 303; Mathematics 115, 116, and 215, and two courses in natural science (8 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.


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). CAEN lab access fee required for non-Engineering students.

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). CAEN lab access fee required for non-Engineering students.

198/EECS 198. Special Topics in Computer Science. (1). (Excl). CAEN lab access fee required for non-Engineering students.


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). CAEN lab access fee required for non-Engineering students.


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). CAEN lab access fee required for non-Engineering students.


400/EECS 400/Math. 419. Linear Spaces and Matrices. 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). CAEN lab access fee required for non-Engineering students.


543/EECS 543. Knowledge-Based Systems. CS 492 and permission of instructor. II in even years. (3). (Excl). (BS). CAEN lab access fee required for non-Engineering students.


581/EECS 581. Software Engineering Tools. CS 481 or equivalent programming experience. II. (3). (Excl). (BS). CAEN lab access fee required for non-Engineering students.


584/EECS 584. Advanced Database Systems. CS 484. II. (3). (Excl). (BS). CAEN lab access fee required for non-Engineering students.


598/EECS 598. Special Topics in Electrical Engineering and Computer Science. Permission of instructor or advisor. I, II, III, IIIA, and IIIB. (1-4). (Excl). (BS). CAEN lab access fee required for non-Engineering students. May be repeated for credit.

**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) 647-7093

May be elected as an interdisciplinary concentration program

Professors Beaver (Film and Video), Brater (English Language and Literature), Fredrickson (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). 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 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 Hums. 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 372
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.

### Economics

238 Lorch Hall
61 Tappan Hall
(734) 764-2355 (phone)
(734) 764-2769 (fax)
website: http://www.econ.lsa.umich.edu/

Phone: (734) 764-2355
Fax: (734) 764-2153

611 Tappan Hall
238 Lorch Hall

Economics

Professor Emeriti: W. H. Locke Anderson, Morris Bornstein, Robert Dernberger, Deborah Freedman, Daniel Fusfeld, Robert Holbrook, Thomas Juster, Jan Kmenta, Harold Levinson, James Morgan, Eva Mueller, William Palmer, Peter Steiner, Wolfgang Stolper

Economic problems are central to modern society. Consequently, a broad understanding of the modern world requires some knowledge of economic systems. An individual’s intelligent understanding of and participation in the solution of problems which face society is aided by an understanding of the point of view and techniques of analysis which have been developed by economists. The introductory courses (101 and 102) offered by the department are designed to provide basic knowledge as well as to serve as a foundation for other courses in economics for students who wish to pursue the subject at an intermediate or advanced level. A concentration in economics leads to a more detailed understanding of the modern economic world and provides a useful background for students seeking careers in law, business, government, journalism, and teaching. Students who wish to attain professional competence as economists in preparation for careers in research or in college or university teaching normally plan on graduate work in economics.

#### Prerequisites to Concentration

Economics 101 and 102 and Mathematics 115, each of which must be completed with a grade of at least C. Students with a serious 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.

Students who have completed Economics 405/Statistics 405 or Statistics 426 are strongly encouraged to include Economics 406 (Introduction to Econometrics) as one of the electives in their concentration plan. Note that Mathematics 116 (Calculus II) is a prerequisite for Economics/Statistics 405 and that Mathematics 215 (Calculus III) and Mathematics/Statistics 425 (Introduction to Probability) are prerequisites for Statistics 426.

Economics 401, 402, and statistics are prerequisites to many upper-level economics courses and should be elected during the sophomore or junior year. Economics 401 should be elected before Economics 402.

Honors Concentration. Qualified students are encouraged to consider an honors concentration in economics. The standards for admission are a cumulative grade point average of at least 3.5 and evidence of outstanding ability in economics. Application is made and admission is granted to the honors concentration during the first term of the junior year.

Honors concentrators are required to complete the requirements for a regular concentration in economics. An honors concentration plan must include Economics 405 and 406. In addition, Honors concentrators must complete a senior honors thesis. The senior honors thesis may be an extension of concentration coursework and normally includes original work completed by the student under the direction of a faculty advisor and the Director of the Honors Program in Economics. Honors concentrators are given priority in election of one section of Economics 495 (Seminar in Economics). Honors concentrators have an opportunity to elect Economics 498 (Honors Independent Research) in order to complete the senior honors thesis during the senior year.

Advising. Students interested in a concentration in economics should consult an economics concentration advisor. Appointment schedules are made in the Undergraduate Economics Office (see below). Students are urged to consult with a concentration advisor each term before selecting courses for the following term.

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

101. Principles of Economics I. No credit granted to those who have completed or are enrolled in 400 I, II, IIIa, and IIb. (4; 3 in the half-term). (SS). (QR/2).

102. Principles of Economics II. Econ. 101. No credit granted to those who have completed or are enrolled in Econ. 400 I, II, IIIa, and IIb. (4; 3 in the half-term). (SS). (QR/2).


309(109). Experimental Economics. Econ. 101. (3). (SS). (QR/1).

195. Seminar in Introductory Economics. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS).

B. Economic Theory and Statistics


404. Statistics for Economists. Econ. 101 and 102 and Math. 115. No credit granted to those who have completed or are enrolled in
Econ. 405 or Stat. 265. 311, 402, 405, or 412. (Excl). (BS). (QR/1).

405/Stat. 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 Econ. 405 for 2 credits and must have permission of instructor. (4). (MSA). (BS). (QR/1).


C. Monetary and Financial Economics
310. Money and Banking. Econ. 101 and 102. (3). (SS).
311. Monetary and Financial Theory. Econ. 402 and 404 or 405. (3). (Excl).
412. Topics in Macroeconomics. Econ. 402. (3). (Excl).
421. Labor Economics I. Econ. 401. (3). (Excl).
422. The Structure of Labor Markets. Econ. 401. (3). (Excl).
430. Business Abroad. Econ. 101 and 102. (3). (Excl).

D. Labor Economics
320. Survey of Labor Economics. Econ. 101 and 102. (3). (SS).
421. Labor Economics I. Econ. 401. (3). (Excl).
422. The Structure of Labor Markets. Econ. 401. (3). (Excl).

E. Industrial Organization and Public Control

F. International Economics

G. Comparative Economic Systems and National Economies
451. Comparative Analysis of Economic Systems. Econ. 401. No credit granted to those who have completed or are enrolled in 350. (3). (Excl).
453. The European Economy. Econ. 401. (3). (Excl).
454. Economics of Japan. Econ. 101 and 102. (3). (Excl).
455. The Economy of the People's Republic of China. Econ. 101 and 102. (3). (Excl).

H. Economic Development
360. The Developing Economies. Econ. 101 and 102. No credit granted to those who have completed or are enrolled in 461. (3). (SS).
461. The Economics of Development I. Econ. 401. No credit granted to those who have completed or are enrolled in 360. (3). (Excl).
462. The Economics of Development II. Econ. 401, 360 and 461. (3). (Excl).
466. Economics of Population. Econ. 401. (3). (Excl).

I. Environmental Economics
370/NR&E 375. Natural Resource Economics. Econ. 101 and 102. No credit granted to those who have completed or are enrolled in Econ. 471 or 472. (3). (Excl).
471/NR&E 571. Environmental Economics. Econ. 401 or NR&E 570. (3). (Excl).
472. Intermediate Natural Resource Economics. Econ. 401 or NR&E 570. (3). (Excl).

J. Public Finance
380. Public Finance. Econ. 101 and 102. No credit granted to those who have completed or are enrolled in Econ. 481 or 482. (3). (SS).
481. Government Expenditures. Econ. 401. No credit granted to those who have completed or are enrolled in Econ. 380. (3). (Excl).
482. Government Revenues. Econ. 401. No credit granted to those who have completed or are enrolled in Econ. 380. (3). (Excl).

K. Economic History
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 varieties 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; (2) the Honors Program; and (3) the Creative Writing Program. Students electing any of these may
work simultaneously toward a secondary school teaching certificate.

**Prerequisites to Concentration.** Students who wish to concentrate in English must take as prerequisite to work in the major two courses, English 239 (What is Literature?) and English 240 (Introduction to Poetry).

**The General Program.** Students in the General Program must successfully complete 27 credits in English courses numbered 300 or above. These courses must include at a minimum: three courses on literature written primarily before 1830, at least one of which must be on literature written primarily before 1600; one course in American literature; and one course designated “New Traditions,” focusing on the cultural traditions of women, minority ethnic groups, and people of color. The Department will offer in any one term a considerable range of courses designed to meet these requirements. A list of which courses meet a given requirement will be available each year in the English Undergraduate Office or from an English concentration advisor.

Concentrators should note that no more than one course in expository or creative writing may be counted toward the minimum 27 credits at the upper level required for the concentration, although students may elect any number of such courses, subject to availability of spaces and to College limits on total elections of courses in any one department. Also, no more than six upper-level credits of Independent Study may count towards the concentration. A list of which courses meet a given requirement will be available each year in the English Undergraduate Office or from an English concentration advisor.

Students considering the concentration in English should elect English 239 and English 240 during the sophomore year. Then, while fulfilling the concentration requirements, they may elect such a pattern of courses as will provide the course of study they find most helpful and satisfying. Some organize their study in terms of the “periods” of literary/cultural history, others by reference to major thematic concerns: still others explore repeatedly certain literary forms – the novel, drama, or lyric poetry, for example; others make a special study of film. Some concentrate on their own imaginative writing, whether drama, prose fiction, or verse. Please refer to the *Handbook for English Concentrators* for more information on how to design specific paths of study.

**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 Honors 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 Medeival 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 the University of California, Berkeley's (UCB) program. This program requires Honors students to complete 27 credits in the 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 there 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. A published list of English ECB-approved courses can be found in 3187 Angell Hall. 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 223, 323, and 423 are limited to 20 students. The first of these courses includes beginning instruction in the craft of writing, 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 in English Language and Literature (Division 361)


140. First-Year Literary Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All other need permission of instructor. (3; 2 in the half-term). (HU).


223. Creative Writing. Completion of the Introductory Composition requirement. (3; 2 in the half-term). (CE). May not be repeated for credit.


226. Directed Writing. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of three credits.

270. Introduction to 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 a total of six credits with department 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.

301. The Power of Words. (4; 3 in the half-term). (Excl).

305. Introduction to Modern English. Recommended for students preparing to teach English. (3; 2 in the half-term). (HU).

308. History of the English Language. (3; 2 in the half-term). (HU).

309. American English. (3; 2 in the half-term). (HU).

310. Discourse and Society. English 124 or 125. (3; 2 in the half-term). (Excl).

313. Topics in Literary Studies. (4). (HU). May be repeated for a total of eight credits.

315/WS 315. Women and Language. (3; 2 in the half-term). (HU). May be repeated for a total of six credits.

316. Intellectual Problems in Literature. (3; 2 in the half-term). (HU). May be repeated for a total of six credits with department permission.

317. Literature and Culture. (3; 2 in the half-term). (HU). May be repeated for credit with department permission.

318. Literary Types. (3; 2 in the half-term). (HU). May be repeated for credit with department permission.

319. Literary and Social Change. (3; 2 in the half-term). (HU). May be repeated for credit with department permission.

320/CAAS 338. Literature in Afro-American Culture. (3). (HU).

323. Creative Writing. English 223 and junior standing. (3; 2 in the half-term). (CE). May be repeated for a total of six credits.

324. Creative Writing. Junior standing and written permission of instructor. (3; 2 in the half-term). (Excl). May be repeated for credit.


340. Reading and Writing Poetry. (3; 2 in the half-term). (Excl).

350. Literature in English to 1660. (4; 3 in the half-term). (Excl).

351. Literature in English after 1660. (4; 3 in the half-term). (Excl).

352. Shakespeare's Principal Plays. (4; 3 in the half-term). (Excl).

368. Shakespeare and his Contemporaries. (4; 3 in the half-term). (Excl).

370. Studies in Medieval and Renaissance Literature. (4; 3 in the half-term). (Excl). May be repeated for a total of eight credits with department permission.

371. Studies in Literature, 1600-1830. (4; 3 in the half-term). (Excl). May be repeated for credit with department permission.

372. Studies in Literature, 1830-Present. (4; 3 in the half-term). (Excl). May be repeated for credit with department permission.

381/Amer. Cult. 324. Asian American Literature. (3). (HU). May be repeated for a total of six credits with department permission.

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

383. Topics in Jewish Literature. (3; 2 in the half-term). (HU). May be repeated for a total of six credits with department permission.

384/CAAS 384/Amer. Cult. 406. Topics in Caribbean Literature. (3). (Excl). May be repeated for a total of six credits with department permission.

385/CAAS 385. Topics in African Literature. (3). (HU). May be repeated for a total of six credits with department permission.

386. Irish Literature. (3; 2 in the half-term). (HU). May be repeated for a total of six credits with department permission.

407. Topics in Language and Literature. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits with department permission.
408/Ling. 408. Varieties of English. (3; 2 in the half-term). (Excl).
411. Art of the Film. (3; 2 in the half-term). (HU). Laboratory fee ($35) required. May be repeated for credit with department permission.
412/Film-Video 412. Major Directors. (3; 2 in the half-term). (HU). Laboratory fee ($35) required. May be repeated for a total of nine credits with department permission.
413/Film-Video 413. Film Genres and Types. (3; 2 in the half-term). (HU). Laboratory fee ($35) required. May be repeated for a total of nine credits with department permission.
415. Interdisciplinary Approaches to Literature. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits.
417. Senior Seminar. Senior concentrator in English. May not be repeated for credit. (4; 3 in the half-term). (Excl).
420. The Writing of Fiction. Open only to seniors and graduate students; written permission of the instructor is required. (3; 2 in the half-term). (Excl). May be repeated for credit.
422. Advanced Essay Writing. Open only to seniors and graduate students. (3; 2 in the half-term). (Excl).
424. Directed Writing. Junior standing and permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of six credits.
427/Theatre 427. Advanced Playwriting. English 227, 327. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits.
429. The Writing of Poetry. Written permission of instructor is required. (3; 2 in the half-term). (Excl). May be repeated for credit.
431. The Victorian Novel. (4; 3 in the half-term). (Excl).
440. Modern Poetry. (3; 2 in the half-term). (Excl).
441. Contemporary Poetry. (3; 2 in the half-term). (Excl).
444/Theatre 322. History of Theatre II. (3). (HU).
445. Shakespeare's Rivals. (3; 2 in the half-term). (Excl).
446. World Drama: Congreve to Ibsen. (3; 2 in the half-term). (Excl).
447. Modern Drama. (3; 2 in the half-term). (Excl).
448. Contemporary Drama. (3; 2 in the half-term). (Excl).
455/MARC 455. Medieval English Literature. (3; 2 in the half-term). (HU).
459. English Neoclassical Literature. (3; 2 in the half-term). (Excl).
461. English Romantic Literature. (3; 2 in the half-term). (Excl).
462. Victorian Literature. (3; 2 in the half-term). (Excl).
467. 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.
469. Milton. (3; 2 in the half-term). (Excl).
470. Early American Literature: Key Texts. (3; 2 in the half-term). (Excl).
471. Nineteenth-Century American Literature: Key Texts. (3; 2 in the half-term). (Excl).
472. Twentieth-Century American Literature: Key Texts. (3; 2 in the half-term). (Excl).
473. Topics in American Literature. (3; 2 in the half-term). (Excl).
476/CAAS 476. Contemporary Afro-American Literature. (3; 2 in the half-term). (Excl).
479/CAAS 489. 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.
482. Studies in Individual Authors. (3; 2 in the half-term). (Excl). May be repeated for credit with department permission.
483. Great Works of Literature. (1). (HU). May be repeated for credit with department permission.
484. Issues in Criticism. (3; 2 in the half-term). (Excl).
486. History of Criticism. (3; 2 in the half-term). (Excl).
490. Honors Colloquium: Drafting the Thesis. Admission to the English Honors Program and permission of instructor. (3). (Excl).
490. Honors Colloquium: Completing the Thesis. English 492, admission to the English Honors Program, and permission of instructor. II. (1). (Excl).
497. Honor Seminar. Junior or senior standing, and permission of instructor. (3). (Excl). May be repeated for a total of 9 credits.
498. Directed Teaching. Permission of the instructor. (3; 2 in the half-term). (Excl). (INDEPENDENT).
499. Directed Study. Junior standing; and permission of instructor. Not open to graduate students. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of six credits.

English Language Institute

3004 North University Building
1205 North University
(734) 764-2413 (phone)
(734) 763-0369 (fax)
Web site: http://www.lsa.umich.edu/eli/
e-mail: eliinfo@umich.edu
Professor John M. Swales, Director
Not a concentration program

Lecturers
Elizabeth Axelson, discourse analysis, speaking and interacting skills, ITA training
Debbie Barks, Second language writing, EAP materials development, task-based computer-based material design, listening and speaking skills
Christine Feak, EAP writing materials development, teaching writing skills, and research on writing
Brenda Imber, ITA training, cross-cultural and socio-professional communication, and pronunciation
Carolyn Madden, ESL methods and materials, academic writing, interactive skills, ITA training and research

Sue Reinhart, ESL materials development, legal and business English, oral communications, and advanced grammar

The English Language Institute offers instruction in the English language to non-native speakers enrolled in the University. The main purpose of this instruction is to help non-native speakers to become effective and fully participating members of the academic community. For this reason, the majority of the ELI courses are primarily concerned with English for Academic Purposes. Most of these courses address specific areas such as pronunciation, lecture comprehension, or academic grammar and usually involve no more than 20 contact hours per term. In order to place students into the most suitable courses, students may
be asked to take an Academic English Evaluation administered by the Testing and Certification Division of the ELI. (For further information consult Barbara Dobson, bdobson@umich.edu). In major areas such as speaking and writing, a sequence of courses of increasing difficulty and specialization is available.

In addition, the ELI offers workshops in the Spring and Summer for International Graduate Students in conjunction with the Center for Research on Learning and Teaching (CRLT) and offers language courses throughout the academic year for non-native speaking GSIs which address the communicative language needs of classroom lab and office hours. For further information contact Brenda Imber, 3031 NUB, email prousimb@umich.edu.

The ELI operates a Writing Clinic and a Speaking Clinic as one-on-one facilities for those who have taken or are taking ELI courses in the relevant areas or are deemed not to need regular classroom instruction.

The ELI offers three full-time Summer English Language Study Programs: English for Academic Purposes and English for Business and Management Studies for non-native speakers, and English for Legal Studies.

English for Academic Purposes (Christine Feak, cfeak@umich.edu) is designed for students who have been accepted to an English speaking university but wish to improve their language and study skills before beginning their academic program.

English for Business and Management Studies Program (Debbie Barks, dbarks@umich.edu) focuses on the special nature of business communications and the language ability needed for exchange between people from different business cultures in both academic and non-academic settings. This course is designed for foreign business majors and international managers who wish to improve communication skills.

English for Legal Studies (Susan Reinhart, susanrei@umich.edu) is designed for students who have been accepted into a U.S. law school. The focus is on the language, culture, and academic skills needed to succeed in a rigorous law school program.

For further information, call 764-2413 or email: davelar@umich.edu.

Courses in the English Language Institute (Division 363)

110. Integrated Academic Skills I. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl). Offered mandatory credit/no credit.

112. Integrated Academic Skills II. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (2). (Excl). Offered mandatory credit/no credit.

120. Academic Writing for Undergraduates. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

300. Writing and Grammar in Academic Contexts. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. No credit granted to those who have completed or are enrolled in ELI 100. (1). (Excl).

310. Reading and Vocabulary Development. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

312. Spoken and Written Grammar in Academic Contexts. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

320. Writing for Academic Purposes I. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

330. Language and Communication I. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

332. Lecture Comprehension. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

333. Interactive Listening and Communication. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

334. Speaking in Academic Contexts. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

366. Pronunciation I. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl). Laboratory fee ($11) required.

377. Pronunciation II. ELI 336 and permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

380. Voice and Articulation. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

389. Accuracy in Academic Speaking and Writing. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

390. Introduction to International Teaching Assistants Instruction. ITA screening exam and permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl). Offered mandatory credit/no credit.

391. ITA Communication Skills. ITA screening and permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl). Offered mandatory credit/no credit.

392. Topics in English for Non-native Speakers. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1-2). (Excl).

Environmental Studies (see Residential College)

Film and Video Studies

2512 Frieze Building
105 South State Street
(734) 764-0147 (phone)
(734) 936-1846 (fax)
Web site: http://www.umich.edu/~umfvpgm/
Professor Gaylyn Studlar, Director

May be elected as an interdepartmental concentration program

Professors Bahti (German), Beaver (Film and Video), Cohen (Residential College), Eley (History), Goldstein (English), Kirkpatrick (History of Art), Konigsberg (Film and Video), Pernick (History), and Studlar (Film and Video)

Associate Professors Bauland (English), Eagle (Slavic Languages and Literatures), and Freedman (English)

Assistant Professors Benamou (Film and Video), Dimendberg (Film and Video), Nornes (Film and Video), Von Moltke (Film and Video), and Yervasi (Romance Languages and Literatures)

Lecturers Burnstein (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 illuminated 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 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

   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 or 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, 366, 380, 400, 401, 402, 404, 405, 406, 412, 413, 420, 422, 423, 427, 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 complete 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.

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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. 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. F/V 230 or 216. (3). (HU). Laboratory fee ($20) required.

350. The History of American Film. (3). (HU). Laboratory fee ($35) required.

350. The History of World Film. (3). (HU). Laboratory fee ($35) required.

351. WS 361. Women and Film. (3). (Excl). Laboratory fee ($45) required.


366. Topics in Film, Television and Popular Culture. (3). (Excl). May be repeated for a total of nine credits.

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.


404. Interdisciplinary Collaborations in Visual Media. A 300- (or 400-) level production course in the relevant emphasized area: F/V 300, 301, 302, or 405. (1-3). (Excl). Laboratory fee ($30) required. May be repeated for a total of six credits.
Not a concentration program

Professors Deskins (Sociology), Larimore (Residential College), Nystuen (College of Architecture and Urban Planning).

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 Geol. 201 for 3 credits. (4; 3 in the half-term). (NS). (BS)


Geological Sciences

2534 C.C. Little Building
425 East University
(734) 764-1435 (phone)
(734) 763-4690 (fax)
Web site: http://www.geo.lsa.umich.edu/
Professor David K. Rea, Chair
Professor Stephen E. Kesler, Associate Chair

May be elected as a departmental concentration program in Geological Sciences, Environmental Geology, or Oceanography

Professors
Joel D. Blum, Isotope geochemistry, environmental geochemistry, hydrogeochemistry
Eric J. Essene, Metamorphic petrology, mineralogy, geochemistry, chemical thermodynamics

Rodney C. Ewing, materials science and mineralogy (especially applications to nuclear waste management)
William R. Farrand, Archaeological geology (especially sediment and stratigraphic analysis), geochronology of primitive sites
Daniel C. Fisher, Invertebrate paleontology, evolutionary functional morphology
Philip D. Gingerich, Vertebrate paleontology and mammalian evolution
Stephen E. Kesler, Economic geology, exploration geology and geochemistry, environmental geochemistry
Kyger C Lohmann, Sedimentology, trace element and isotope geochemistry
Philip A. Meyers, Organic geochemistry, paleoceanography, paleoecology
Theodore C. Moore, Oceanography, Great Lakes geology, paleoclimatology

Robert M. Owen, Marine and lacustrine geology and geochemistry
Donald R. Peacor, Mineralogy, crystallographic studies of minerals, clay diagenesis
Henry N. Pollack, Geophysics, terrestrial heat flow, tectonic evolution of the earth
David K. Rea, Marine geology, oceanography, sedimentology, paleoecology
Gerald R. Smith, Paleontology, numerical taxonomy, ecological biogeography, biostatigraphy of fishes
Ben A. van der Pluijm, Structural geology
Rob Van der Voo, Geophysics, paleomagnetism and its application to pre-Mesozoic plate tectonics
James C. G. Walker, Biogeochemical cycles, atmospheric evolution
Lynn M. Walter, Geochemistry of natural waters, experimental low-temperature geochemistry
Bruce H. Wilkinson, Sedimentary geology, ancient lacustrine and marine carbonates

Associate Professors
Robyn J. 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 R. Baumiller, Paleontology, biomechanics
Carolina M. 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, cosmochemistry
William B. Simmons (Univ. New Orleans), Mineralogy and petrology

Adjunct Associate Professor
Josep M. Pare (Res. Council, Spain) Paleomagnetism, tectonics

Adjunct Assistant Professor
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 who wish to emphasize geological sciences in their liberal education; (2) a Professional Concentration Program in Geological Sciences, for those seeking professional training in geological sciences; more specialized professional training through (3) an Environmental Geology Concentration Program and (4) an Oceanography Concentration Program; as well as (5) Honors Concentrations in any of the above programs, and (6) a Teacher’s Certificate Program, for prospective science teachers who are candidates for a secondary teaching certificate in earth science and general science.

Junior/Senior Writing Requirement. The College requires that every student satisfy an upper-level writing requirement before graduation. The writing program that satisfies this requirement in the Department of Geological Sciences is explained in detail in a publication that every concentrateur should obtain from the Geological Sciences writing program coordinator, Professor Stephen E. Kesler (4022 C.C. Little Building, 763-5057) or the Geological Sciences web page.

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 must also be obtained from an 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 Building.

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. An outline with specific information about the major and minor in earth science, general science, and the other teaching certificate requirements should be obtained from the School of Education Office of Academic Services. Interested students should consult the teaching certificate advisor as early as possible.

Summer Field Courses. The department offers an introductory course in geological sciences (G.S. 116) at Camp Davis, the University’s Rocky Mountain Field Station near Jackson, Wyoming, where geologic structures, sedimentary strata, fossils, and igneous and metamorphic rocks are well exposed. Although similar to introductory geological sciences courses taught on campus, this course offers students an opportunity for direct observation of geological phenomena. The course is open to any student in good health and good academic standing.

Two advanced summer field courses (G.S. 440 and 441) are also offered at Camp Davis. These courses provide training in direct observation not paralleled by any course work offered by the department during the regular academic year. The Department of Geological Sciences considers field instruction fundamental to its programs of study and requires G.S. 440 of students in the professional program. G.S. 441 is strongly recommended to students electing other concentrations or a teaching certificate.

Details on all of these courses are available at 2534 C.C. Little Building and on the Geological Sciences web page.

The Museum of Paleontology has collections of fossils arranged systematically and available for study to geological sciences students. More than 120,000 catalogued specimens are grouped in the fields of invertebrates, vertebrates, and plants. Some of the more striking paleontological specimens are on exhibit in the Hall of Evolution.

The Mineralogical Collections of the department include a study collection of minerals and rocks for use by advanced undergraduate and graduate students. Some specimens and suites of minerals, crystals, rocks, and ores are on exhibit in hall cases in the C.C. Little Building.

Geological Sciences

May be elected as a departmental concentration program

Students have two options in the Geological Sciences concentration: General Geology and Professional Geology

General Geology

This program is designed to provide a broad background in the fundamentals of Earth Science for students who intend to have careers in business, law, medicine, government or other areas.

Prerequisites to Concentration. The 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, 120, 205+206+207, or 119+118). These should be completed as soon as possible.

Concentration Program. The concentration requires a minimum of 30 credits, including: (1) GS 251; (2) 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 Geology

This program of study leads to a Bachelor of Science degree. It is designed to prepare students for graduate study in the geological sciences and for later professional work.

Prerequisites to Concentration. There are five prerequisites, which should be completed as soon as possible:

1. Introductory geological sciences course with laboratory (GS 116, 117, or 120) or an introductory geoscience course without laboratory (GS 119, 284 or 205+206) combined with a laboratory course (GS 118 or 207).
2. One year of introductory chemistry with laboratory, ordinarily two of three from Chemistry 125/130, 210/211, and 230.
4. Two courses in college mathematics, ordinarily Math. 115 and 116.
5. Elements of Mineralogy (G.S. 231).

Concentration Program. The concentration program requirements are:

1. Core Courses: G.S. 305, 310, 351, 440.
2. Geoscience Electives: 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. Group A: G.S. 418, 420, and 422.
   b. Group 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.)
3. Required Cognates. In addition concentrators 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 Geology 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.

Environmental Geology

May be elected as a departmental concentration program

Students in this program of study earn a Bachelor of Science degree. They receive a broad foundation in natural and physical sciences related to the geology of our environment and from which they can continue either to professional work or graduate study.

Prerequisites to Concentration. There are four prerequisites, which should be completed as soon as possible:

1. Introductory geological science course with laboratory (G.S. 116, 117, or 120) or an introductory geoscience course without laboratory (G.S. 119, 284 or 205+206) combined with a laboratory course (G.S. 118 or 207).
2. One year of introductory chemistry with laboratory (Chem. 130/125+210/211).
3. One year of Introductory Mathematics, including calculus (Math. 115+116).
4. Any two of Physics 140/141, Physics 240/241, and Biology 162.

Concentration Program. The concentration requires a minimum of 29 credits. A concentration plan must include:

1. Core Courses. GS 232 (or 231), 425 (or 422), 442, and 477.
2. Geoscience Electives. Two additional geological sciences courses chosen from GS 280, 305, 310, 351, 418, 420, and 441.
   (For those choosing GS 418, GS 419 [lab] is also recommended.)
3. Required Cognates. In addition concentrators must elect 9 credits of advanced cognate courses. These must be above the prerequisite level in biology, chemistry, mathematics, engineering, natural resources and environment, or environmental and industrial health (Public Health), or some combination thereof. A list of approved courses is available from the concentration advisor and any departure from this list must be approved in advance by the concentration advisor.

Oceanography

May be elected as a departmental concentration program

Students in this program of study earn a Bachelor of Science degree. They receive a broad foundation in natural and physical sciences from which they can launch a professional career in marine and freshwater science. Students are encouraged to tailor their academic programs along the lines of the four options described below.

Prerequisites to Concentration. Mathematics 115 and 116; Physics 140/141 and 240/241; two of three from Chemistry 125/130, 210/211, and 230; Biology 162 (or equivalent); and Introductory Geology (116, 117, 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, Chem-
A. Introductory Courses and Courses for Non-concentrators

G.S. 100-115 are short (half-term) courses. They consist of detailed examinations of restricted geological 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. Ice Ages, Past and Future. No credit granted to those who have completed or are enrolled in GS 151 (or 275). (1). (NS). (BS).

105. Continents Adrift. No credit granted to those who have completed or are enrolled in GS 205 or 246 (or 270). (1). (NS). (BS).

106. Fossils, Primates, and Human Evolution. No credit granted to those who have completed or are enrolled in GS 125. (1). (NS). (BS).

107. Volcanoes and Earthquakes. No credit granted to those who have completed or are enrolled in GS 146, or 147 (or 270 or 271). (1). (NS). (BS).

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).

112. Plate Tectonics. No credit granted to those who have completed or are enrolled in GS 205, 146, or 147 (or 270 or 271). (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). Contact the department undergraduate advisor for details about reduced credit. (1). (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 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).


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. 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).

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).

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 265. Those with credit for one of GS 105 and 107 may only elect GS 140 for two
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 107 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 107, 117, 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. (2). (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 AOS 203. (3). (NS). (BS). (QR/2).


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. Those with credit for GS 104 may only elect GS 151 for 2 credits. I. (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. Those with credit for GS 104 may only elect GS 151 for 2 credits. (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 104 may only elect GS 151 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 104 may only elect GS 151 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).

201 Geography 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 GS 201 for 3 credits. I. (4; 3 in the half-term). (NS). (BS).

204 AOS 204/Astronomy 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).


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). (Excl). (BS).

351. Structural Geology. GS 117 or 119. II. (4). (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). (Excl). (BS).

351. Structural Geology. GS 117 or 119. II. (4). (Excl). (BS).


415. Paleontology. GS 117, or Biol 162 (or 154) or 195. I. (3). (Excl). (BS).


426. Quantum Geology. Math through 216, and one of: mineralogy, petrology, solid-state chemistry, solid-state physics, or materials science; or permission of instructor. (3). (Excl). (BS).

427. Environmental and Technological Applications of Mineralogy. Geology 231/232, comparable courses in the solid-state, or the approval of the instructor. (3). (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).

445. Biogeography. Biol. 162 (or 152-154) or 195. Historical Geology (or equivalent) is recommended. (3). (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).


449. Marine Geology. GS 222/223 or introductory physical geology. (3). (Excl). (BS).

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


646. Stratigraphy, GS 305, 310, and 351. I. (3). (Excl). (BS).
648. 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).
650. Geochemistry of Natural Waters, College chemistry. (4). (Excl). (BS).

Geological Sciences Honors. (3). (Excl). (BS). (Independent). May be repeated for a total of six credits.

GEOLOGICAL SCIENCES / 89

Germanic Languages and Literatures

3110 Modern Languages Building
812 East Washington Street
(313) 764-8018 (phone)
(313) 763-6557 (fax)
Web site: http://www.lsa.umich.edu/german/

Associate Professor Frederick Amrine, Chair

May be elected as a departmental concentration program in German

Professors

Timothy Bahti, Lyric Poetry, Literary History, Theory of Literature
Roy C. Cowen, 19th-Century Drama, Naturalism, Hauptmann
Robert L. Kyes, Germanic Linguistics, Language Learning and Pedagogy
Hermann, F. Weiss, Romanticism, 19th-Century Literature

Associate Professor

Frederick Amrine, Age of Goethe, Philosophy, Literature and Science
Julia Hell, Twentieth-Century German Literature and Culture; Literary and Cultural Theory; Psychoanalysis and Feminist Theory
George Steimmetz, Social Theory, Historical Sociology, German Colonialism, Political Sociology

Assistant Professors

Edward Dimendberg, Modernity, Weimar Culture and Cinema, Twentieth-Century German and Dutch Architecture and Urbanism, Theories of Spatiality
Helmut Puff, Early Modern German Literature and History, Gender Studies
Hubert Rast, Comparative Literature, Literary Theory, Modernism, Literature and the Law
Robin Queen, Sociolinguistics, Language Contact, Bilingualism, Gender
Hartmut Rastalsky, Language Pedagogy, Comparative Literature

Scott Spector, Cultural History, Intellectual History, Film, German-Jewish Culture
Johannes von Moltke, Film Theory, Cultural studies, and German Film History; connections between German Film and Popular Culture
Silke-Maria Weineck, Comparative literature, literary theory, aesthetics

Lecturers

Antonius Broos, Dutch Language and Literature
Johanna Eriksson, Swedish Language and Literature
Janet VanValkenburg, Business German, 19th-Century Literature

Professors Emeriti

Mary Crichton, Gerhard Dunnhaupt, Werner Grilk, Hans Fabian, Erich Hofacker, Hansjoerg Schelle, Ingo Seidler

The immediate objective of the study of a 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 has 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 appeal 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 proficiency in beginning and intermediate language 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 students so that they will find the language requirement stimulating and useful. We believe that language learning is and should be fun in every sense of the word and hope that our courses will live up to this. Our special topics courses (German 232) are meant to provide an introduction to the discourse and substance of various disciplines in German and thus become stepping stones to LAC courses and to coursework outside of the German major proper. These special topics include courses on German politics and economics, history, music, art, literary topics, and mathematical and scientific German. Upon completion of the fourth-term course, students are strongly encouraged to pursue an internship or study abroad in Germany. The German department and the Office of International Programs provide extensive assistance to students interested in doing this, and many students go each year and come back excited about their experience, and speaking excellent German.

Intermediate and advanced courses are designed 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 concentration 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 various disciplines; and (3) to gain insight into the history of German culture. Concentration in German provides valuable background for work in international relations (commerce, diplomacy) and in various other professional fields. Consequently, dual concentrations 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 German must take a placement test administered by Germanic Languages. The placement test indicates the first course which may be elected 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 Professor Hartmut Rastalsky.

**Language Resource Center.** The department maintains collections of videos, audio-recordings, and numerous multi-media resources 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 is awarded annually to an undergraduate student enrolled in junior-level German courses. The Kothe-Hildner fund provides two or more prizes in a competition open to students enrolled in second- and third-year German. The German Department Martin Haller Prize is awarded annually 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.

The undergraduate German Club sponsors a variety of activities aimed at promoting interest in German culture, language, and society.

**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 facilitates the creation of a German environment. The Max Kade House offers a weekly conversation hour open to all interested members of the university community, and shows films for German students. Lectures and social events are sponsored by the residents of the house. Students should apply through the Housing Office.

**German Studies in Translation.** In the spirit of the Great Books courses, the German department currently offers a number of courses based on the use of translations. These courses include selected literary classics from the Middle Ages to modern times, but also many other subjects, such as German 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 concentration 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 386; and two 400-level German courses selected from 414, 430, 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 selecting advanced courses from related disciplines such as English, ancient or modern 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 permission of the concentration advisor.

**Honors Concentration.** In meeting the requirements stated above (30 credits in German, six credits in cognates), students admitted to the honors concentration must include German 491 and 492 (honors proseminar and thesis). Completion of preliminary work with distinction is a prerequisite to acceptance in the honors concentration in German. Admission is granted to qualified students as of the second term of the sophomore year. For further information, consult Professor Rast at 764-8018.

**Teaching Certificate.** To secure departmental recommendation for a teaching major, students should elect at least three additional 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 or 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 candidates should consult Professor Robert Kyes and Professor Hartmut Rastalsky 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 advise students about their course elections. A concentration plan in German is developed in consultation with and must be approved by Professor Kyes, the concentration advisor. Appointments are scheduled by calling Prof. Kyes at 764-8018. German Department 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.

**Dutch and Flemish Studies**

Ton Broos, Director

Not a concentration program

Dutch Studies has been an integral part of the Department of Germanic Languages and Literatures since the early seventies. The program offers courses in the fields of language acquisition and literature appreciation. The first- and second-year courses on speaking and reading satisfy the language requirement. Upper-level courses investigate the literature of the Low Countries in the broadest sense; in the past topics covered the modern literature of the Low Countries in the broadest sense; in the past topics covered the modern literature as well as medieval genres, the literature of Rembrandt’s time as well as Vincent van Gogh’s letters or Dutch colonial literature from the East Indies. Possibilities of individual studies in combination with for instance European or World History, anthropology or Indonesian Studies are encouraged. Being the link between English and German and the ‘mother’ to Afrikaans, the Dutch language offers special challenges for students with linguistic interests.

A special course is offered: Anne Frank in Past and Present (Dutch 492) in which the famous diary and its impact are studied and compared to other Holocaust writings. The first-year seminar entitled Colonialism and
its Aftermath (Dutch 160) enhances and emphasizes the wide scope of Dutch and Flemish Studies, as the history of the low countries is examined in contacts with new worlds in East and West.

Each year in May, students of Dutch have the opportunity to acquire the internationally recognized certificate of proficiency in Dutch, on three levels.

Grants are available from the Dutch and Belgian Government for summer courses in Zeist (The Netherlands) and Hasselt (Belgium).

**Scandinavian Studies**

Johanna Eriksson, Director

Professors: K. Marzolf (Architecture), affiliated Professor at UM–Dearborn, L. Bjorn (Political Science)

Lecturers: J. Eriksson (Language and Literature) and K. Herold (Literature)

The study of Scandinavian provides insight into the cultural heritage of the modern social democracies of Sweden, Norway, Denmark, Finland, and Iceland. To a degree out of proportion to their relatively small size, these countries have made important contributions to Western civilization, from the Vikings with their seafarership and arts, to the pioneers of modern drama – Ibsen and Strindberg – and from the social welfare state and the ombudsman to discoveries in physics and medicine. 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.

**Study Abroad.** The University of Michigan has an exchange program with the University of Uppsala (Sweden) in which two students from each university are exchanged for the academic year. Second-year competence in Swedish is desirable. The University also has an exchange program with Turku University in Turku, Finland. Finnish may be studied but is not required for this one semester or academic year program. Students should apply in February for the following fall. Intensive Swedish classes are also offered at Uppsala in the summer. Applications and information are available at the Office of International Programs, G513 Michigan Union. The Swedish lecturer/program director and students who have been at Uppsala are available for consultation. Students intending to study at another university can consult program materials at the International Center and the Scandinavian Studies Library.

**Scandinavian 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
- Philosophy 371, Existentialism/Kirkegaard
- History of Art 572, Expressionism in 20th-Century Art (Munch).

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**Germanic Languages and Literatures**

**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. (4). (LR).

160. **First Year Seminar: Colonialism and its Aftermath.** Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).

231. **Second-Year Dutch.** Dutch 112 or 100. Graduate students should elect the course as Dutch 531. (4). (LR).

232. **Second-Year Dutch.** Dutch 231. Graduate students should elect the course as Dutch 532. (4). (LR).

339. **Independent Study.** (2-4). (Excl). (INDEPENDENT). May be repeated for credit.

480. **Modern Dutch Literature.** Dutch 231. (3; 2 in the half-term). (Excl).

491. **Colloquium on Modern Dutch Culture and Literature.** (3). (Excl). May be repeated for a total of six credits.

492. **Colloquium on Modern Dutch Culture and Literature.** (3). (Excl). May be repeated for a total of six credits.

495. **Topics in Dutch Literature.** Dutch 232. (3). (Excl). May be repeated for a total of six credits.

**German Courses (Division 379)**

**German Literature and Culture in English**

171/Hist. 171. Coming to Terms with Germany. (4). (HU).

172. **History of German Cinema.** (3). (HU). Laboratory fee ($59) required.

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).

241. **Introduction to German Studies.** (3). (HU).

242. **Great Works of German Literature.** (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. (1). (Excl). May be repeated for a total of four credits.

330. **German Expressionism in English Translation.** (3; 2 in the half-term). (Excl).

332. **German Cinema.** (3; 2 in the half-term). (Excl). Laboratory fee ($12) required.

333. **Contemporary German Film.** (3). (Excl). Laboratory fee ($50) required.

360. **Art and Politics in the Weimar Republic.** (3). (HU).

375/MARC 375/Rel. 375. Celtic and Nordic Mythology. (3). (Excl).

401. **German Thought from Meister Eckhart to Hegel.** Junior or senior standing. (5; 2 in the half-term). (Excl).

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).

444/MARC 443. **Medieval German Literature in English Translation.** (3; 2 in the half-term). (Excl).

446. **Contemporary German Literature in English Translation.** (3; 2 in the half-term). (Excl).

447. **Women and German Literature.** (3). (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.

463. **Drama, Sex, and History.** German concentrators must elect German 419 concurrently. (3). (Excl).


466. **German-Jewish Identity and Culture.** (3). (Excl). Students wishing to count this course toward a concentration in German must simultaneously elect German 422.

517(417)/Ling, 517/Anthro. 519. **Principles and Methods of Historical Linguistics.** Gradu-
Courses in German

100. Intensive Elementary Course. No credit granted to those who have completed or are enrolled in 101, 102 or 103. (4: LR).

101. Elementary Course. All students with prior coursework in German must take the placement test. No credit granted to those who have completed or are enrolled in 100 or 103. (4: LR).

102. Elementary Course. German 101. No credit granted to those who have completed or are enrolled in 100 or 103. (4: LR).

103. Review of Elementary German. Assignment by placement test or permission of department. No credit granted to those who have completed or are enrolled in 100 or 102. (4: LR).


107. Coming to Terms with Germany (LAC). German 231. Concurrent enrollment in German 171. (1). (Excl).

111. First Special Reading Course. Undergraduates must obtain permission of the department. (4). (Excl).

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.

207. Introduction to German Studies. German 231. (1). (Excl). Students wishing to count German 241 towards a German concentration must simultaneously elect German 207.


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 220 or 221. (4: LR).

232. Second-Year Course. German 231 or 231 or the equivalent (placement test). No credit granted to those who have completed or are enrolled in 230 or 236. (4: LR). All sections of German 232 address special topics, e.g., music, philosophy, science, current political issues, etc.

290. The Internet in German (LAC). German 232. (1). (Excl).

300. German Grammar and Composition. German 232. (3). (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 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.


324. German for Business. German 232. (1). (Excl).


349. Working in Germany. German 231, plus an offer of a summer internship. (1). (Excl).


354. German Romanticism. German 349 or 350, and internship in a German-speaking country. (3). (Excl). (EXPERIENTIAL).

381. Eighteenth to Nineteenth-Century Drama. German 232. (3; 2 in the half-term). (HU).

382. Nineteenth to Twentieth-Century Drama. German 232. (3; 2 in the half-term). (HU).

383. German Lyric Poetry. German 232. (3; 2 in the half-term). (HU).

384. Short Fiction: Realism. German 232. (3; 2 in the half-term). (HU).

385. Short Fiction: Naturalism to the Present. German 232. (3; 2 in the half-term). (HU).

403. Nineteenth-Century German and European Thought (LAC). German 231, and concurrent enrollment in German 401. (1). (Excl).

404. Twentieth-Century German and European Thought (LAC). German 231, and concurrent enrollment in German 402. (1). (Excl).

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).

419. Drama, Sex, and History. German 232 and concurrent enrollment in German 463. (1). (Excl).

421. Marriage and Marital Life in History: Medieval and Early Modern Germany (LAC). German 232, and concurrent enrollment in German 465. (1). (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).


452. German Literature of the Eighteenth Century. One year beyond 232. (3; 2 in the half-term). (Excl).

453. German Classical Literature. One year beyond 232. (3; 2 in the half-term). (Excl).

454. German Romanticism. One year beyond German 232. (3; 2 in the half-term). (Excl).

455. Nineteenth-Century German Fiction. One year beyond German 232. (3; 2 in the half-term). (Excl).

475. Twentieth Century German Fiction. One year beyond German 232. (3; 2 in the half-term). (Excl).

478. German Literature after 1945. One year beyond German 232. (3; 2 in the half-term). (Excl).

493. The Literature of the German Democratic Republic. One year beyond German 232. (3; 2 in the half-term). (Excl).

505. 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).

512. Introduction to Middle High German. Graduate standing or permission of instructor. (3). (Excl).

531/531. 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).

Scandinavian Courses (Division 471)

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).

340. 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). (HI).

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). (HI).
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). (HI).
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). (HI).
204/Physics 204. Great Books in Physics. (4). (NS).

Great Books

History

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
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 (Alice Freeman Palmer Professor of History, Mary Ann and Charles R. Walgreen Jr. Professor for the Study of Human Understanding), Later 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 (Alfred G. Meyer Collegiate Professor of History, 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 (Mary Fair Croushore Professor of Humanities, Marshall Sahims Professor of History and Anthropology), 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 (Richard Hudson Research Professor of History), East Asia, modern China

Associate Professors

Michael Bonner, medieval Islamic history
Richard Cándida 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

Gabrielle Hecht, technology
Joel D. Howell, History of medicine
Diane O. Hughes, Medieval
Kali Israel, Modern Britain, women’s history, modern Europe
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
Sumath Ramaswamy, colonial, modern South Asia, ancient India
Margaret Somers, comparative history
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. diplomacy, race and ethnicity
Matthew Countryman, African American, American culture
Beate Dignas, ancient Greek history
David J. Hancock, early America, economic history
Nancy Hunt, Africa, women’s history, history of medicine
Michele Mitchell, African American History
Maria Montoya, American West, environmental, Latino
Stephanie Platz (Alex Manoogian Assistant Professorship of Modern Armenian History), 19th- and 20th-century Armenian history and culture
Brian Porter, East Europe, intellectual
Helmut Puff, early modern Europe, history of sexuality
Julius Scott, African American, early America, the Atlantic
Stefanie Siegmund, Jewish studies, medieval, early modern Europe
Scott Spector, German intellectual
Paulo Squatriti, Medieval
Michael Wintroub, early modern Europe, France

Lecturer

Jonathan Marwil, modern European

Professors Emeriti


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 35 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. 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 excep-
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. 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 all 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 two faculty members, one of them 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 remaining courses for the teaching major must be distributed in such a way that students acquire a broad understanding of as many subfields as possible. Courses are selected with the approval of the concentration advisor. A teaching minor requires a minimum 20 credits of history including 8 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 Student Services, 1033 School of Education.

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 credits. Refer to the Time Schedule for specific credit hour information.

Courses in History (Division 390)

100-Level Courses are Survey Courses and Introductory Courses for First- and Second-Year Students

110. Medieval, Renaissance, and Reformation Europe. (4; 3 in the half-term). (SS).
111. Modern Europe. Hist. 110 is recommended as prerequisite. (4; 3 in the half-term). (SS).
121/Asian Studies 121. Great Traditions of East Asia. (4; 3 in the half-term). (HU).
132/AAPTS 100/ACABS 100/HJCS 100. Peoples of the Middle East. (4; 3 in the half-term). (HU).
151/Asian Studies 111. South Asian Civilization. (4; 3 in the half-term). (HU).
152/Asian Studies 112. Southeast Asian Civilization. (4; 3 in the half-term). (SS).
160. United States to 1865. (4; 3 in the half-term). (SS).
161. United States, 1865 to the Present. (4; 3 in the half-term). (SS).
171/German 171. Coming to Terms with Germany. (4). (HU).
195. The Writing of History. (4). (Introductory Composition). This course may not be included in a history concentration.

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).
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).

200-Level Courses are for Sophomores and Upper Class Students

210/MARC 210. Early Middle Ages, 300-1100. (4; 3 in the half-term). (SS).
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). (Excl).
241. War and Society in the Modern Middle East. (4). (SS).
249/Asian Studies 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

HISTORY / 97

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.
512. From Oligarchy to Reform: Georgian Britain, 1714-1832. Hist. 111 or 221. (3). (Excl).
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).
531/AAPTIS 587. Studies in Pahlavi and Middle Persian. (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 Islam. 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

May be elected as a departmental concentration program

Professors
R. Ward Bissell, Baroque Art in Italy and Spain
Elaine K. Gazda, Etruscan and Roman Art, Classical Archaeology
Diane M. Kirkpatrick, 20th-Century Art, History of Photography, Cinema, New Media
Martin Powers, Chinese Art
Margaret C. Root, Art and Archaeology of the Ancient Near East and Greece
Walter M. Spink, Indian Art

110 Tappan Hall
519 South State Street
764-5400 (phone)
647-4121 (fax)
Web site: http://www.umich.edu/~harts/histart/
Professor R. Ward Bissell, Chair
Associate Professor Pat Simons, Director of Undergraduate Studies
Art History 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” itself (advertising, say, or ritual and ceremony, or popular entertainment).

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.** Any two courses below the 300 level, one of which must be chosen from among the courses numbered in the 101–110 sequence. One 100-level course can be met through AP, upon approval by a History of Art advisor. Each prerequisite should, if possible, be from a different subfield or group, chosen from those listed below.

**Concentration Program.** 27 credits. At least four courses (or a minimum of 12 credits) must be at the 300 or higher level, and one of these must be a three-credit Junior/Senior Seminar which will focus on Comparative Studies, Theory, Methodology, or Museology. Three courses (usually at the 200 or higher level) must meet the distribution requirements described below. Students are otherwise free to choose whatever they wish to make up their concentration.

**Chronological and Geographical Distribution Requirements.** History of Art at the University of Michigan offers a culturally interlaced and multicentric program, encompassing the histories of the visual and architectural arts in a diversity of temporal and geographical locations. Concentrators must ensure that at least three of their courses adequately cover some of this rich diversity. To do this, students must take courses covering each of at least three chronologically different periods, and courses covering each of at least three geographical regions. A single course may count as covering both a chronological and geographical category, but not two of either category (for example, "Venetian Painting falls only under "Early Modern" on the chronological axis and "Europe" on the geographical axis). Hence, three courses, carefully chosen, will cover these distribution requirements because each will cover both a different chronological and geographic area.

The chronological categories can be broadly defined as: (1) Ancient; (2) Medieval; (3) Early Modern (early Renaissance to late Baroque in European terms; equivalent time frames for other geographies); (4) Modern and Contemporary (18th century or later).

The geographical areas can be described as: (1) Western Asia and North Africa (Middle East) and Central Asia; (2) Sub-Saharan Africa; (3) Eastern Asia (China, Japan, India, Southeast Asia); and the Pacific; (4) Europe (east and west), with certain North America (courses to be determined in consultation with the Undergraduate Advisor); (5) the Americas and the Caribbean.

A student thus might take the following cluster of courses to fulfill the distribution requirement: Ancient China, Byzantine Middle East, Modern Russia; another cluster could be Hellenistic Egypt, Medieval Western Europe, Early Modern Africa. Many other combinations are possible.

Students are encouraged to take a semester of work in history of art at various international programs. However, at least 12 credits for the concentration (excluding prerequisites) must be taken in residence at UM—Ann Arbor.

**Cognates.** Six credits of courses at the 300- or higher level, preferably in fields related to the themes and materials of a student’s area of focus in history of art (e.g., courses in ALC, CAAS, Classical Civilization, History, Romance Languages, or MARC). One course may be at a lower level if it is a studio/practicum course (e.g., Chinese 225 "Calligraphy"; or a studio course taken in Art & Design or Architecture & Urban Planning or the RC; or certain internships, approved by an undergraduate advisor in History of Art.

(NB No course in which the student obtained lower than a C- grade may be accepted in satisfaction of the Department’s concentration requirements).

History of Art 393 Junior Proseminar is open to junior concentrators upon recommendation of a concentration advisor. History of Art honors students are required to take the Proseminar and to write the Honors Thesis (History of Art 396)

**Language Preparation.** Students who wish to pursue graduate work in the history of art are encouraged to develop second language proficiency beyond the requirements set by LS&A. Advanced reading proficiency in German, in particular, and French are skills required by most history of art graduate programs. Students who wish to pursue graduate studies in west or east Asian art are strongly encouraged to begin the study of Arabic, Persian, Japanese, Chinese or a related language as early as possible in their undergraduate program. To learn more about graduate programs, students may peruse the MA and Ph.D. program binders in the History of Art Career Planning Resource Center in 120 Tappan Hall.
Credit for Study Abroad. Credit awarded by the University of Michigan Office of International Programs (OIP) may automatically be offered in satisfaction of appropriate history of art concentration requirements. However, if the student plans to earn more than three history of art credits in the program (2 courses), s/he must meet with a history of art concentration advisor who will ascertain that the OIP courses relate to the Department’s course offerings. The concentration advisor will also sign the student’s OIP application.

History of art courses taken through other university study-abroad programs, however, must be evaluated by the concentration advisor on a case-by-case basis. Students hoping to present such work toward their concentration must consult with the concentration advisor prior to undertaking foreign studies, with the end of identifying potentially appropriate courses. It is understood that no such courses can be preapproved, and that students upon their return must be prepared to document their work fully by providing the syllabi, papers, and/or exams for the course(s) in question. Depending upon the content, academic demands, and relationship to department course offerings thus demonstrated, full, partial, or no credit toward meeting concentration requirements may then be granted.

Credit for Internship Experience. Internships at museums, galleries, auction houses, and archaeological digs can be of great benefit to students of the history of art, providing intimate contact with works of art and exposure to the many facets of the discipline. The department is therefore prepared to award credit for internship experience through independent study (HA 399). Before registering, the student completes the independent study (IS) contract form and meets with a faculty member to determine the objectives that will be met by the internship, as well as the grade criteria and the number of academic credits to be earned. As with any independent study, students will meet the academic requirements for course credit by submitting a written product, whether a project or a journal, describing the skills acquired by the internship and how those skills will contribute to the student’s academic and/or career goals. The final grade will be determined once the internship is completed, and the written product is submitted for evaluation.

Honors Program. The honors concentration is open to juniors and seniors who have obtained the permission of the honors concentration advisor and the Honors Council. Candidates for honors in history of art must meet all requirements for a regular concentration. The core of the honors program is the work done in conjunction with History of Art 393 and 396. In their last term honors candidates must complete the honors thesis.

Advising. Students concentrating in the history of art are required to discuss their program with a departmental concentration advisor at least once a year, and are strongly urged to do so at least once every Fall/Winter Term. These advising appointments are scheduled through the Department office (110 Tappan Hall). However, progress toward the satisfaction of the many and varied LS&A distribution requirements should be monitored by an LS&A academic advisor (1255 Angell Hall). While every effort is made to apprise students of the various Departmental and College regulations and to monitor student progress, the ultimate responsibility for assuring that all requirements are met rests with the student.

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 105, or 150. Two credits granted to those who have completed one of 104 or 105. (4). (HU).


113/Art and Design 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 Ideas: East-West. (3). (HU). Laboratory fee ($15) required.

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


211/Class. Arch. 221. Introduction to Greek Archaeology. (4; 3 in the half-term). (HU).

221/Class. Arch. 222. Introduction to Roman Archaeology. (4; 3 in the half-term). (HU).


240/MARC 240. The Visual Arts in Medieval Society. (3). (HU).


251/MARC 251. Italian Renaissance Art, II. (4). (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).

293. Sophomore Seminar in History of Art. (3). (HU). May be repeated for a total of six credits.

305/MARC 323. The Themes and Symbols of Western Art. (3). (Excl). May be repeated for a total of twelve credits.

308. The Art of Landscape. Hist. of Art 101, 102, or 103. (3). (Excl).

324/Class. Arch. 324. Practicum in Field Archaeology. Hist. of Art 221 and 222. (1-3). (Excl). Special fee required. May be repeated for a total of six credits.


341. The Gothic Age. (3). (HU).

344/MARC 344. Early Medieval Kingdoms and Cultures: European Art 400-1000. (3). (HU).


375. Art of the 60’s. (3). (Excl).

376. Dada and Surrealism. (3). (Excl).


382/ACABS 382/Cult. Anthro. 381. Introduction to Egyptian Archaeology. (4; 3 in the half-term). (HU).

383. The Art of Southeast Asia. (3). (HU).

385. Landscape Painting in China and Japan. (3). (Excl).
539/Class. Arch. 539. Greek Architecture. Hist. of Art 101, and 221 or 222. (3). (Excl).


547. Late Medieval Painting in Italy. Hist. of Art 101 and 341. (3). (Excl).


555. Renaissance Architecture in Italy. Hist. of Art 101 or 102. (3). (Excl).

556. Renaissance Art in Italy. Hist. of Art 102 or 150. (3). (Excl).


562. Baroque Sculpture in Italy and Spain. Hist. of Art 102. (3). (Excl).

565. Early Modern Architecture in Italy, Austria, and Germany. (3). (Excl).


568. Art in Britain, 1600-1870. Hist. of Art 102. (3). (Excl).


578. American Art: 1940 to the Present. Hist. of Art 102, 272, or 478. (3). (Excl).

579. Aesthetics of Film. Hist. of Art 102, 256, or 272. (3). (Excl).


589. Rajput Painting. Hist. of Art 103 or 493. (3). (Excl). Laboratory fee ($15) required.


592. Gupta and Early Medieval Art in India. Hist. of Art 103. (3). (Excl).

594. The Indian Temple. Hist. of Art 103. (3). (Excl).


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Honors Program

1228 Angell Hall
455 South State Street
(734) 764-6274 (phone)
(734) 763-6553 (fax)
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 LSA programs, such as the Residential College or the Comprehensive Studies Program, or in LSA&AHonors 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.

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 at the Honors website.

Senior Scholarships: Marshall, Rhodes, and Churchill. Students of high scholastic standing interested in post-graduate study in Britain should inquire in the Honors Office in the Winter Term of their junior year. Churchill scholarships are intended for students in science, mathematics, or engineering and require an early GRE. Application forms and a booklet containing eligibility restrictions and procedures are available in the Honors Office.

Courses in College Honors (Division 395)


251. Sophomore Seminar. Open to Honors students. (3). (HU).

252. Sophomore Seminar. Open to Honors students. (3). (NS).

290. Honors Introduction to Research. Open to Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission of the Honors Program.


292. Honors Introduction to Scientific Research. Open to Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission of the Honors Program.

370. Junior Seminar on Research Methods. Honors student and permission of instructor. (1-4). (Excl). May be repeated for a total of eight credits.

390. Junior Honors Research. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission of the Honors Program.

490. Senior Honors Research. Open to upperclass Honors concentrators. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission of the Honors Program.

493. College Honors Seminar. Permission of instructor or of the Honors Director. (1-4). (Excl). May be repeated for a total of eight credits.
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.

Institute for the Humanities

Courses (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-register for First-Year Seminars. All others need permission of instructor. (3). (SS).

Institute for the Humanities

Sociology.

Economics, Physics, Political Science, and Economics.

411. Topics 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. (4). (Introductory Composition).

111. Topics in Interdisciplinary Studies. (4). (Excl).

311. Topics in Interdisciplinary Studies. (1-4). (HU).

411. Topics in Interdisciplinary Studies. Advanced undergraduate standing. (1-4). (HU). May be repeated for credit.

International Institute

1080 South University, Suite 2660
(734) 763-9200 (phone)
(734) 763-9154 (fax)
Web site: http://www.umich.edu/~iinet/
e-mail: iimichigan@umich.edu
Professor David W. Cohen (Anthropology), Director

Not a concentration program

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 Michi-
gan 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 1999, the SLI will offer courses in Asian, Germanic, Near Eastern, Romance, and Slavic languages. Courses vary in length from seven and one half weeks to ten weeks.

### International Programs

**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 Universities 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-Salvati 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 of-
fers 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 Womans 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-Heiden University Exchange Program. 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 Exchange Programs in South Africa. Beginning with the Fall 1999 term, University of Michigan students will have the opportunity to spend a semester or academic year at the universities of Cape Town and Natal in South Africa. At both universities students will have access to the full range of undergraduate courses and departments and enroll in classes along with their South African peers.

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 Melbourne Exchange Program. Beginning with the 1999-2000 academic year, two Michigan students will be able to take courses across a full range of disciplines at the University of Melbourne, Australia’s second oldest institution of higher education.

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 Verevan. 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 Hall Lane (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,
Students who attend the Summer Session. Uppsala University International Summer residence hall or with a family. They may choose to live either in a dormitory or in a private apartment. Instruction is 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 Salamanca, Spain. Students take Spanish language and culture classes taught at the University of Salamanca. 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 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; 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 the advance 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 postgraduate 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

Professors Coffin (Near Eastern Studies), Endelman (History), Gitelman (Political Science), Krahmalkov (Near Eastern Studies), Lauffer (Social Work), and Schramm (Near Eastern Studies)

Associate Professors Ginsburg (Near Eastern Studies) and Norich (English Language and Literature)

Assistant Professors Schmidt (Near Eastern Studies), and Spector (Germanic Languages and Literatures and History)

Visiting Professors Moshe Herr (Frankel Visiting Professor in Rabbinic Literature), Daniel Statman (Padnos Visiting Professor in Judaic Studies)

Lecturer Schoem (Sociology)

May be elected as an interdepartmental concentration program
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.** Judaic Studies 205 and 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 313, 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

Sociology: 410, 412


Other courses may be approved by the concentration advisor.

Students may include elementary and intermediate Hebrew or Yiddish courses in a concentration plan if they use the other language as a prerequisite.

**Honors Concentration.** The Center offers an Honors concentration to qualified Judaic Studies students. Applications for an Honors concentration is usually made at the beginning of the third year. Participation requires a 3.5 grade point average. Graduates with Honors is recommended for students who complete all College and Judaic Studies graduation requirements, maintain a 3.5 GPA, and write a substantial Honors thesis which is judged worthy of Honors designation by the thesis advisor and at least one other faculty reader. An Honors concentration is not limited to students who have been in the College Honors Program in the first and second years. The name, phone number, and office hours of the Honors concentration advisor are available in the Honors Office, 1228 Angell Hall, or in the Center for Judaic Studies, 3032 Frieze Building.

**Advising.** Prospective concentrators should consult the concentration advisor. Normally, a concentration plan should reflect the multidisciplinary nature of the program and the themes that a student wishes to develop.

**Courses in Judaic Studies (Division 407)**

205. Introduction to Jewish Civilizations and Culture. (3). (HU).
270/HJCS 270. Introduction to Rabbinic Literature. (3). (HU).
296/HJCS 296/Rel. 296. Perspectives on the Holocaust. (4; 3 in the half-term). (HU).
373/HJCS 373. Israeli Culture and Society. (3). (SS).
379/HJCS 379 Jewish Civilization. (4; 3 in the half-term). (SS).
451/Poli. Sci. 451. The Politics and Culture of Modern East European Jewry. A course in East European and/or Jewish history, and Comparative Politics is recommended. (3). (Excl).
467/HJCS 467/Rel. 469. Jewish Mysticism. (3). (Excl).
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 alternative 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 (phone)
(734) 763-9154 (fax)
Web site: http://www.umich.edu/~iinet/lacs/
e-mail: lacs@umich.edu
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), Frisanche (Anthropology), Frye (Anthropology), Johnson (English Language and Literature), Kottak (Anthropology), Levine (Sociology), Marcus (Anthropology), Moya-Raggio (Residential College), Owusu (Anthropology), Pedraza (Sociology), Rabasa (Romance Languages), Sanjínés (Romance 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 399, 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 course work 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 for the thesis may be obtained from the undergraduate advisor.

Advising. Prospective concentrators should consult the Director or the undergraduate advisor for guidance on courses. Appointments are scheduled in the LACS office (763-0553 or lacs@umich.edu). Normally, a concentration plan should reflect the multidisciplinary nature of the program and the themes that a student wishes to develop. Students should file a tentative concentration plan with the Program in their junior year, and update it prior to graduation.

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.

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).

Latina/Latino Studies (see American Culture)
Linguistics

Assistant Professors

José Benki, phonetics, phonetics-phonology interface
Diana Cresti, semantics, syntax, syntax-semantics interface
Robin Queen, sociolinguistics, intonation, language contact, language and gender, Germanic linguistics
Teresa Satterfield, computational modeling, syntax, language acquisition, bilingualism, learnability
Christina Tortora, Italian dialectology, syntax, syntax-semantics interface

Visiting Assistant Professors

Stefan Frisch, Language learning

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 concentration in linguistics is intended to provide an understanding of human language and its systematic study, as well as provide the opportunity to explore the importance of language in all areas of human life.

The general field of linguistics includes several subfields. Phonetics and phonology are especially concerned with the sounds of speech. Phonetics emphasizes the physical characteristics of speech sounds, 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 relationship 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 linguistics have found application include: translation, the design and documentation of computer software, language and national policy, speech pathology and speech therapy, 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.

Pre-concentration courses in Linguistics. The Program in Linguistics offers a series of pre-concentration courses designed to meet the needs of students with broad interests in language-related issues as well as those of students with more focused interests in the study of language. At the 100-level, the Program offers several first-year seminars, Languages of the World (Ling 112), The World of Words (Ling 114), and Conversation (Ling 119). The 200-level courses, Introduction to Language (Ling 211), Introduction to Linguistic Analysis (Ling 210), and Introduction to the Symbolic Analysis of Language (Ling 212), introduce students to the methods of linguistic analysis.

Prerequisites to Concentration. Ling 210, 211, or 212 is a prerequisite for a linguistics concentration, but does not count towards the concentration.

Concentration Requirements. The linguistics concentration requires a total of 30 credits at the 300 level or higher. Students should consult with their advisor to ensure that their concentration program consists of a coherent set of courses. The interdisciplinary nature of the field of linguistics – and hence the interdisciplinary nature of the concentration program – makes it particularly important that students are aware of the options available to them.

Required Courses. All concentrators are required to take the following three courses. This coursework should be completed as soon as possible, as it is intended to ensure that all students gain a solid understanding of the nature of language and the methods currently employed in the study of language.

1. Linguistics 313 – Sound Patterns

This course explores two fundamental aspects of the sounds of the world’s languages: speech sounds as physical entities (phonetics) and speech sounds as linguistic units (phonology).
2. 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/co-reference, and text analysis.

3. Linguistics 315 – Introduction to Sentence Analysis
This course examines the rule systems whereby words are organized into phrases and phrases into sentences in natural languages.

In extraordinary circumstances, with permission of an advisor, an advanced course in the area of phonetics/phonology, semantics, or syntax could satisfy the Ling 313, 314, or 315 requirement, respectively.

Additional Courses. Beyond the three basic courses, concentrators are encouraged to fill out their program, in consultation with a linguistics concentration advisor, with courses that satisfy their own particular interests and goals. These courses may be offered by the Program in Linguistics or another program or department. Each term, the Linguistics Undergraduate Program distributes a list of courses offered by other units that are approved for concentration credit in Linguistics. Concentrators may request that courses not on this list also count towards the required credits; these requests must be approved by the Undergraduate Program.

Double Concentration. Because the study of language is inherently interdisciplinary, a concentration in linguistics can be designed to integrate very well with other academic fields. A large proportion of current linguistics concentrators (more than half) 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 students to double-concentrate with substantially fewer than 60 total concentration credits.

Students considering a double concentration in linguistics and another 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 elect Linguistics 495 and 496 when writing the honors thesis (but are not required to do so).

Concentration Profiles. We offer here some examples of possible concentration profiles, but these are intended merely as examples; students are encouraged to experiment. (Note: The courses listed below from other programs and departments may change their numbers and designations at any time.)

1. Applied Linguistics and Second Language Learning and Teaching
The study of second/foreign language acquisition is a major focus of applied linguistics. Coursework in this area addresses both practical and theoretical issues. Although much of the emphasis in these courses is on teaching English as a Second Language (ESL), the principles and practices studied apply to instruction in any non-native language. A sequence of coursework in this area is especially useful for students interested in teaching ESL, particularly in international settings.

Students will have opportunities to meet faculty members and observe language courses in the language departments and at the English Language Institute, a principal center of second language instructional research and curriculum development.

Students following this concentration profile who seek a certificate (issued upon graduation) stating that the student has completed a sequence of courses in this concentration area are required to take Ling 350 and three other courses from the following list (in addition to the three core courses required of all concentrators):

- Ling 350: Perspectives on Second Language Learning and Second Language Instruction;
- Ling 351: Second Language Acquisition;
- Ling 342: Perspectives on Bilingualism;
- Ling 352: Child Bilingualism and Second Language Acquisition;
- Ling 361: Studies in American Sign Language;
- Ling 385: Experiential Practice;
- Ling 429: Discourse Analysis and Language Teaching.

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 the ability to use the spoken and written language; courses that focus on learning 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 German: structure of German:

- German 506; history of German: German 415 or 504; Germanic linguistics: German 500.

The concentration could be completed with additional courses in German 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 the language concerned (i.e., German in this example).

3. Language and Society
Students who are interested in how language is used within its social setting, and the relationship between language variation and social structure, may combine linguistics courses with courses offered in anthropology or sociology. This program is effective as part of a double concentration in Linguistics and either of these two departments. Courses in this area include:

- Ling 409: Language and Culture;
- Ling 410: Language and Discrimination;
- Ling 473: Ethnopoetics;
- Ling 542: Introduction to Sociolinguistics;
- Ling 562: Conversation Analysis and the Dynamics of Interactive Discourse;
- Anthro 475: Ethnography of Writing.

4. Language and Cognition
Students who wish to explore the relation between language and human cognitive capabilities are encouraged to combine coursework in linguistics and psychology. This program is particularly recommended for students seeking a double concentration in these two units. Possible courses include:

- Ling 447: Psychology of Language;
- Ling 451: Development of Language and Thought;
- Ling 555: Cognitive Grammar;
- Psych 340: Introduction to Cognitive Psychology;

5. Computational Linguistics
Students interested in learning about issues in natural language and computation may combine courses in linguistics, philosophy, and computer science. These students may also choose to pursue a double concentration in linguistics and either of these two fields. Examples of courses in this area are:

- Ling 541: Natural Language Processing;
- Philosophy 417: Logic and Artificial Intelligence;
- Computer Science 380: Data Structures and Algorithms.
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). (SS).

114. A World of Words. (3). (HU).


211. Introduction to Language. (3). (SS).

212. Introduction to the Symbolic Analysis of Language. (4; 2 in the half-term). (MSA).


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).

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). (Excl).

351. Second Language Acquisition. Ling. 210 or 211. (3). (SS).


385. Experiential Practice. Permission of instructor. (1-6). (Excl). Offered mandatory credit/no credit. (EXPERIMENTAL). May be repeated for a total of six credit.


408/English 408. Varieties 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. 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).


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: 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).


513(413). Phonology. Ling. 313. (3; 2 in the half-term). (Excl).


517(417)/Anthro. 519/German 517. Principles and Method of Historical Linguistics. Graduate standing, or permission of instructor. (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).

532. Issues in Bilingualism. Graduate standing or permission of instructor. (3). (Excl).


542(422)/Anthro. 572. Introduction to Sociolinguistics. Ling. 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

100 South Observatory
(Alice Lloyd Hall)
(734) 764-7521 (phone)
(734) 764-5312 (fax)
website: http://www.lsa.umich.edu/lhsp/
e-mail: lhsp@umich.edu
Professor David Potter (Classical Studies),
Director

Not a concentration program

Created in 1962 as the “Pilot Program,” the Lloyd Hall Scholars Program is the oldest of the living-learning programs at the University of Michigan. Centered in the Alice Crocker Lloyd Residence Hall, the Program offers entering students a collegial, interdisciplinary, academic environment in which they can enjoy the personal and intellectual advantages of a small group setting while they explore the resources of the larger University. A number of LS&A courses are taught in Alice Lloyd, usually by instructors who themselves live in the residence hall. Sound academic counseling and a strong range of co-curricular activities are also offered.

In addition, the Program offers reserved spaces in sections of LS&A introductory and sophomore-level courses taught elsewhere on campus; innovative mini-courses taught in Alice Lloyd; and opportunities for independent study.

As part of the Residence Education program in Alice Lloyd Hall, the Lloyd Hall Scholars Program has access to numerous non-academic activities, including films, field trips, entertainment, ethnic awareness programs, and social programs. Within LHSP, a leadership track for a smaller number of sophomores also exists.

The Program’s writing course for entering students, LHSP 125, meets the LS&A Introductory Composition Requirement for first-year students. About ten sections of LHSP 125 are offered in full term and a number are offered in winter term as well. This course, while emphasizing writing, focuses on a variety of diverse topics and themes drawn from the various disciplines of the humanities, social sciences, and natural sciences. Elective courses offered through LHSP range from mini-courses to seminars. All LHSP courses are small, and active participation by students is encouraged.

Approximately 350 first-year students are admitted to the Program each year, more than 60% from out-of-state. Inquiries should be addressed to the Director, Lloyd Hall Scholars Program, 100 South Observatory, Ann Arbor, Michigan 48109-2025.

Lloyd Hall Scholars Program Courses (Division 445)

A total of 20 credits of LHSP courses may be counted toward the minimum 120 credits required for an LS&A degree.

100(160). Leadership and Service Learning. Lloyd Hall Scholars. (1). (Excl). A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

101. Academic and Professional Development. Participation in Lloyd Hall Scholars Program. (1). (Excl). 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). A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

112. Studies in Social and Political History I. Lloyd Hall Scholars. (3). (Excl). A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

114. Literature and the Arts in Society I. Lloyd Hall Scholars. (3). (Excl). A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

116. Literature and the Social Order I. Lloyd Hall Scholars. (3). (Excl). A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

118. Cross-Cultural Studies I. Lloyd Hall Scholars. (3). (Excl). A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

120. Political and Social Problems I. Lloyd Hall Scholars. (3). (Excl). A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

125(165). College Writing. (4). (Introductory Composition). A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

140. Arts and Humanities. (3). (CE). May be repeated for a total of six credits. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

151. Focused Studies. Permission of instructor. (1). (Excl). May be repeated for a total of three credits. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

200. Advanced Leadership and Service Learning. Sophomore standing and participation in Lloyd Hall Scholars Program. Required of all second-year students in the Lloyd Hall Scholars Program. No credit granted to those who have completed LHSP 101. (1). (Excl). A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

229/English 229. Technical Writing. Completion of the introductory composition requirement. (4). (HU). A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.


Macromolecular Science and Engineering

2541 Chemistry Building
930 North University Avenue
Ann Arbor, MI 48109-1055
(734) 763-2316 (phone)
(734) 647-4865 (fax)
http://www.engin.umich.edu/prog/macro/
Email: Macromolecular@umich.edu
Professor Richard E. Robertson, Director

Not a concentration program

Professors: M. David Curtis (Chemistry), Frank E. Filisko (Materials Science and Engineering), Ronald Gibala (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. Wine man (Mechanical Engineering and Applied Mechanics), Albert F. Yee (Materials Science and Engineering), Robert Zand (Biological Chemistry), Robert M. Ziff (Chemical Engineering)

Associate Professors: Mark M. Banaszak (Chemistry), Stacy G. Bike (Chemical Engineering), Richard M. Laine (Materials Science and Engineering, Chemistry), David C. Martin (Materials Science and Engineering), David W. Mead (Mechanical Engineering and Applied Mechanics)

Assistant Professors: Ellen M. Arruda (Mechanical Engineering and Applied Mechanics), Peter X. Ma (Biologic and
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)**


512/ChemE 512/Materials Science 512. Polymer Physics. Senior or graduate standing in engineering or physical science. (3). (Excl). (BS).


536/Chem. 536. Laboratory in Macromolecular Chemistry. Chem. 535 or Phys. 418. (2). (Excl). (BS). Laboratory fee ($50) required.


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**Mathematics**

Melvin Hochster (R.W. and L.H. Browne Professor of Science), Commutative Algebra, Algebraic Geometry

Curris Huntington, Actuarial Science

James M. Kister, Geometric Topology, Transformation Groups

Robert Krasny, Partial Differential Equations, Fluid Dynamics

Eugene F. Krause, Mathematics Education

Ken Lange, Biostatistics

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

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**Associate Professors**

Alexander Barvinok, Combinatorics, Optimization

Richard Canary, Topology

Jack L. Goldberg, Special Functions, Linear Algebra

Thomas Hales, Lie Theory

Eduard Harabedian, Partial Differential Equations, Numerical Analysis

Juha Heinonen, Geometric Function Theory

Smadar Karni, 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

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**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
Nicolae Gonciulea, Algebraic Geometry
Xianghong Gong, Several Complex Variables
David Grabner, Combinatorics
Lizhen Ji, Geometry, Analysis
Mattias Jonsson, Complex Dynamics
Richard Jordan, Applied Mathematics, Fluid Mechanics
Julee Kim, Algebra
Erica Klarreich, Hyperbolic Geometry
Bryna Kra, Dynamic Systems, Ergodic Theory
Alexander Kurganov, Nonlinear Partial Differential Equations
Ernesto Lupercio, Algebraic Topology
Natasa Macura, Geometry
Claudia Miller, Commutative Algebra
Ali Naddaf, Statistical Mechanics, Probability Theory
Michael Roth, Algebra and Geometry
Peter Selinger, Computer Science, Category Theory
Ronnie Sircar, Financial Mathematics
Petra Taylor, Complex Analysis, Kleinian Groups
Dror Varolin, Several Complex Variables
Sophia Vassiliadou, Several Complex Variables
Jerome Woldert, Algebraic Topology
Rodney Worthing, Fluid Dynamics, Computational Techniques
Dmitry Zenkov, Ordinary Differential Equations

T.H. Hildebrandt Research Assistant Professors
Richard Hind, Global Analysis
Kristin Lauter, Number Theory
Niranjan Ramachandran, Algebraic Geometry
Arpad Toth, Automorphic Forms, Number Theory

Lecturers
Carolyn Dean, Algebra
Patricia Shure, Mathematics Education

Adjunct Professor
Michael Sze, Actuarial Science

Professors Emeriti

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 either 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 mathematics advisor when necessary.

Two courses preparatory to the calculus, Math 105 and Math 110, are offered. Math 105 is a course on 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 prerequisite to most 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 is one courses expressly designed and recommended for students with one or two semesters of AP credit, Math 156. Math 156 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; it 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), 2084 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

c. Two additional advanced mathematics (or related) courses, approved by a concentration advisor.

**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 156-256, (175 or 185)-286 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 2084 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.

**Teaching Certificate**

It is essential that students planning to obtain a teaching certificate consult a teaching certificate advisor, either Professor Krase (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.*)

a. Four basic courses, one from each of the following four groups (chosen with the approval of a teaching certificate advisor):
   1. Discrete Math/Modern Algebra: Math 312, 412, or 512
   2. Geometry: Math 431, 432, or 531
   3. Probability: Math 425 or 525
   4. Secondary Mathematics: Math 486

b. Seven specific Education courses, totaling 28 credits. Consult the *Undergraduate Programs* pamphlet for the list of courses.

c. A major or minor in a second academic area (normally requires 20-24 credits in a structured program other than Mathematics. Consult the *Bulletin* of the School of Education for acceptable programs).

d. Two additional courses, which must include a course in the Psychology Department, and a minimum of one additional mathematics course.

Students should consult with Professor Coxford in their sophomore year to be admitted to the certification program and to schedule practice teaching.

**Advising.** Appointments are scheduled at the Undergraduate Mathematics Program Office, 2084 East Hall. Students are strongly urged to consult with a concentration advisor each term before selecting courses for the following term.

**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.


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 course 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 already have 4 credits for pre-calculus mathematics courses. (2). (Exc).

115. Calculus I. Four years of high school mathematics are required. 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. 175. (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. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. 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. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. 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).

156. Applied 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, 116, 119, 156, 176, 186, and 296. (4). (MSA). (BS). (QR/1).

175. Combinatorics and Calculus. Permission of Honors advisor. No credit granted to those who have completed a 200-level or higher Math course. (4). (MSA). (BS). (QR/1).


185. Honors Calculus I. Permission of the Honors advisor. Credit is granted for only one course from among Math. 112, 113, 115, 185, and 295. No credit granted to those who have completed Math. 175. (4). (MSA). (BS). (QR/1).

**Foreign Languages.** The language requirement of the A.B. or B.S. degrees with concentration in mathematics may be satisfied in any of the languages acceptable to the College. However, students planning to do graduate work in mathematics should be aware that at most universities one of the requirements for a Ph.D. degree is a demonstration of the ability to read mathematical texts in two of the three languages French, German, and Russian.

**Special Departmental Policies.** All prerequisite courses must be satisfied with a grade of C- or above. Students with lower grades in prerequisite courses must receive special permission of the instructor to enroll in subsequent courses.

**William Lowell Putnam Competition.** A departmental team participates in the annual William Lowell Putnam Competition sponsored by the Mathematical Association of America. Interested students with exceptional mathematical aptitude are asked to contact the department office for detailed information. The department also sponsors other competitions and activities.

**Summer Research.** The department has opportunities for a limited number of undergraduate students to pursue on-site summer research under the auspices of the Research Experience for Undergraduates (REU) program. Students pursue a 7-8 week summer research project under the mentorship of regular departmental faculty, and are paid a stipend for this work. Contact the UMPO for further details.


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).


298. Problem Seminar. (1). (Excl). (BS). May be repeated for credit with permission.

299. 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).

309. Independent Reading. (1-6). (Excl). (INDEPENDENT). May be repeated for credit.


412. Introduction to Modern Algebra. Math. 215, 255, or 285; and 217. No credit granted to those who have completed or are enrolled in Math. 512. Students with credit for Math. 312 should take Math. 512 rather than 412. One credit granted to those who have completed Math. 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 Math. 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 Math. 217 or 513. One credit granted to those who have completed Math. 417 I and II. (3). (Excl). (BS). CAEN lab access fee required for non-Engineering students.


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 Math. 462. (3). (Excl). (BS).


471. Introduction to Numerical Methods. Math. 216, 256, 286, or 316, 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).


481. Introduction to Mathematical Logic. Math. 412 or 431 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 Math. 385, 1 and 11b. (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). (BS).

492/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 Math. 217 or 513. One credit granted to those who have completed Math. 417 I and II. (3). (Excl). (BS). CAEN lab access fee required for non-Engineering students.


1638 Haven Hall
505 South State Street
(734) 763-2066 (phone)
(734) 763-6044 (fax)
website: http://www.umich.edu/~marcons/
Professor Thomas Tentler, Director
chtentler@umich.edu
Christy Summerfield, Coordinator
<csummer@umich.edu>

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, Germanic, 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 or two (2) of the following languages:

   - Old/Middle English, Old French or Old German, Italian, Portuguese, Spanish, German 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 advisors 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 Coordinator 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.

Courses in Medieval and Renaissance Collegium (MARC) (Division 430)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
<th>Restrictions</th>
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<tbody>
<tr>
<td>211/Hist. 211. Later Middle Ages, 1100-1500. (4). (SS).</td>
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<td>213/Hist. 213. The Reformation. (3). (HU).</td>
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<td>240/Hist. of Art 240. The Visual Arts in Medieval Society. (3). (HU).</td>
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<td>251/Hist. of Art 251. Italian Renaissance Art, II. (4). (HU).</td>
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<tr>
<td>305/Hist. of Art 305. The Themes and Symbols of Western Art, (3). (Excl). May be repeated for a total of twelve credits.</td>
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<tr>
<td>344/Hist. of Art 344. Early Medieval Kingdoms and Cultures: European Art 400-1000. (3). (HU).</td>
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<tr>
<td>375/Germ. 375/Rel. 375. Celtic and Nordic Mythology. (3). (Excl).</td>
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<tr>
<td>386/French 366. Medieval Literature, History, and Culture. French 232, and 8 credits in courses numbered between French 250 and 299. (3). (HU). May be repeated for a total of six credits.</td>
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<tr>
<td>401. Early Medieval Period. (3). (Excl).</td>
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<td>402. Late Medieval Period. (3). (Excl).</td>
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<td>403. Mediterranean Renaissance. (3). (Excl).</td>
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<td>404. The Northern Renaissance. (3). (Excl).</td>
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<td>411. Special Topics. (-1-3). (Excl).</td>
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<td>414/Hist. 412. Social and Intellectual History of the Florentine Renaissance. I or II. (3). (Excl).</td>
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<tr>
<td>422. Early and High Middle Ages: Thematic Studies II. (3-4). (Excl). May be elected for credit more than once.</td>
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<tr>
<td>423. Early and High Middle Ages: Thematic Studies III. (3-4) (Excl). May be elected for credit more than once.</td>
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<tr>
<td>424. Early and High Middle Ages: Thematic Studies IV. (3-4). (Excl). May be elected for credit more than once.</td>
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<td>425. Renaissance Italy: Thematic Studies I. (3-4). (Excl). May be elected for credit more than once.</td>
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<td>427. Renaissance Italy: Thematic Studies III. (3-4). (Excl). May be elected for credit more than once.</td>
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<td>428/Hist. 414. Northern Renaissance and Reform. (3). (Excl).</td>
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<tr>
<td>428/German 465/Hist. 414. Marriage and Marital Life in History: Medieval and Early Modern Germany. (3). (Excl).</td>
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<tr>
<td>430. The Northern Renaissance and Reform. Thematic Studies III. (3-4). (Excl).</td>
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<td>439/Italian 433. Dante’s Divine Comedy. A knowledge of Italian is not required. (3). (HU).</td>
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<td>441/Latin 436. Medieval Latin II, 900-1350 A.D. Two years of college Latin. (3; 2 in the half-term). (Excl).</td>
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<td>443/German 444. Medieval German Literature in English Translation. (3; 2 in the half-term). (Excl).</td>
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<td>446/Hist. of Art 446. The Courtly Arts of the High and Late Middle Ages. Hist. of Art 101 or 102. (3). (Excl).</td>
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<tr>
<td>454/Hist. of Art 454. Late Renaissance Art in Italy. Hist. of Art 102 or 250. (3). (Excl).</td>
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<tr>
<td>455/English 455. Medieval English Literature. (3; 2 in the half-term). (HU).</td>
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Middle Eastern and North African Studies

1080 South University, Suite 4640
(734) 764-0350 (phone)
(734) 764-8523 (fax)
website: http://www.umich.edu/~iinet/cmenas/
e-mail: cmenas@umich.edu
Professor Michael Bonner (Near Eastern Studies), Director

May be elected as an area concentration program

Professors Bardakjian (Near Eastern Studies), Barlow (Public Health), Coffin (Near Eastern Studies), Cole (History), Endelman (Judaic Studies), Fine (History), Heath (Linguistics), Hook (Linguistics), Knyshe (Near Eastern Studies), Larimore (Geography, Women’s Studies), LeGasick (Near Eastern Studies), Lindner (History), Rammuny (Near Eastern Studies), Shammas (Near Eastern Studies, Comparative Literature), Stewart- Robinson (Near Eastern Studies), Windfuhr (Near Eastern Studies), Wright (Anthropology)

Associate Professors Bonner (Near Eastern Studies), Ginsburg (Near Eastern Studies), Göçek (Sociology), Jackson (Near Eastern Studies), and Wilson (Public Health, Biology).

Assistant Professors Babayan (Near Eastern Studies), Bardenstein (Near Eastern Studies), Brown (Public Health), Connelly (History), Ekotto (Romance Languages), Hayes (Romances Languages), 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 (HICS 101 and 102), Persian (AAPTIS 141 and 142) or Turkish (AAPTIS 151 and 152). Strongly recommended: AAPTIS 100 (People 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, Turk-
ish) 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.

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**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 (HICS) 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, 561, 562, 563, 564, 565; Persian (AAPTIS) 241, 242, 540, 544, 545, Turkish (AAPTIS) 251, 252, 451, 452, 553, 554, 551, 552, 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.

**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).
- 591. Interdisciplinary Middle East Topics Seminar: Upperclass standing; concentration in MENAS, NES or other fields with main interest in Middle Eastern Studies. (2). (Excl).

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**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.

**Courses in Museum Methods (Division 436)**

- **405. Special Problems in Museum Methods.** Permission of instructor: Museum Methods 406 is desired. I. (2-4). (Excl). $45 laboratory fee. May be elected for credit twice.

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**Museum Practice**

*Not a concentration program*

107 Alumni Memorial Hall (Museum of Art)
(734) 647-0513 (phone)
(734) 764-3731 (fax)
website: http://www.umich.edu/~umma/
e-mail: umma@umich.edu
James Steward, Director and Director, Museum of Art
Assistant Professor, Art and Design
Adjunct Assistant Professor, History of Art

**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).
- **520/Art 520. Fundamentals of Museum Practice.** Junior standing, and permission of instructor. (3). (Excl).

---

**Museum Methods**

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---

**Museum Practice**

*Not a concentration program*

107 Alumni Memorial Hall (Museum of Art)
(734) 647-0513 (phone)
(734) 764-3731 (fax)
website: http://www.umich.edu/~umma/
e-mail: umma@umich.edu
James Steward, Director and Director, Museum of Art
Assistant Professor, Art and Design
Adjunct Assistant Professor, History of Art

**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).
- **520/Art 520. Fundamentals of Museum Practice.** Junior standing, and permission of instructor. (3). (Excl).
Music

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).

141. Introduction to the Art of Music. For non-School of Music students only. (3). (HU).

142. Introduction to World Music. For non-School of Music students only. (3). (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).

239/249, 240/250, 351, 371, 405, 406, and 473.

Music Composition: Composition 221 or equivalent.

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 Ensembles 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.

Music
The School of Natural Resources and Environment (NR&E) provides interdisciplinary coursework in natural resource applications with 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).

Courses in Natural Resources and Environment (Division 711)
The following course counts as an LS&A course for LS&A degree credit.


Near Eastern Studies
2068 Frieze Building
105 South State Street
(334) 764-0314 (phone)
(343) 936-2679 (fax)
Web site: http://www.umich.edu/~neareast/

Professor Alexander Knysh, Chair

May be elected as a departmental concentration program in Ancient Civilizations and Biblical Studies (ACABS); Hebrew and Jewish Cultural Studies (HJCS); Arabic, Armenian, Persian, Turkish, and Islamic Studies (AAPTIS); or Near Eastern Civilizations (NEC)
provide the foundation for the academic study of the literatures, histories, and cultures of the region. The ancient language offerings include Sumerian, Egyptian, Akkadian, Hittite, 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); Arabic, Armenian, Persian, Turkish and Islamic Studies (AAPTIS); or Hebrew and Jewish Cultural Studies (HICS). Each of the three divisions provides specific programs to enhance the focus of the concentration. The department also offers a general studies concentration: the Near Eastern Civilizations (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 (2068 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 six 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
- K. Allin Luther Award for Excellence in Persian
- 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 the 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 2068 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 four options within the division designed to meet the special interests of the student: Ancient Mesopotamia, Hebrew Bible/Ancient Israel, New Testament/Early Christianity, or Ancient Egypt.

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, and 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 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.

Hebrew and Jewish Cultural Studies (HJCS)

May be elected as a departmental concentration program

The division of Hebrew and Jewish Cultural Studies (HJCS) offers instruction in Hebrew language and literature and Jewish culture and civilization. In addition to providing concentrators with a sound liberal arts background, the program prepares students for continued academic studies – particularly in Hebrew and Judaic Studies, for teaching, for employment in Jewish community services, and for careers in government or private employment.

All concentrators in HJCS are required to complete prerequisite courses, Hebrew 101 and 102, and HJCS 100. For a concentration in HJCS, the student must complete two additional terms of Hebrew (201 and 202), and two additional courses at the advanced level (301, 302, 401, 402). Fourth-term proficiency in modern Hebrew satisfies the language requirement of the College of LS&A. In addition to the four terms of language, the HJCS concentrator must elect four additional courses in the division in the fields of literature, history, or culture. The HJCS concentrator must also choose two cognate courses outside the division of concentration. These 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.

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 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 credits 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, al-
though 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
   3. 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
B. Levels Distribution
   1. Five of ten at 400-500 level
   2. At least one each at 100-, 200-, and 300-level

Near Eastern Studies

PENDING). May be repeated for a total of six credits.

411. Introduction to Akkadian. Permission of instructor. (3). (Excl).

412. Akkadian Texts. ACABS 411. (3). (Excl).


415. Elementary Hittite. (3). (Excl).


446/Anthro. 481/REES 446. The Archaeology of the Eurasian Steppes, Caucasia, and Central Asia. One of: Anthro. 380, 383, 384, 385, 407, 442, 480, 482, 483, 485, or 486; or ACABS 181, 281, or 413; or Classics 421, 435, 437, or 531. (3). (Excl).


484. Aramaic. II. ACABS 483. (3). (Excl).

485. Introduction to Middle Egyptian I. Permission of instructor. (3). (Excl).

486. Introduction to Middle Egyptian II. ACABS 485. (3). (Excl).

487/WS 487. Gender and Society in Ancient Egypt. Some familiarity with Egypt is helpful. (3). (Excl).

491. Topics in Ancient Civilizations and Biblical Studies. (3). (Excl). May be repeated for a total of six credits.


511. Introduction to Sumerian. (3). (Excl).

512. Sumerian Texts. ACABS 511. (3). (Excl).


543/HJCS 543. The Bible in Jewish Tradition. Permission of instructor. (3). (Excl).

544/HJCS 544. Tannaitic Literature. HJCS 302. (3). (Excl).


582. Ugaritic. II. ACABS 581. (3). (Excl).

585. Advanced Middle Egyptian. ACABS 485. (4; 3 in the half-term). (Excl).

591. Topics in Ancient Civilizations and Biblical Studies. (3). (Excl).

592. Seminar in Ancient Civilizations and Biblical Studies. (3). (Excl).

593. Mini Course – Topics in Ancient Civilizations and Biblical Studies. (1). (Excl).

Arabic, Armenian, Persian, Turkish, and Islamic Studies (AAPTIS) (Division 325)

100/ACABS 100/HJCS 100/Hist. 132. Peoples of the Middle East. (4; 3 in the half-term). (HU).


141. Elementary Persian I. No credit granted to those who have completed or are enrolled in Persian 143. (4). (LR).

142. Elementary Persian II. Persian 141. No credit granted to those who have completed or are enrolled in Persian 143. (8 in the half-term). (LR).

151. Elementary Turkish I. No credit granted to those who have completed or are enrolled in Turkish 155. (4). (LR).

152. Elementary Turkish II. Turkish 151. No credit granted to those who have completed or are enrolled in Turkish 155. (4). (LR).


155. Intensive 1st Year Turkish. No credit granted to those who have completed or are enrolled in Turkish 152. (8 in the half-term). (LR).


192. First Year Seminar in Arabic, Armenian, Persian, Turkish, and Islamic 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).
Philosophy

Richmond H. Thomason, Logic, Philosophy of Language, Linguistics, Artificial Intelligence
J. David Velleman, Philosophy of Action, Ethics, Philosophy of Mind
Kendall Walton, Aesthetics, Philosophy of Mind, Metaphysics, Philosophy of Language

Associate Professors
Philip J. Ivanhoe, East Asian Philosophy
James Joyce, Decision Theory, Epistemology, Philosophy of Science
Eric Lormand, Philosophy of Mind, Philosophy of Cognitive Science, Epistemology

Assistant Professors
Stephen Everson, Ancient Philosophy, Moral Philosophy, Philosophy of Mind
Thomas Hofweber, Metaphysics, Epistemology, Philosophy of Language, Logic
Ian Proops, Analytic Philosophy, Kant, Metaphysics, Philosophy of Language
Jamie Tappenden, Philosophy of Language, Philosophy and History of Mathematics, Philosophical Logic

Adjunct Assistant Professor
David Hills, Aesthetics, History of Modern Philosophy, Philosophy of Mind

Professors Emeriti
Fritjof Bergmann, Arthur Burks, George Mavrodes, Donald Munro

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

2215 Angell Hall
435 South State Street
(734) 764-6285 (phone)
(734) 763-8071 (fax)
Web site: http://www.lsa.umich.edu/philosophy/
Professor Stephen Darwall, Chair
May be elected as a departmental concentration program

Professors
Elizabeth Anderson, Moral and Political Philosophy, Feminist Philosophy, Philosophy of the Social Sciences
Edwin Curley, History of Modern Philosophy
Stephen Darwall, Moral and Political Philosophy, History of Ethics
Allan Gibbard, Ethics, Social Choice Theory, Decision Theory, Metaphysics, Philosophy of Language
Louis Loeb, History of Modern Philosophy
Peter Railton, Ethics, Philosophy of Science, Political Philosophy,
Lawrence Sklar, Philosophy of Physics, Philosophy of Science, Epistemology
are interested in taking a course or two in the subject.

Prerequisites to Concentration. Philosophy 151-158, 181, 182, 196, 202, 232, or 297. 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. Except in cases where special permission is granted, students must have a cumulative grade point average of at least 3.0 and a 3.5 average in completed courses in philosophy in order to be eligible for admission. Honors concentrators are required to complete 27 (rather than 24) credits in the concentration, including 401 and 498 or 499, which is taken in the senior year. Before enrolling in 498 or 499, students must submit a thesis proposal for the department’s approval. Only students who have written an honors thesis will be considered for graduation with honors degrees. Students are admitted to the honors concentration at the beginning of the junior year (or later) by permission of the honors concentration advisor.

Advising. 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.

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).

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. (3; 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, 234, 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, or 297. (4; 2 in the half-term). (HU).

263/Asian Studies 263/Chinese 263. Introduction to Chinese Philosophy. (3; 2 in the half-term). (HU).

296. Honors Introduction to Logic. Honors students or permission of instructor. Credit is granted for only one of Phil. 203, 303, or 296. (3; 2 in the half-term). (MSA). (BS). (QR/B).

297. Honors Introduction to Philosophy. Honors students or permission of instructor. No credit granted to those who have completed or are enrolled in 181, 182, 202, 231, 232, or 234. (3; 2 in the half-term). (HU).

303. Introduction to Symbolic Logic. No credit granted to those who have completed or are enrolled in Phil. 203, 296, or 414. (3). (MSA). (BS).

319. Philosophy of the Arts. Phil. 202. No credit granted to those who have completed or are enrolled in Phil. 419. (3; 2 in the half-term). (HU).


344. Ethics and Health Care. Inteflex 101, 201, or 301, or an introductory philosophy course. (3; 2 in the half-term). (HU).

345. Language and Mind. One philosophy course. (3; 2 in the half-term). (HU).

355. Contemporary Moral Problems. No credit granted to those who have completed or are enrolled in 455. (4; 2 in the half-term). (HU).

356. Issues in Bioethics. No prerequisites; one philosophy introductory course. (3; 2 in the half-term). (HU).

359. Law and Philosophy. (4; 2 in the half-term). (HU).


366. Introduction to Political Philosophy. One philosophy introduction. (4; 2 in the half-term). (HU).


368. Philosophy of Film. (3; 2 in the half-term). (HU).


370. Philosophical Aspects of Literature. (3; 2 in the half-term). (HU).

Haller Prize. Elsa L. Haller Price 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. As mentioned under “Prerequisites to the Concentration” above, 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.

372. Philosophical Topics in the Study of Gender. One course in philosophy or women's studies. (3; 2 in the half-term). (HU).

375. Hegel, Marx, Nietzsche, and Freud. (3; 2 in the half-term). (HU).

383. Knowledge and Reality. One course in philosophy. (3; 2 in the half-term). (HU).


397. Topics in Philosophy. Permission of concentration advisor and instructor. (1-4; 2 in the half-term). (Excl). May be elected for credit twice with permission of concentration advisor.

399. Independent Study. One philosophy introduction and permission of instructor. (1-4). (Excl). (INDEPENDENT). May be elected twice for a total of eight credits with permission of concentration advisor.

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).

410. Formal Semantics for Natural Language. Phil. 290 or 303. Depending upon its content, Phil. 345 might also be helpful. Linguistics 315 and/or Linguistics 415 would be extremely helpful preparation for some versions of the course. (3). (Excl).

412. Philosophy in Literature. One course in philosophy; not open to first- and second-year students. (3; 2 in the half-term). (Excl).

414. Mathematical Logic. (3; 2 in the half-term). (Excl). (BS). (QR/1).

415. Advanced Mathematical Logic. Phil. 414. No credit granted to those who have completed or are enrolled in 417. (3; 2 in the half-term). (Excl). (BS).


417. Logic and Artificial Intelligence. Philosophy 414 or the equivalent. (3). (Excl).


419. Philosophy of the Arts. Not open to philosophy graduate students. No credit granted to those who have completed or are enrolled in Phil. 319. (3; 2 in the half-term). (Excl). Will not satisfy 400-level course requirement for concentration in philosophy.


422. Philosophy of Physics. One philosophy introduction or logic introduction or 12 credits of science. (3; 2 in the half-term). (Excl). (BS).

423. Problems of Space and Time. One logic introduction and either one other philosophy course or 12 credits of science. (3; 2 in the half-term). (Excl). (BS).

425. Philosophy of Biology. One course in philosophy or biology. (3). (Excl).


429. Ethical Analysis. Phil. 361, 363, or 366. (3; 2 in the half-term). (Excl).

430. Topics in Ethics. Phil. 361. (3; 2 in the half-term). (Excl). May be repeated for a total of six credits.

431. Normative Ethics. One philosophy introduction. (3; 2 in the half-term). (Excl).

433. History of Ethics. Phil. 361. (3; 2 in the half-term). (Excl).


437/MHM 437. Philosophy of Music. An introductory course in philosophy; or previous course work in music. (3). (Excl).


442. Topics in Political Philosophy. Phil. 363, 366, or 441. (3; 2 in the half-term). (Excl).

443. Foundations of Rational Choice Theory. Two courses in philosophy, economics, or psychology (or some combination thereof), and satisfaction of the quantitative reasoning requirement. (3). (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. 335. (4; 2 in the half-term). (Excl). Does not meet the Philosophy Department's 400-level course requirement for Philosophy concentrators.

456/Chinese 466/Asian Studies 466. Interpreting the Zhuangzi. Phil. 263 or another introductory philosophy course is recommended. (3). (Excl).

457/Asian Studies 480/Buddhist Studies 480/Rel. 480. Topics in Buddhism. Phil. 230. (3). (Excl). May not be included in a concentration plan in philosophy.

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. 387, 388, 389, or 399. (3). (Excl).


466. Topics in Continental Philosophy. One of Phil. 371, 375, 385, or 389. (3). (Excl).


469/Chinese 469/Asian Studies 469. Later Chinese Thought. Upperclass standing; no knowledge of Chinese required. (3; 2 in the half-term). (HU).


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).


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

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, solid state
Robert S. Savit, Theoretical physics, condensed matter and statistical physics
Duncan G. Steel, Experimental physics, laser physics, atomic physics
Gregory Tiralé, 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
Ctirad 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
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
Margaret Murnane, Experimental optical physics
Franco 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
Bing Zhou, Experimental high-energy physics

Assistant Professors
David Gerdes, Experimental high-energy physics
Çaglayan Kurdak, condensed matter physics
Wolfgang Lorenzon, Experimental high energy physics
Timothy McKay, Experimental astrophysics
Jianming Qian, Experimental high energy physics
Georg Raithel, Experimental Atomic, Molecular, Optical Physics
Alberto Rojo, Theoretical condensed matter physics

Research Scientists
H. Richard Gustafson, Experimental high energy physics, astrophysics
David F. Nitz, Experimental high energy physics, astrophysics

Associate Research Scientists
Tofigh Azemoon, Experimental high-energy physics
Ralph Conti, Experimental atomic physics: positron physics
Ali M.T. Lin, Experimental high energy physics: spin physics, polarized proton beams
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 Tomasz, Experimental astrophysics

Research Investigators
William Friese, Atomic, molecular, optical physics

Adjunct Faculty
Lawrence Antonuk, Nuclear physics
Alexander Chao, Accelerator physics
Tom Dershem, Lecturer
Raoul Kopelman, Theoretical solid state physics
Concentration Program. At least 31 credits in physics and mathematics, including at least 27 in physics courses numbered 390 and above. A concentration plan must include:

1. Physics 390, 401, 405, 406, and 453. Physics 401 and 405 should precede Physics 453; Physics 453 is a prerequisite to most courses numbered above 453.

2. Physics 441 and 442 (advanced laboratory).

3. Two courses from among Physics 402, 411, 413, 417, 418, 435, 438, 451, 452, 455, 457, 460, and 463.

4. Mathematics 450 (or the equivalent). Physics 390, 401, 405, 406, and 453 must be completed with a minimum grade of C- in each course and a cumulative average of C or higher. Physics 419 and 489 are not acceptable for the degree BS in physics.

Honors Concentration. Students who have a cumulative grade point average of at least 3.2 are encouraged to elect an honors concentration in physics. In addition to the regular departmental requirements for concentration, candidates for an honors concentration must elect six credits of physics from courses numbered 401 and above which are not otherwise required and must also complete a senior honors thesis based on research (Physics 498/499) done under the supervision of a faculty member.

Advising. A concentration plan in physics is developed in consultation with and must be approved by the concentration advisor. The advisor's name and consultation hours will be available at the Physics Student Services Office, 2464 Randall Lab.

Teaching Certificate. A teaching certificate with a major in Physics requires 30 credits of physics; a minor requires 20. Major and minor refer to the program emphasis necessary for certification. Students wishing an LS&A degree in Physics should follow the programs for the BS degree in Physics or General Physics. In addition to the physics courses, Math 115, 116, 215, and 216 or the equivalent must be completed. Some physics courses have math prerequisites. Please consult a program advisor early in your planning.

A certificate major in physics must include:

1. Physics 140/141, 240/241, and 340/341 or the equivalent. (15 credits)
2. One course from the list: Physics 103, 104, 106, 107, 116, 201, 250. (1-3 credits)
3. Additional courses from the list: Physics 288, 390, 401, 402, 405, 441, 442, 455. (12-14 credits)

A certificate minor in physics must include:

1. Physics 140/141, 240/241, and 340/341 or the equivalent. (15 credits)
2. Students should select one course from the list: Physics 103, 104, 106, 107, 116, 201, 250. (1-3 credits)
3. Additional courses from the list: Physics 288, 390, 401, 402, 405, 441, 442, 455. (2-4 credits)

A teaching certificate with a major in Physical Science requires 16 credits of physics; a minor requires 10 credits. Major and minor refer to the program emphasis necessary for certification. Students wishing an LS&A degree in Physics should follow the programs for the BS degree in Physics or General Physics. In addition to the physics courses, Math 115 and 116 or the equivalent must be completed. Some physics courses have math prerequisites. Please consult a program advisor early in your planning.

A certificate major in physical science must include:

1. Completion of one of the following sequences:
   (a). Physics 125/127 and Physics 126/128, or
   (b). Physics 140/141 and 240/241. (8-10 credits)
2. Two courses from the list: Physics 103, 104, 106, 107, 116. (2-6 credits)
3. Additional courses from the list: Physics 201, 250, 288. (0-6 credits)

A certificate minor in physical science must include (8-10 credits):

1. Completion of one of the following sequences:
   (a). Physics 125/127 and Physics 126/128, or
   (b). Physics 140/141 and 240/241.

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, 240/241 and 340/341 (recommended sequence).

Concentration Program. At least 31 credits in physics and mathematics, including 10 credits. A concentration plan must include:

1. Physics 140/141, 240/241, and 340/341 or the equivalent. (15 credits)
2. One course from the list: Physics 103, 104, 106, 107, 116, 201, 250. (1-3 credits)
3. Additional courses from the list: Physics 288, 390, 401, 402, 405, 441, 442, 455. (12-14 credits)

A certificate minor in physics must include:

1. Physics 140/141, 240/241, and 340/341 or the equivalent. (15 credits)
2. Students should select one course from the list: Physics 103, 104, 106, 107, 116, 201, 250. (1-3 credits)
3. Additional courses from the list: Physics 288, 390, 401, 402, 405, 441, 442, 455. (2-4 credits)

A teaching certificate with a major in Physical Science requires 16 credits of physics; a minor requires 10 credits. Major and minor refer to the program emphasis necessary for certification. Students wishing an LS&A degree in Physics should follow the programs for the BS degree in Physics or General Physics. In addition to the physics courses, Math 115 and 116 or the equivalent must be completed. Some physics courses have math prerequisites. Please consult a program advisor early in your planning.

A certificate major in physical science must include:

1. Completion of one of the following sequences:
   (a). Physics 125/127 and Physics 126/128, or
   (b). Physics 140/141 and 240/241. (8-10 credits)
2. Two courses from the list: Physics 103, 104, 106, 107, 116. (2-6 credits)
3. Additional courses from the list: Physics 201, 250, 288. (0-6 credits)

A certificate minor in physical science must include (8-10 credits):

1. Completion of one of the following sequences:
   (a). Physics 125/127 and Physics 126/128, or
   (b). Physics 140/141 and 240/241.

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:

1. Physics 390, 401, 405, 406, and 453. Physics 401 and 405 should precede Physics 453; Physics 453 is a prerequisite to most courses numbered above 453.
2. Six credits from the following: Physics 402, 411, 413, 419, 435, 438, 451, 452, 455, 457, 460, 463, and 489.
3. Mathematics 450 (or the equivalent)
4. Cognates: Six credits of courses from one cognate department, selected in consultation with and approved by the concentration advisor. Mathematics 450 may not be included in these six credits.

Physics and Society 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 science, 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 may 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)

102. The Physical Universe: motors, magnets & magnifiers. No credit granted to those who have completed or are enrolled in Physics 126 or 240. (1). (NS). (BS). Laboratory fee ($10) required.


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 Physics 125, 140, or 160. (3). (NS). (BS).


110. Cosmology: The Science of the Universe. 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).

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 Physics 125, 140, or 160. (3). (NS). (BS).

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 Physics 125, 140, or 160. (3). (NS). (BS).

116. Honors Physics I. Math. 115. Students should elect Phys. 141 concurrently. No credit granted to those who have completed or are enrolled in Physics 125, 140, or 145. (4). (NS). (BS). (QR/1).

201. Physics, Truth and Consequences. Sophomore standing. Simple high school algebra and geometry will be helpful. (3). (NS). (BS). (QR/2).


240. General Physics II. Phys. 140, 145 or 160; and Math. 116. Phys. 240 and 241 are normally elected concurrently. No credit granted to those who have completed or are enrolled in Physics 126 or 260. (4). (NS). (BS). (QR/1).

241. Elementary Laboratory II. Concurrent election with Phys. 240 is strongly recommended. No credit granted to those who have completed or are enrolled in 128. (4). (NS). (BS). Laboratory fee ($25) required.

250/Environ. Studies 353. 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).

260. Honors Physics II. Phys. 140, 145, or 160; and Math. 116. Students should elect Phys. 241 concurrently. No credit granted to those who have completed or are enrolled in Physics 240. (4). (NS). (BS). (QR/1).


288. Physics of Music. No credit granted to those who have completed or are enrolled in Physics 459. (3). (NS). (BS). (QR/1).

290. Physics of the Body and Mind. Phys. 125 or 140, and prior or concurrent enrollment in 126 or 240. (3). (NS). (BS). (QR/2).

301. The Science Connection. Upperclass standing. For non natural science concentrators. No credit granted to those who have completed or are enrolled in Physics 422. (3). (NS). (BS).

302. Keller Tutor 140. Permission of instructor. (1-3). (Excl). This is a graded course. (EXPERIMENTAL).

303. Keller Tutor 240. Permission of instructor. (1-3). (Excl). This is a graded course. (EXPERIMENTAL).
Physiology

7744 Medical Science II
(734) 763-5727 (phone)
website: http://www.med.umich.edu/phys/

Not a concentration program

The essential concern of physiology is how living things work and, as physiology relates to man, it is the study of the normal functioning of the human body. The methods and tools of physiology are those used in the experimental sciences, and its range cuts across many different scientific disciplines. Physiology emphasizes the basic functions of organs, the interactions and coordination of these diverse functions, and attempts to analyze these 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.

Courses in Physiology (Division 580)

The following count as LS&A courses for LS&A degree credit.

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. 288. (2). (Excl). (QR1). May not be included in a concentration plan in physics.

102. Human Physiology. May be repeated for a total of eight credits.

502. Human Physiology, Biol. 162 (or 152-154), 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
505 South State Street
(734) 764-6312 (phone)
(734) 764-3522 (fax)
Web site: http://polisci.lsa.umich.edu/
Professor John Jackson, Chair

May be elected as a departmental concentration program

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

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
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
Arlene 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
Pradeep Chhibber, South Asian politics, Economic development
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
John D. Huber, Comparative Government and Politics; Formal Political Theory; Political Institutions; French Politics
Paul K. Huth, International Conflict and War, National Security Policy, United States Foreign Policy, Soviet Domestic and Foreign Policy
Kenneth Kollman, American government, Formal modeling, political parties and elections, interest groups
Jennifer Widner, Comparative Political Development, African Politics

Assistant Professors
Mark E. Brandon, Constitutional Law and Theory, Jurisprudence, Law and Society, Environmental Law, American Politics, American Political Thought, Political Philosophy
Daniel Carpenter
Robert J. Franzese Jr., Comparative and International Political Economy; Comparative Politics and Developed Democracies; Quantitative Methodology and Formal Models
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
Michael L. Ross, Comparative Politics, especially the Political Economy of Development; Southeast Asia; International Institutions and North-South Relations; International Environmental Politics
Elizabeth R. Wingrove, Political Theory

Adjunct Faculty
Constance Cook, Educational Policy
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
William Ballis, Samuel J. Eldersveld, Russell H. Fifield, George Grassmuck, John W. Kingdon, Kenneth Langton, Roy Pierce

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); 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 select the honors program 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 Hall.

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, DC. 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 credit hours 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 7623 Haven Hall.

Sigma Iota Rho is the international relations honorary society. For more information on joining, see the student services assistant in 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
111. Introduction to American Politics. (4). (SS).
140. Introduction to Comparative Politics. I and II. (4). (SS).
190. Freshman Seminar in Political 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).

Primarily for Juniors and Seniors
312. Freedom of Speech and Press. (3). (Excl).
353. The Arab-Israeli Conflict. (4). (Excl). Laboratory fee ($30) required.
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. Courts, Politics and Society. Two courses in political science. (3). (Excl).
414. The Politics of Civil Liberties and Civil Rights. Two courses in political science. (4; 3 in the half-term). (Excl).
415. The American Chief Executive. Pol. Sci. 111, 410, or 411; or junior standing. (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).
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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).
432. Law and Public Policy. Two courses in political science, including Pol. Sci. 111 or its equivalent. (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).
446. Law and Development. (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).
451/Judaic Studies 451. The Politics and Culture of Modern East European Jewry. A course in East European and/or Jewish history, and Comparative Politics is recommended. (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).
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. Foreign Policy. Any 100-level course in political science or upperclass standing. (3). (Excl).
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).
487. Psychological Perspectives on Politics. Two courses in political science. (3). (Excl).
489. Advanced Topics in Contemporary Political Science. Two 400-level courses in political science. (1-3). May be repeated for a total of six credits.
490. 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.
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.
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 program 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 program 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).
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 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 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

James L. Hilton (Arthur Thurneau Professor), (Social) Social interaction process, attribution theory, strategic self presentation
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 (Daniel Katz Distinguished University Professor of Psychology), (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
Theresa Lee, (Biopsychology) Biological rhythms
Martin Maehr, (Education/Psychology) Motivation and personal achievement; social psychology of education
Vonnie C. McLoyd, (Developmental/Biopsychology) Human memory, cognition, perception, psycholinguistics
David B. Moody, (Biopsychology/Cognition and Perception) Operant conditioning, psychophysics
Charles G. Morris, (Personality) Personality theory, life history
R. J. Nisbett, (Social/Cognition and Perception) Personality theory, life history
Arnold Sameroff, (Developmental) Developmental psychopathology, family processes and the intergenerational transmission of psychopathology
Lance Sandelands, (Organizational) Motivation and affect; division of labor in social organizations
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 (Arthur W. Melton Collegiate Professor of Psychology, Arthur W. Melton Distinguished University Professor of Psychology), (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
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; biopsychosocial 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

Sandra Graham-Bermann, (Clinical) Developmental psychopathology; gender and clinical theory

Lorraine Gutierrez, (General) Community mental health; diversity/multiculturalism; gender identity/roles; minority issues; poverty; health

Lawrence A. Hirschfeld, (Developmental) Cognitive development; cultural psychology; social cognition; the anthropology and history of childhood

Warren G. Holmes, (Biopsychology) Evolutionary biology, evolution of social behavior

David E. Kieras, (Cognition and Perception) Cognitive psychology, human-computer interaction, artificial intelligence

Robert K. Lindsay, (Cognition and Perception) Cognitive psychology, artificial intelligence

Carol Mowbray, (Clinical) Mental Health Services research, psychiatric rehabilitation, program evaluation, homelessness and women’s mental health

Donna Nagata, (Clinical) Ethnic and cultural issues in mental health; Japanese-Americans and the psychosocial consequences of the WWII internment

Sheryl Olson, (Clinical) Child and family psychopathology

Patricia Reuter-Lorenz, (Cognition and Perception) Brain mechanisms of visual attention and spatial orienting

Colleen Scelzi, (Cognition and Perception) Cognitive modeling; artificial intelligence

Robert Sellers, (Personality) interaction between social roles that individuals use to define themselves and their impact on individuals’ lives; African American racial entity; stress and coping; the social and academic development of college athletes; role theory

Steven Treweiler, (Clinical) Interpersonal event perception and memory, particularly as realized in psychotherapeutic narrative

Brenda Volling, (Developmental) Socioemotional development; infant-parent attachment; family relationships in infancy, especially fathering

Jun Zhang, (Cognition and Perception) Visual perception and psychophysics; computational vision

**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; resiliency to stressful life experiences

Tabbye Chavous, (Clinical) Issues of person-environment fit and minority student development, particularly the impact of institutional policies, structures and climate on the educational and life experiences of African Americans in both secondary and higher education settings

Serena Chen, (Social) Interpersonal basis of cognition and mechanisms that underlie our perceptions, judgment and behaviors; mental representations in transference; 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

Cheryl King, (Clinical) Youth depression, alcohol/substance abuse, suicide risk; Developmental psychopathology

Fiona Lee, (Organizational) Interpersonal communication, attributions and social accounts, group dynamics

Ram Mahalingham, (Personality) Cultural psychology, social cognition, cognitive development, learning and mathematics education

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 Sawaedra (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 role status on performance

Ann Shields, (Clinical) 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

**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

Lisa Damour, (Clinical) Interpersonal aspects of psychopathology, personality disorders, the therapeutic alliance, the impact of divorce on families, pedagogy at the university level

Jane Hassinger, (Feminist Practice) women’s psychological development, women’s career and family planning strategies

Laura Klem, (Social) Research and data analysis

Ann Merriwether, (Developmental) Cognitive development, Piagetian spatial reasoning; learning disabilities; breastfeeding decision; development of body image

Anne Murphy History of medical thought, culture and medicine, mind-body medicine (placebo response)

Jennifer Myers, (Developmental) Developmental aspects of health and illness; impact of chronic illness on the psychosocial (and cognitive) development of children, adolescents and young adults; children’s knowledge/understanding and memory of medical procedures/experiences

Marcy Plunkett, Women’s identity development, particularly in career roles, marital 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 Buttenheim, (Clinical) Depression, gender differences
Michael Casher, (Clinical) Depression, suicide
Jerry Dowis, (Clinical)
Kristine Freeark, (Clinical) Challenges to parent-child relationships, coping and primary prevention efforts; preschool years, adoptive families, and temperamentally-challenging children: the early parent-child dialogue about the meaning of adoption; and parental attunement to the needs of a temperamentally-challenging child
Laura Gold, (Clinical) Gender/Identity Roles, incest survivors, trauma
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
Todd Sevig, (Clinical) Integrating spirituality in multicultural counseling/psychotherapy; identity development; issues for white people in embracing multiculturalism
Ivan Sherick, (Clinical) Adolescence; bereavement; children, abuse/neglect, development, divorce, psychopathology
Jeffrey Urist, (Clinical) Adolescence; thought disorder
Seth Warschausky, (Clinical)
James P. Whiteside, (Clinical)
Jean Wixom, (Clinical) Borderline Personality Disorder; sexual abuse and the psychological trauma

Adjunct Professors

Charles Behling, (General) Prejudice and discrimination; intergroup relations; the teaching of psychology
Leonard Ern, (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; obsessionality, 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
Gary M. Olson, (Cognition and Perception/Developmental) Cognitive psychology, psycholinguistics
Bryan E. Pfingst, (Biopsychology) Physiology and psychophysics of 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
Scott Atan, Cross-cultural cognition (comparative studies of Lowland Maya, Native Americans, Majority Culture Europeans); environment, categorization, inductive reasoning, decision making
William (Nick) Collins, (General) Cognition, college student academic achievement, Medical Education, Thanatology
Robert Hatcher, (Clinical) Psychological assessment
Marita Ingelhart, (Social) Reactions to critical life events, socialization, attitude change
Jerry Miller, (Clinical) Childhood psychopathology; community-based treatment; gifted children
Joan Miller, (Clinical) Culture and interpersonal motivation, cultural influences on the development of social cognition and social development, communal and exchange relationships in cross-cultural perspective, cultural psychology
Guenther Rose, (General) Biopsychology; ethnopharmacology; medical anthropology; brain research ethics and bias; culture and biopsychology
John Schulenberg, (Social) Adolescence and young adulthood

Adjunct Assistant Professors

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 Finholt, (Organizational) Information technology and organizational behavior, organizational communication
Geoffrey Gerstner, (Biopsychology) Oral behavior, perception, cognition, animal and human neuropathology
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
Ellen Quart, (Developmental) Neuropsychology of learning disorders; sequel of head injury; mentoring

Adjunct Lecturers

Sharon Gold-Steinberg, (Clinical) Women’s health issues including abortion; incest and child abuse; teaching coping skills to children
Karey Leach, (Developmental) Early childhood education; cross-age mentor tutor relationships
James Rowan, (Clinical)
Randy Roth, (Clinical) Psychological factors and treatment outcome of chronic pain; musculoskeletal pain; health psychology

Visitors

Pamela Reid, Gender and ethnic socialization, families in poverty, social development in community contexts

Professors Emeriti


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, 114, or 115) by the end of the sophomore year. Students who receive a grade lower than “C” in Psychology 111, 114, or 115 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, 401, 403, 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, 347, 426, 427, 428, 429.
   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 concentration 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 in Statistics. 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. 467, 568; Biol. 208, 222, 225, 305, 307, 310 (or 311 or 412), 320, 381, 390, 404, 422, 425, 492, 494, 523, 534; Biol. Chem. 415; EECS 380, 492; Ling 315, 514, 555; Philosophy 345, 450, 482; Stat. 403, 406, 407. 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

Bachelor of Arts. 30 credits in post-introductory courses, including:

1. 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.

2. 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/Natural Science) or 409 (Field Practicum in Research Techniques). Psychology 404, 405, 408, and 409 are graded credit/no credit. The credits do not count toward the 30 credits required for the concentration.


Additional Concentration Courses.


Courses which may not be used as part of a concentration in psychology are identified in the course listings. Concentrators who are planning to earn graduate degrees in psychology may find a supplementary background in the biological sciences or in the social and behavioral sciences (i.e., anthropology, sociology, etc.) helpful in their later studies. Concentrators are also advised that
additional courses in mathematics, communication sciences, and logic are likely to facilitate advanced study in psychology. A student’s personal interests should determine the shape of the concentration plan.

**Honors Concentration**

Qualified students may apply for selective admission to an honors concentration program. The department offers honors work both at the introductory and advanced levels. Underclass honors students may elect Psychology 114 or 115 as a prerequisite to more advanced work. Students interested in an honors concentration in psychology may obtain information and application material from the LS&A Honors Program Office, 1228 Angell Hall, or the Psychology Undergraduate Office, 1044 East Hall. Applications are usually reviewed only in the winter term of the sophomore year or the fall term of the junior year.

Honors candidates pursuing either the Psychology or the Biopsychology and Cognitive Science concentration complete the regular statistics and advanced laboratory requirements for concentration, as differentially detailed above. In addition, Psychology concentration centrators must elect one course from each of the five groups, while Biopsychology and Cognitive Science Honors candidates must meet their group course requirements plus cognates from the categories listed in 2, 4, and 6. However, courses in 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. 114 or 115, 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, 114, 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). 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. (NS). (BS). 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). (SS). May not be included in a concentration plan in psychology. May be repeated for a total of six credits.

122/Soc. 122. Intergroup Dialogues. Intended primarily for first- and second-year students. May not be used as a prerequisite for a concentration in psychology. (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.

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. (1-2). (Excl). Offered mandatory credit/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 Biopsychology and Cognitive Science concentration. Laboratory fee ($15) required. (EXPERIENTIAL). May be repeated for a total of six credits.

255. Patterns of Development. Enrollment in the Intellix Program. Intellix 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. (Division 455). Psychology 330 or 340. (3-4). (Excl). (BS). May be used as a lab in the Biopsychology and Cognitive Science concentration with advisor approval.

303. Special Problems in Psychology: Advanced Laboratory. One of the following: Psych. 330, 340, 350, 360, 370, 380, or 390. (2-4). (Excl).

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 six 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. (EXPERIMENTAL).

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. (EXPERIMENTAL).

312/Soc. 322. Laboratory in Community Intervention. Permission of instructor. Exclusively Honors concentrators in psychology. (3). (Excl).

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. (EXPERIMENTAL).


342. Laboratory in Judgment and Decision Making, Psych. 340 or 542. (3). (Excl). Satisfies a Psychology research-based laboratory requirement.

345/343. 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.


391. Advanced Laboratory in Personality, Stat. 402, and prior or concurrent enrollment in Psych. 390. (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.

402. Special Problems in Psychology. 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). May be repeated for credit.

404. Field Practicum. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390; and permission of instructor. (1-12). (Excl). Offered mandatory credit/no credit. May be used as an experiential lab in the Psychology concentration but not the Biopsychology and Cognitive Science concentration. Credits may not be used toward either psychology concentration. (EXPERIMENTAL). 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.

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 the Psychology concentration but not the Biopsychology and Cognitive Science concentration. Credits may not be used toward either psychology concentration. (EXPERIMENTAL). 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. (1-3). (SS).

412. Peer Counseling, Introductory psychology. (3). (Excl).

417. Mind and Brain: Historical and Cultural Issues, Introductory Psychology or Biol. 162 or Junior Standing. (3). (Excl).

418/Religion 448. Psychology and Spiritual Development. (3). (Excl).


470. Introduction to Community Psychology. Introductory psychology. (3). (SS).
488/Soc. 465. Sociological Analysis of Deviant Behavior. Introductory sociology or introductory psychology as a social science. (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. 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.
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.
510. Senior Honors Research, I. Psych. 312 and permission of the Psychology Honors concentration advisor. (3). (Excl).
511. Senior Honors Research, II. Psych. 312 and permission of the Psychology Honors concentration advisor. (3). (Excl).
542. Decision Processes. An introductory course in statistics is recommended but not required. (3). (NS), (BS).
561. Advanced Topics in Organizational Psychology. Psych. 360. (3). (Excl). May be repeated for credit.
571. Advanced Topics in Clinical Psychology. Psych. 370. (3). (Excl). May be repeated for credit.

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 baccalaureate degree and the two-year Master of Public Policy (M.P.P.) degree in five years of study. To qualify, students must have completed all LS&A distribution requirements, a minimum of 100 credits by the end of the junior year, have completed a minimum of 24 credits of course work in Economics and Political Science (with at least 6 credits in each area), and have taken Calculus I with a grade of "B“ or better. 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.

Public Policy Courses (Division 396)
The following courses counts as LS&A courses for LS&A degree credit.

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

3064 Frieze Building
105 South State Street
Ann Arbor, MI 48109-1285
(734) 764-4475 (phone)
(734) 936-4835 (fax)
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 crosslisted 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 3064 Frieze Building, 764-4475.

Courses in Religion (Division 457)

121/ACABS 121. Introduction to the Ta-nakh/Old Testament. (4; 3 in the half-term). (HU).


204/AAPTIS 262. Introduction to Islam. (4). (HU).


231/Buddhist Studies 231/Asian Studies 231. Introduction to Tibetan Buddhism. (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).


308/Phil. 308. The Christian Tradition in the West from New Testament to Early Reformation. (4). (Excl).

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).


323/Buddhist Studies 325/Asian Studies 325. Buddhism in Zen Perspective. (3). (HU).


365/Phil. 365. Problems of Religion. (4; 2 in the half-term). (HU).

369/Psych. 313. Psychology and Religion. Introductory psychology or senior standing. (4). (Excl).

370. History of Christianity. (3). (Excl).


375/MARC 375/German 375. Celtic and Nordic Mythology. (3). (Excl).

380. Selected Topics. (3). (Excl). May be repeated for a total of six credits. Only one course from Religion 380, 387, and 487 may be elected in the same term.

387. Independent Study. Concentration in Religion. I, II, and III. (1-3). (Excl). (INDEPENDENT). May be repeated for credit. Only one course from Religion 380, 387 and 487 may be elected in the same term.

393/AAPTIS 393/ACABS 393. The Religion of Zoroaster. (3). (HU).

402. Topics in Religion. Upper-class standing. (1-3; 2 in the half-term). (Excl).

404/Anthro. 450. Comparative Religion: Logos and Liturgy. Upperclass standing and permission of instructor. (3). (Excl). May be repeated with permission for a total of six credits.


448/Psych. 418. Psychology and Spiritual Development. (3). (Excl).


455/Soc. 455. Religion and Society. (3; 2 in the half-term). (Excl).


468/Class. Civ. 466. Greek Religion. (3; 2 in the half-term). (Excl).


471/HJCS 577/Judaic Studies 467. Seminar: Topics in the Study of Judaism. (3). (Excl). May be repeated for a total of nine credits.


483/Buddhist Studies 481/Asian Studies 481. Ch’an and Zen Buddhism. (3). (Excl).

487. Independent Study. Concentration in Religion. I, II, and III. (1-3). (Excl). (INDEPENDENT). May be repeated for credit. Only one course from Religion 380, 387 and 487 may be elected in the same term.


499/AAPTIS 495/WS 471/Hist. 546. Gender and Politics in Early Modern Islam. Students should preferably have had one course in Islamic Studies. (3). (Excl).

497. Senior Honors Thesis. Open only to seniors admitted to the Honors concentration program. I, II, and III. (1-6). (Excl). (INDEPENDENT). May be repeated for a total of six credits.
Residential College

Susan Crowell, Ceramics, ceramics history and criticism, design
Helen Fox, Social Sciences
Karen Goertz, Germanic Language and Literature
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
Barbara 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
Ian Robinson, Political Sociology
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
Keith Taylor, Creative Writing
Laura Thomas, Creative Writing
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.

Environmental Studies Program

Dr. Catherine Badgley (Residential College, Museum of Paleontology), 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.

Residential College Courses

Most RC courses are open to LS&A students and may be used to meet distribution requirements.

Environmental Studies (Division 366)
124/Geol. 124/AOSS 124. Environment, People, Resources. (2). (NS). (BS).
290. Special Topics in Environmental Studies. One introductory course in environmental studies or permission of instructor. (2-4). (Excl).
311. Agriculture, Ecology, and Rural Communities, I. One year of college-level biology or ecology, and permission of instructor. Concurrent enrollment in Environmental Studies 312 is required. (4 in the half-term). (NS).
312. Agriculture, Ecology, and Rural Communities, II. One year of college-level biology or ecology and permission of instructor. Concurrent enrollment in Environmental Studies 311 is required. (3 in the half-term). (Excl).
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).
420. Practicum in Environmental Problems. Environ. Studies 240 and cognates pertinent to the study. Permission must be granted by Director prior to enrollment. (1-4). (Excl). (INDEPENDENT). May not be repeated for credit.
421. Practicum in Environmental Problems. Environ. Studies 240 and cognates pertinent to the study. Permission must be granted by Director prior to enrollment. (1-4). (Excl). (INDEPENDENT). May not be repeated for credit.

Core (Division 863)
Written and Verbal Expression
100. First Year Seminar. ECB Writing Assessment. 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).
105. Logic and Language. (4). (MSA).

Foreign Language
190. Intensive French I. 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. (8). (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. (8). (LR).
194. Intensive Spanish I. No credit granted to those who have completed or are enrolled in Spanish 100, 101, 102, or 103. (8). (LR).
290. Intensive French II. Core 190. No credit granted to those who have completed or are enrolled in French 230, 231, or 232. (8). (LR).
291. Intensive German II. Core 191. No credit granted to those who have completed or are enrolled in German 230, 231, or 232. (8). (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. (8). (LR).
294. Intensive Spanish II. Core 194. No credit granted to those who have completed or are enrolled in Spanish 230, 231, or 232. (8). (LR).
370/French 370. Advanced Proficiency in French. RC 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.
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.
309. Study Off-Campus. Junior standing and permission of instructor. (1-8). (Excl). Offered mandatory credit/no credit.
305(RC IDiv 257). Cultural Confrontation in the Arts. (1). (Excl). Of-fered mandatory credit/no credit. (EXPERI-
TENTIAL).
319. Topics in Film. Upperclass standing. (4). (Excl). (Excl). Laboratory fee ($85) required.
319. Topics in Film. Upperclass standing. (4). (Excl). (Excl). Laboratory fee ($85) required.
312/Slavic Film 312. Central European Cinema. A knowledge of Russian is not re-quired. (3). (HU). Laboratory fee ($50) re-
quired.
313/Slavic Film 313. Russian Cinema. (3). (HU). Laboratory fee ($50) required.
314. The Figure of Rome in Shakespeare and 16th Century Painting. (3). (HU).
317. The Writings of Latinas. A course in women's studies or Latina/o studies. (4). (HU).
319. Topies in Film. (3). (HU). May be repeated for a total of nine credits.
313. Picasso to Tharp: Collaboration in Art, Film, and Dance in the Twentieth Cen-
tury. (3). (Excl).
475/Chinese 475/Phil. 475/Asian Studies 475/Asian Studies 475/Phil/Hist. of Art 487. The Arts and Letters of China. (4). (HU).
Comparative Literature
230. Biblical, Greek, and Medieval Texts: Original Works and Modern Counter-
parts. (3). (HU).
340. Four Interdisciplinary Studies in 19th and 20th Century Intellectual History: Psy-
342. Drama Interpretation II: Performance Workshop. Hums. 280 and either Hums. 282 or playwriting. (4-6). (CE).
389. Ceramics Theory and Criticism. RC Arts 289. (4). (CE). Laboratory fee ($85) re-
quired.
Humarties (Division 865)
325. Topics in World Dance. (3). (HU).
236/Film-Video 236. The Art of the Film. (4). (HU). Laboratory fee ($45) required.
275. The Western Mind in Revolution: Six Inter-
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).
322. 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).
427. Furlough Term in Creative Writing. Hums. 325 or 326; and permission of in-
structor. (Arr). (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).
482. Drama Interpretation II: Performance Workshop. Hums. 280 and either Hums. 282 or playwriting. (4-6). (CE).
484. Seminar in Drama Topics. Upperclass standing. Hums. 280, and three 300- or 400-level drama courses. (4). (Excl). May be repeated for credit.

485. Special Drama Topics. Sophomore standing. (1-2). (Excl). Offered mandatory credit/no credit. May be repeated for a total of four credits.

Music

250. Chamber Music. (1-2; 1 in the half-term). (CE), Offered mandatory credit/no credit. May be repeated for a total of 16 credits.


253. Choral Ensemble. (1). (CE). Offered mandatory credit/no credit.


Interdivisional (Division 867)


222. Quantitatively Speaking. (4). (Excl). (QR/1).


320. Technology and Culture in the Twentieth Century. None, but one prior course in the social sciences is recommended. (4). (Excl).

330. Information Technology and Global Politics. None, but some experience with computers, Internet, and World Wide Web is recommended. (4). (Excl).

350. Special Topics. (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.

370. Western and Non-Western Medicine. Permission of instructor. (4). (Excl).


Interdivisional Science (Division 868)


Math (Division 873)


Natural Science (Division 875)


419/Physics 419/Public Policy 519/NR&E 574. Energy Demand. Basic college economics and senior standing. (3). (SS).

Social Science (Division 877)


Romance Languages and Literatures

4108 Modern Languages Building
812 East Washington Street
(734) 764-8163 (fax)
Web site: http://www.lsa.umich.edu/rll
Professor Steven N. Dworkin, Interim 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 Huét, 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
The study of a second language expands the outlook and interests of the educated citizen. By providing insight into the social and intellectual life of other peoples, language study fosters humanitarian attitudes and cultivates a spirit of tolerance and understanding. Students supplement their training in classes by use of the department’s language laboratory facilities and by participation in extracurricular language activities.

The Language Requirement for the A.B. or B.S. Degree. Students who have previous training or experience in a particular language are required to take a placement test before electing a course in that language. Students who demonstrate a fourth-term proficiency are certified to have fulfilled the LS&A language requirement. 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 in 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. French concentrators are encouraged to elect courses related to their field of study outside of the department and to consider the possibility of studying at the year abroad program in Aix.

Students pursuing graduate studies in French should be aware that most graduate 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 junior 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 demonstrate superior ability for their level in both oral and written French, and to present evidence 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, incorporating the results of individual research, 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 Francophone courses is required for admission and for graduation with honors in French. Intending 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 candidates for a secondary school teaching certificate. 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. Candidates for a secondary school teaching certification should study the general information about teaching certification requirements which appears under the Teacher Certification 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 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.

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 University. 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 Programs (OIP) (G513 Michigan Union, 764-4311). See also International Programs in this chapter of the Bulletin.

Study Abroad in Italy. The University of Michigan jointly sponsors semesters abroad in Sesto Fiorentino, Italy, outside of Florence, together with the University of Wisconsin and Duke University. Information about this program is available at the Office of International Programs. G513 Michigan Union, 764-4311. For information on receiving credit for study abroad in other programs, consult the undergraduate advisor.

Advising. Advising appointments are scheduled at 4108 MLB (764-5344).

Portuguese
Not a concentration program
There is no concentration in Portuguese, but students can select courses from the beginning level, 101-102, through 231-232.

Spanish
May be elected as a departmental concentration program
Students may fulfill a concentration in Spanish 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 interests in literary studies. Option B is recommended for students interested in linguistics or interdisciplinary studies. Both options provide students with opportunities to develop language proficiency and to expand their knowledge of Hispanic cultures.

Prerequisites to concentration: Spanish 101 through 275 and 276. For eligible students, 290(307) – Spanish for U.S. Latinos – may be substituted for 275. Both prerequisites, 275 and 276, will be waived for Residential 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 approved credits beyond the prerequisites, consisting 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. Additional credits at both the 300 and 400 levels may be selected in Hispanic civilization, linguistics, 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 balanced program of study that includes coursework in literature from various countries 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 Hispanic culture, cultural studies, literature, linguistics, 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 concentration 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 either 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 Spanish Concentration GPA of 3.5 may be admitted 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 required 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 senior 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 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 Sspan 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*.

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. Sanjines. 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*.

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### Courses in French (Division 371)

#### 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.

- **100. Intensive Elementary French.** No credit granted to those who have completed 101, 102, or 103. (LR).
- **101. Elementary French.** 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. (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. (LR).
- **103. Review of Elementary French.** Assignment by placement test. No credit granted to those who have completed or are enrolled in 102. (LR).
- **230. Intensive Second-Year French.** French 102 or 103. No credit granted to those who have completed or are enrolled in 112, 231, or 232. (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. (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, IIIb in Ann Arbor; IIb in St. Malo, France. (LR).

### Courses Taught in English (without language prerequisite)

- **214/His. 214. Interpretations of French Society and Culture.** Taught in English. A knowledge of French is not required. (3; 2 in the half-term). (HU).
- **240. French and Francophone Topics in Translation.** Taught in English. A knowledge of French is not required. (3). (HU).

### Cultural and Literary Studies

- **250. First-Year Seminar in French and Francophone Studies.** French 232. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).
- **270. French and Francophone Literature and Culture.** French 232. (4). (HU). May be repeated for a total of eight credits.
- **272. French and Francophone Film, Media, and Culture.** French 232. (4). (HU). May be repeated for a total of eight credits.
- **274. French and Francophone Societies and Culture.** French 232. (4). (HU). May be repeated for a total of eight credits.
- **300. Special Topics in French and Francophone Studies.** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (HU). May be repeated for a total of 9 credits.
- **326. Quebec and French Canadian Studies.** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl).
- **363. Caribbean Studies.** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl).
- **364. African Studies (Maghreb).** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl).
- **365. African Studies (Sub-Saharan).** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl).
- **366/MARC 368. Medieval Literature, History, and Culture.** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (HU). May be repeated for a total of six credits.
- **367. Literature, History, and Culture of Early Modern France.** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (HU). May be repeated for a total of six credits.
- **368. Enlightenment, Revolution, and Romanticism.** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (HU). May be repeated for a total of six credits.
- **369. Literature, History, and Culture of Modernity.** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (HU). May be repeated for a total of six credits.
- **372. Film and Cinema Studies.** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl). Laboratory fee ($35) required.
- **374. Problems in Society and Social Theory.** French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl). May be repeated for a total of nine credits.
- **375. Cinema and Society in the Francophone World.** French 232, and 8 credits in courses numbered between French 250 and 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

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**Romance Languages and Literatures**

COURSES IN ITALIAN (DIVISION 399)

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. Italian 102 is NOT open to students who have begun instruction in high school. It is strongly recommended that students who began Italian 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.

100. INTENSIVE ELEMENTARY ITALIAN. Credit is not granted for both Italian 100 and 101 or for both Italian 100 and 102. (8). (LR).

101. ELEMENTARY ITALIAN. No credit granted to those who have completed or are enrolled in Italian 101. I, II, IIIa in Ann Arbor; III in Florence, Italy. (4). (LR).

102. ELEMENTARY ITALIAN. Italian 101. No credit granted to those who have completed or are enrolled in Italian 102. Italian 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 Italian 103. I, II, IIIb in Ann Arbor. (4). (LR).

103. ACCELERATED ITALIAN. Assignment by placement test. No credit granted to those who have completed or are enrolled in 102. (4). (LR).

110. SPECIAL READING COURSE. Italian 111. (4). (Excl).

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 202. (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. I and II in Ann Arbor; III in Florence, Italy. (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 230. (4). (LR).

233. FRENCH PHONETICS. French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl).

235. ADVANCED PRACTICE IN FRENCH. French 232. I, II in Ann Arbor; IIIb in St. Malo, France. (3). (Excl). May not be included in a concentration plan in French.

236. COMPOSITION AND STYLISTICS. French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl).

237. INTERMEDIATE BUSINESS FRENCH. French 235 and one additional course numbered 250 and above. A maximum of six credits of French 380, 414, and Business Administration 415 may be counted toward a degree. (3). (Excl).

437. SPECIAL TOPICS IN THE LINGUISTICS OF FRENCH. Three courses in French numbered 300 or above. (3). (Excl).

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. (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. DANTES DIVINE COMEDY. A knowledge of Italian is not required. (3). (HU).

Other Language and Literature Courses


300. ADVANCED COMPOSITION AND CONVERSATION. Italian 232 and 235. (3). (Excl).

320(420). MODERN ITALIAN LITERATURE. Italian 232. (3). (Excl).


350(468). THE HISTORICAL NOVEL. Italian 232. (3). (Excl). May be repeated for a total of nine credits.

359. ITALIAN CULTURE AND HISTORY. TAUGHT IN ENGLISH. (3). (HU). May be repeated for a total of nine credits.

361. INTERMEDIATE ITALIAN. Italian 232. (3). (Excl).

374. TOPICS IN ITALIAN LITERATURE. Italian 232. (3; 2 in the half-term). (HU). May be repeated for credit.

387. ITALIAN RENAISSANCE LITERATURE. Italian 232. (3; 2 in the half-term). (HU).

390(484). MEDIEVAL ITALIAN LITERATURE. Italian 232. (3). (Excl).

399(485). DIRECTED READING. May be elected only with permission of concentration advisor in Italian. (1-3). (Excl). (INDEPENDENT). May be repeated for credit.

400(472). PIRANDELLO. Italian 232. (3). (Excl).

425. ITALIAN ROMANTICISM. Italian 232. (3). (Excl).

471. COMMEDIA DELL'ARTE AND GOLDONI. Italian 232. (3; 2 in the half-term). (Excl).

475. DANTE, PETRARCA, BOCCACCIO. Italian 232. I and II; Ann Arbor; IIIa: Florence. (3; 2-3 in the half-term). (HU).

483. ARISTOTE AND TASSO. Italian 232. (3; 2 in the half-term). (Excl).

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in the half-term). (HU). May be repeated for a total of 9 credits.

385. CONTEMPORARY FRANCE: POLITICS, CULTURE, AND SOCIETY. French 235. (3; 2 in the half-term). (HU). May be repeated for a total of 9 credits.

391. JUNIOR HONORS COURSE. PERMISSION OF DEPARTMENTAL HONORS COMMITTEE. (3; 2 in the half-term). (Excl). (INDEPENDENT).

392. JUNIOR HONORS COURSE. PERMISSION OF DEPARTMENTAL HONORS COMMITTEE. (3; 2 in the half-term). (Excl). (INDEPENDENT).

399. INDEPENDENT STUDY. French 232; permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits.

450. SPECIAL STUDIES. Three courses in French numbered 300 or above. (3). (Excl). Laboratory fee ($35) required. May be repeated for credit.

461/MARC 444. READING OF OLD FRENCH TEXTS. Three courses in French numbered 300 or above. (3). (Excl).

463. LITERATURE OF THE SEVENTEENTH CENTURY. Three courses in French numbered 300 or above. (3). (Excl).

464. LITERATURE OF THE EIGHTEENTH CENTURY. Three courses in French numbered 300 or above. (3). (Excl).

465. LITERATURE OF THE NINETEENTH CENTURY. Three courses in French numbered 300 or above. (3). (Excl).

466. LITERATURE OF THE TWENTIETH CENTURY. Three courses in French numbered 300 or above. (3). (Excl).

469. 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 101, 102, or 103. (4). (Excl).

112. SECOND 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. No credit granted to those who have completed or are enrolled in 230, 231, or 232. (4). (Excl).

235. ADVANCED PRACTICE IN FRENCH. French 232. I, II in Ann Arbor; IIIb in St. Malo, France. (3). (Excl). May not be included in a concentration plan in French.

333. FRENCH PHONETICS. French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl).

471. COMmedia DELL'ARTE AND GOLDONI. Italian 232. (3; 2 in the half-term). (Excl).

475. DANTE, PETRARCA, BOCCACCIO. Italian 232. I and II; Ann Arbor; IIIa: Florence. (3; 2-3 in the half-term). (HU).

483. ARISTOTE AND TASSO. Italian 232. (3; 2 in the half-term). (Excl).
Courses in Portuguese (Division 452)

100. Intensive Elementary Portuguese. Credit is not granted for Portuguese 100 and Portuguese 101 or 102. (8). (LR).

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).

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).


450. Independent Study. Permission of department. (1-3). (Excl). (INDEPENDENT). May be elected for a total of six credits.

474. Topics in Luso-Brazilian Literature. A reading knowledge of Portuguese. (3). (Excl). 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).


413/Spanish 413/EducationD 455. Teaching Spanish/Applications of Linguistics. Spanish 275 and 276. (3). (Excl).

414/Spanish 414. Background of Modern Spanish, Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).


456/French 438/EducationD 456. Topics in Learning and Teaching French. French 232, and 8 credits in courses numbered between French 250 and 299. (3). (Excl).

Courses in Spanish (Division 484)

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. 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.

100. Intensive Elementary Spanish. 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 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).

230. Intensive Second-Year Spanish. Spanish 102 or 103. No credit granted to those who have completed 112, 231, or 232. (8). (LR).

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; IIIb 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 230 or 112. I, II, IIIa, IIIb in Ann Arbor; IIIb 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; IIIb 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/EducationD 455. Teaching Spanish/Applications of Linguistics. Spanish 275 and 276. (3). (Excl).


Literature


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.

668. Literature and the Other Arts. Spanish 275 and 276, and one additional 300-level course. (3). (HU).

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. (3). (HU).
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).


400. American Culture 420. Latin American & Latino/a Film Studies. Spanish 270 or 275. A previous course in Film & Video, or Latin American history, or Latino Studies. (4). (Excl). Laboratory; fee ($35) required.


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.


448. Hispanic Culture Through Community Service Learning. Any 300 level Spanish course. (3). (Excl).

450. Middle Ages. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).


452. 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).

460. Spanish Literature of the Eighteenth Century. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).

463. Spanish Romanticism. 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). May be repeated for a total of 9 credits.

468. Spanish Theater of the Twentieth Century. 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.


486. 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).
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 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 graduated 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 404 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 under the guidance of a faculty member, on a specific research project. REES 404, 405, topics in Russian and East European Studies, and REES 410, the Polish mini-course are taught under the guidance of a faculty member, on a specific research project.

Courses in Other Departments

Lists of CREES-approved courses from previous terms are available on the CREES homepage:

http://www.umich.edu/~inet/crees/.

Below is a list of REES related courses offered by other departments and programs:

Anthropology: 222, 298, 317, 439.

Architecture: appropriate sections of 313, 323.

Armenian Studies: all courses.


English: appropriate sections of 483

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 History/Musicology: appropriate sections of 405; 422; 423.

Philosophy: 363, 375.

Political Science: 407; 440; 444; 445; 451; 463; 468; 469; 470; 475; appropriate sections of 495, 497 and 498.

Residential College

Humanities 312, 313, 320, 451, 452, appropriate sections of 360.

Slavic Languages and Literatures

Czech: all courses

Polish: all courses

Russian: all courses

Serbo-Croatian: all courses

Slavic: all courses

Ukrainian: all courses.

Sociology: 427, 490; appropriate sections of 495, 496, and 497.

University Courses: appropriate sections of 290 and 390.

Courses in Russian and East European Studies (REES) (Division 468)

301. Directed Reading. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits.


396/397/398/399/400. 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.

397/Anthro. 317. 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).

400. Honors Workshop, Junior. Honors student and junior standing, and permission of REES advisor. (2). (Excl).

403. Honors Colloquium, Senior. REES 402 or a thesis prospectus accepted (prior to start of fall term of senior year) by REES Honors advisor and an individual thesis advisor. (1-6). (Excl). May be repeated for a total of six credits.

405. Topics in Russian and East European Studies. (1-4). (Excl). Laboratory fee ($10) required.

410. Polish Culture. (1). (Excl). Laboratory fee ($10) required. May be repeated for a total of two credits.

446/ACABS 446/Anthro 481. The Archaeology of the Eurasian Steppes, Caucasus, and Central Asia. One of: Anthro. 380, 383, 384, 385, 407, 442, 480, 482, 483, 485, or 486; or ACABS 181, 281, or 413; or Classics 421, 435, 437, or 531. (3). (Excl).


507/Anthro 507. East European and Post-Soviet Ethnography. Graduate standing or permission of instructor. (3). (Excl).
Slavic Languages and Literatures

3040 Modern Languages Building
812 East Washington Street
(734) 764-5355 (phone)
(734) 647-2127 (fax)
Web site: http://wwwlsa.umich.edu/slavic/
e-mail: slavic@umich.edu
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 Shev ros hen, 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
Assya 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 Slavic Department and the Residential College. For more information, contact Professor Tempest, tempest@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 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, 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, 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 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 Makin 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).
Teaching Certificate. Candidates for a teaching certificate with a teaching minor in Russian should consult Professor Schöne and the School of Education Office of Academic Services. Information about general requirements for a teaching certificate appears elsewhere in this *Bulletin*.

### Slavic Languages and Literatures

#### Courses in Russian (Division 466)

**Language**

101. First-Year Russian. No credit granted to those who have completed or are enrolled in 103 or 111. (5; 4 in the half-term). (LR).

102. First-Year Russian, Continued. No credit granted to those who have completed or are enrolled in 103, 111, or 112. (5; 4 in the half-term). (LR).

102/RC Core 193. Intensive First-Year Russian. No credit granted to those who have completed or are enrolled in 101, 102, 111, or 112. (8). (LR).

103. Third-Year Russian. No credit granted to those who have completed or are enrolled in 201 or 202. (5; 4 in the half-term). (LR).

104. Third-Year Intensive Russian. No credit granted to those who have completed or are enrolled in 203. (8). (Excl).

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 201. (1). (Excl).

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 201. (3; 4 in the half-term). (LR).

202. Second-Year Russian, Continued. Russian 201. No credit granted to those who have completed or are enrolled in 203. (5; 4 in the half-term). (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. (Excl).

419. Russian Stylistics. Russian 402 or 403. (3). (Excl).

420. Russian Stylistics. Russian 402 or 403. (3). (Excl).

**Literature**


352. Introduction to Russian Literature. Russian 351. (3). (Excl).


449. Twentieth-Century Russian Literature. A knowledge of Russian is not required. (3). (HU).

450. Twentieth-Century Russian Literature. A knowledge of Russian is not required. (3). (HU).


452/RC Hums. 452. Survey of Russian Literature. A knowledge of Russian is not required. (3). (HU).

453. Emigre Literature: Nabokov. A knowledge of Russian is not required. (3). (Excl).

454. Russian Poetry to 1840. Thorough knowledge of Russian. (3). (Excl).

455. Russian Poetry from 1840 to 1900. Thorough knowledge of Russian. (3). (Excl).

456. Russian Drama Through Chekhov. A knowledge of Russian is not required. (3). (Excl).

457. Russian Drama from Ostrovsky to the Present. Thorough knowledge of Russian. (3). (Excl).

460. Russian Social Fiction. (3). (Excl).


462. Dostoevsky. A knowledge of Russian is not required. (3). (HU).

463. Chekhov. A knowledge of Russian is not required. (3). (Excl).

464. Tolstoy. A knowledge of Russian is not required. (3). (Excl).

471. Modern Russian Poetry. A knowledge of Russian is required. (3). (Excl).

472. Modern Russian Poetry. A knowledge of Russian is required. (3). (Excl).

476(Slavic 567). Russian Literary and Cultural Theory and the West. (3). (Excl).

480. Popular Sub-Genres in Modern Russian Literature. (3). (Excl).

482. Ten Masterpieces of Russian Literature. A knowledge of Russian is not required. (3). (Excl).

491. Senior Honors Course. Approval of departmental Honors Committee. (3). (Excl). (INDEPENDENT). Credit is granted for a combined total of six credits of Russian 491 and 492.

492. Senior Honors Course. Approval of departmental Honors Committee. (3). (Excl). (INDEPENDENT). Credit is granted for a combined total of six credits of Russian 491 and 492.

563. Russian Literary Movements and Genres. Open to upper-level undergraduates. A knowledge of Russian is not required. (3). (Excl).

#### 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).


480. Supervised Czech Reading. Permission of instructor. (1-4). (Excl). May be elected for credit twice.

483. Czech Literature from the Middle Ages to the Enlightenment. Permission of instructor. (3). (Excl).

484. Modern Czech Literature. (3). (Excl).

#### Courses in Polish (Division 447)

**Language**


321. Third-Year Polish. Two years of Polish. (3). (Excl).


**Literature**

425. Polish Literature in English. (3). (HU).

426. Polish Literature in English. (3). (HU).

432. Topics in Polish Literature. Juniors, Seniors, and Graduate Students. A knowledge of Polish is not required. (2). (Excl). May be repeated for a total of six credits.


#### Courses in Serbo-Croatian (Division 473)

SLAVIC LANGUAGES AND LITERATURES / 157


439. Directed Reading of Serbo-Croatian Literature. Permission of instructor. (1-4). (Excl). May be repeated for a total of eight credits.

Courses in Ukrainian (Division 494)

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.

250. 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).

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.


tory fee ($10) required.

396/REES 396/Hist. 333/Poli. Sci. 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.


490. Culture and Politics in Russia Today. (1). (Excl). May be repeated for a total of four credits.

545. Workshop in Slavic Linguistics. Slavic 483. (3). (Excl). May be repeated for a total of six credits.

Sociology

301 LS&A Building
500 South State Street
(734) 764-6324 (phone)
(734) 763-6887 (fax)
Web site: http://www.lsa.umich.edu/soc/
Professor Duane F. Alwin, Chair
Associate Professor Howard Kimeldorf, As-
sociate Chair
Associate Professor Renee Anspach, Gradu-
ate Director
Professor Mark Chesler, Undergraduate Di-
rector
Assistant Professor Pamela Smock, Coordi-
nator of Honors Program

May be elected as a departmental concentration program or an interdepartmental concentration program in Social Anthropol-
ogy

Professors

Duane F. Alwin, Family, Socialization, Ag-
ing and Life Course, Social Psychology, Quanti-
tative Methods, Survey Methods
Barbara A. Anderson, Interrelation of Social Change and Demographic Change, Soviet Society, Historical Demography, Demo-
graphic Techniques
William G. Axinn, Demography, Family So-
ciology, Research Methods, and South Asian Studies
Mark Chesler, Social Change, Qualitative Theory, Action Research, Racism, Sexism and Multicultural Organizations, Psycho-
social Aspects of Cancer
Donald R. Deskins, Jr., Urban Spatial Sys-
tems, World Urbanization, Sports and So-
ciety, and Black Populations
David L. Featherman, Stratification, Social Psychology, Social Mobility, Health and Aging
Robert Groves, Survey Methods, Measure-
ment of Survey Errors, Sampling, Statisti-
cs
Max Heinrich, Social Policy, Medical Soci-
ology, Sociology of Knowledge, Cultural Belief Systems and Protest Movements, Sociology of Religion
Albert Hermalin, Demography of Aging, Intergenerational Relations, Fertility and Family Planning, Demographic Tech-
niques
James House, Social Psychology, Social Structure and Personality, Psychosocial and Socioeconomic Factors in Health and Aging, Survey Research Methods, Political Sociology, American Society
John Knodel, General Population Studies, Fertility, Southeast Asia, Historical Demography, Aging, Focus Group Research, Education, AIDS Related Behavior
Richard O. Lempert, Sociology of Law, Orga-
nizational Sociology, Evidence
Mark S. Mizruchi, Organizational Theory, Political Sociology, Economic Sociology, Social Network Analysis, Quantitative Methods
Jeffrey Paige, Political Sociology, Revolu-
tion, Latin America, Marxist Social Theory
Sonya O. Rose, Historical Sociology, Soci-
ofogy of Gender, Sociology of Work, Class Formation, Sociology of the Family Arland Thornton, Family, Marriage and Di-
orce, Life Course, Demography, Inter-
gerational Relations, Gender Roles, Social Change

David R. Williams, Race and SES Differences in Health, Racism and Health, Religion and Mental Health, Medical Soci-
ology, Social Psychology
Yu Xie, Stratification, Sociology of Science, Methods and Statistics, Demography, Chinese Studies
Mayer N. Zald, Complex Organizations, So-
cial Movements; Political Sociology; So-
cial Policy; Social Welfare; Sociology as Humanities and Science

Associate Professors
Julia Adams, Comparative Historical Soci-
ology, Political Sociology, Theory, Sex and Gender, Sociology of the Family
Tomas Almaguer, Comparative Race and Ethnicity, Chicano/Latino Studies, Gay/Lesbian Studies, Social Stratification
Renee Anspach, Medical Sociology, Sociol-
y of Deviance, Sociology of Gender, Social Psychology/Social Interaction, Ap-
plied Sociology
F. Müge Göcek, Historical Sociology, Sociolo-
gical Theory, Social Change, Gender, Sociology of the Middle East
Michael Kennedy, The Social Reproduction and Transformation of Soviet-type and Post-Communist Societies, espe-
cially Poland and Ukraine, Intellectuals, Profes-
sionals and Expertise, Identity and Ideol-
ogy, especially Nations and Nationalism, Crit-
ical Social Theory
Howard Kimeldorf, Political Sociology, In-
dustrial Sociology, Class Analysis, His-
torical Comparative Sociology
Andre Modigliani, Social Psychology, Devi-
ance, Social Influence, Embarrassment and Face-to-Face Interaction, Public Opinion and the Packaging of Public Is-
sues 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 immigrants and ethnic 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

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

Karin Martin, Gender, Feminist Theory, Family, Childhood and Adolescence, Social Psychology, Psychoanalytic Sociology

Jeffrey D. Morenoff, Urban sociology; Community Studies; Demography; Statistics: Crime and Neighborhood Changes

Panels Smock, Social Stratification, Demography, Gender and Family

Azumi Ann Takata, Sociology of Organizations, Japanese Society, Qualitative Methods, Economic Sociology, Comparative Historical Sociology

Alford A. Young, Jr., Theory, Race and Ethnic Relations; Urban Sociology, Social Psychology, Qualitative Methods, History of Sociological Thought

Adjunct Professors

Michael Cooper, Survey Design, Data Collection, Nonresponse, the Role of the Interviewer, and Computer-Assisted Interviewing

William Frey, Urban Sociology, Social Demography, Migration

Sandra 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

Wiliam Rodgers, Quality of life and aging, The Application of Statistical Techniques to the Analysis of Social Survey Data

Lecturers

Jennifer Barber, Family, Demography; Social Psychology

Carol Kinney, Qualitative Methods, Sociology of Education, Sociology of Japan, Youth Unemployment, The Intersection of Social Structure and Individuals, Japanese Social Welfare Systems

Ian Robinson, Comparative Labor Politics and Industrial Regimes

Daniel Sharpn, Law and Society, Organizational Behavior, Racism and Sexism

Professors Emeriti

Ronald Freedman, David Goldberg, Leslie Kish, Werner S. Landecker, Gayl Ness, Howard Schuman

Sociology is the study of social relationships and social structures. It focuses on relations among people, groups, organizations, classes, cultures, and society. Sociology explores and analyzes issues vital to our personal lives, our communities, our society, and the world. The curriculum in sociology is designed to provide students with an understanding of the social character of human life and of the impact of varying forms of social organization on human affairs. Students are introduced to the methods by which such knowledge is obtained and to the applications of sociological knowledge. Students considering sociology as a concentration are encouraged to speak with a sociology academic advisor.

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 experience 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 undergraduate coordinators and GSIs, 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 East University, 764-7563.

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, 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, con-
centrators 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.

Students should plan on completing the Statistics and Research Methods requirement before their senior year.

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 include 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 at least a 3.3 GPA within LS&A and in their sociology courses. In addition, they 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.

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 Latin/Latino Studies must satisfy all the requirements for the concentration in Sociology as well as the requirements in Latin/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)

**Introductory Courses**

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. Juniors are strongly encouraged and seniors must take Soc. 400 or 401. No credit for seniors. (4; 3 in the half-term). (SS). 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.

**Primarily for First- and Second-year Students**

105. First Year Seminar in Sociology. 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/UC 111/AOSS 172/RE&E 111. Introduction to Global Change II. No credit for seniors. (4). (SS).

122/Psych. 122. Intergroup Dialogues. Intended primarily for first- and second-year students. May not be used as a prerequisite for a concentration in psychology. (2). (Excl). May not be included in a concentration in psychology or sociology. May be repeated for a total of four credits.

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).

400. Sociological Principles and Problems. For juniors, seniors, and graduate students with no background in sociology. No credit granted to those who have completed or are enrolled in 195 or 193. (3). (SS).

401. Contemporary Social Issues III. (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.


231/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).


383/Psych. 383, Introduction to Survey Research. (Psych. 380. (3). (Excl). (BS)).
389. Practicum in Sociology, Permission of instructor. (2-4). (Excl). Offered mandatory credit/no credit. Up to four credits of 389 may be included in a concentration in sociology. A combined total of eight credits of Sociology 321, 389, and 395 may be counted toward a concentration in sociology. Laboratory fee ($22) required. (EXPERIENTIAL). May be repeated for a total of eight credits.
393/REES 396/ Hist. 333/ Poli. Sci. 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.
395. 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.
397. Junior Honors in Sociology. Soc. 210; prior or concurrent enrollment in Soc. 310 or 512; and Honors standing in sociology. (3). (Excl).
398. Senior Honors in Sociology. Honors standing in sociology. Soc. 210 and 310, and permission of instructor. (3). (Excl).
399. 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).
410. The American Jewish Community. One introductory course in sociology. (3). (Excl).
412. Ethnic Identity and Intergroup Relations. Permission of instructor. Students are required to have taken courses in ethnic studies or intergroup relations. (3). (Excl).
415. Economic Sociology. One of the following: introductory economics, psychology, or political science. (3). (Excl).
420. Complex Organizations. One introductory course in sociology. (3). (Excl).
426/Poli. Sci. 428/Asian Studies 428/Phil. 428, China's Evolution Under Communism. Upperclass standing. (4; 3 in the half-term). (Excl).
427. Societies and Institutions of Eastern Europe. (3). (Excl).
429. Social Institutions of Modern Japan. One introductory course in sociology, anthropology, political science, or economics. (3). (SS).
430. 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 330. (3). (Excl). (QR/2).
434/CAAS 434, Social Organization of Black Communities. (3). (Excl).
435. Urban Inequality and Conflict. Credit is granted for only one course from Soc. 435 and 535. (3). (Excl).
444. The American Family. One introductory course in sociology. (3). (Excl).
447/WS 447, Sociology of Gender. (3). (SS).
450. Political Sociology. (3). (SS).
452. Law and Social Psychology. (3). (Excl).
454. Law and Social Organization. (3). (SS).
455/Rel. 455, Religion and Society. (3). (Excl).
461. Social Movements. One introductory course in sociology. (3). (Excl).
462/Comm. Studies 472, Cultural Theories of Communication. Soc. 100, or Anthro. 101; Comm. Studies 351 or 371 strongly recommended. (3). (Excl).
465/Psych. 488, Sociological Analysis of Deviant Behavior. Introductory sociology or introductory psychology as a social science. (3). (SS).
468. Criminology. (3). (SS).
470. Social Influence. Previous course in social psychology elected either through psychology or sociology. (3). (Excl).
475/MCO 475 (Public Health). Introduction to Medical Sociology. (3). (SS).
495. Special Course. One introductory course in sociology. (3). (Excl). May be repeated for credit, provided that the course topics are different.
496. Special Course. One introductory course in sociology. (3). (Excl). May be repeated for credit, provided that the course topics are different.
497. Special Course. One introductory course in sociology. (3). (Excl). May be repeated for credit, provided that the course topics are different.

**Statistics**

1440 Mason Hall
419 South State Street
(734) 763-3519 (phone)
(734) 763-4676 (fax)
Web site: http://www.stat.lsa.umich.edu/
Professor Vijayan Nair, Chair
May be elected as a departmental concentration program

**Professors**

Sandor Csörgő, Large sample theory, probability and stochastic processes
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 Woodroffe, Classical inference, probability theory, sequential analysis
Chien-Fu Jeff Wu (Harry Clyde Carver Professor of Statistics), 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, Functional analysis, Human motion, Shape data analysis

Richard D. Gonzalez, Categorical data analysis, multidimensional scaling techniques, clustering techniques, mixed models
P. Jeganathan, Probability and stochastic processes, large sample theory
Susan A. Murphy, Inference for high dimensional models, Event history analysis, multilevel survival analysis, stochastic processes

**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, 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, 430, 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 Mass 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). (BS). (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). CAEN lab access fee required for non-Engineering students.

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). CAEN lab access fee required for non-Engineering students.

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).


504. Seminar on Statistical Consulting. Stat. 403 or 500. (3). (Excl). (BS). May be repeated for a total of eight credits.

505/Econ. 673. Econometric Analysis. Permission of instructor. (3). (Excl). (BS).


575/Econ. 775. Econometric Theory I. Math. 417 and 425 or Econ. 653, 654, 673, and 674. (3). (Excl). (BS).

Gayle Morris Sweetland Writing Center  
(formerly the English Composition Board)

1139 Angell Hall  
435 South State Street  
(734) 764-0429 (phone)  
Web site: http://www.lsa.umich.edu/ecb/  
e-mail: ecbinfo@umich.edu  
Professor Ejner Jensen (English), Director  
Dr. Phyllis Frus, Associate Director  

Not a concentration program

Professor Ejner Jensen  

Lecturers George Cooper, Helen Fox,  
Phyllis Frus, Dennis McEnnerney,  
Barbara Monroe, Barbra Morris, Stefan Senders

At the University of Michigan, writing plays a critical role in students’ thinking and learning, beginning with the first year and continuing into advanced writing in the disciplines. In some classes, writing is students’ most important tool for demonstrating an understanding of course concepts. Students’ ability to write prose that, at its best, is characterized by intellectual force, clarity, appropriate organization and development of ideas, effective use of evidence, cogency, and stylistic control is crucial to their success here. The Sweetland Writing Center supports writing throughout the curriculum by offering programs specifically designed for undergraduates, Graduate Student Instructors, and faculty.

The overriding purpose of the College writing program is to provide students with both beginning and advanced instruction in college-level writing. Courses from the 100 to the 400 level aim to enhance students’ critical thinking and writing skills and prepare them for writing both in their undergraduate years and in their future educational and professional work. Underlying the plan for the Michigan writing program are several assumptions:

- Students need regular practice in order to learn to write well;
- Students learn best about a subject in any discipline by writing about it; and
- Students should master the disciplinary writing conventions of their concentrations.

The program seeks to challenge students to develop a high level of competence as they take writing-intensive courses at both the 100 and 300-400 levels.

The Sweetland Writing Center supports the College writing program in a number of ways, including advising students how to select a first-year writing course, approving courses at other institutions that meet the First-Year Writing Requirement for transfer students, teaching Writing Practicum, coordinating first-year writing classes across the College, conferring with students in Writing Workshops, supervising the Peer Tutoring Program, and monitoring the Upper-Level Writing Requirement.

The First-Year Writing Requirement.

Because writing plays such a vital role in all academic disciplines at Michigan, students need a first-year writing course that meets their actual needs as a writer and can best help them make the transition to college writing. Placement into an appropriate writing course in LS&A is based on student self-assessment. This voluntary placement system is designed to allow students to select the course that will most appropriately challenge them. (Writing portfolios are no longer required of entering students.)

Students may fulfill the First-Year Writing Requirement in three ways:

1. Students entering winter 1999 and after who have taken approved courses elsewhere may use those courses to satisfy the requirement (a list of currently approved courses is available on our Web site);
2. Students may take an approved 4-credit course in the College (this list is also on the Web site); or
3. Students may take the 2-credit Writing Practicum and then take an approved 4-credit course.

All first-year writing courses at Michigan are limited to 18 students, and students get individual attention in every course. Still, the 2-credit and the 4-credit courses address quite different student needs. Students may choose to enter the more challenging 4-credit course right away, or they may decide to take Practicum first because of the opportunity it offers students to improve writing before entering a course in which they will receive letter grades. Generally, students are prepared for the 4-credit graded course if they

1. Read regularly for pleasure.
2. Wrote three or more extended (5-page or longer) essays a year in high school.
3. Had many experiences of thoroughly revising their essays.
4. Have used computers in writing.
5. Have little trouble achieving grammatical and mechanical correctness, and
6. Have ACT-English scores above 25 or SAT-Verbal scores above 570.

Students who lack this kind of writing preparation are advised to take Practicum in order to improve competence before entering a 4-credit course. Students’ success in the University has much to do with their ability to make good choices, and they need to consider their first-year writing choices carefully. If they elect to take a 4-credit writing course, they are accepting the academic challenges of that course. If they need more writing experience and instruction before they receive a letter grade, it is in their best interest to go through Practicum first. They should begin with the course that will enable them to succeed with the challenges of writing at Michigan. Writing Workshop instructors are available to help students make this choice.

Writing Practicum. Practicum students develop writing skills that will allow them to take full advantage of their experiences in Michigan courses. Far from being a remedial class, Practicum is designed to support students with limited experience writing the sorts of pieces most often assigned and valued at the University. Thus, Practicum enhances students’ abilities to succeed here. Practicum offers opportunities for students to improve how they organize, develop, and support ideas, analyze complex materials, and deploy evidence in an argument. The course requires biweekly tutorial sessions with the instructor; this concentrated individual attention has proven crucial to the success of students with limited writing experience. At the end of Practicum, students submit a portfolio of their writing, which is read by a team of Practicum instructors. Their written response acknowledges the student’s level of achievement and readiness for first-year writing.

Writing Workshop. Sweetland Writing Center faculty provide individualized consultation and instruction in the Writing Workshop. During the hours that Workshop is open, faculty members are available for half-hour appointments (on a drop-in or scheduled basis) to discuss writing with any undergraduate enrolled in an LS&A course. Extended appointments are available for students whose immediate needs cannot be met in half-hour sessions. Some Writing Workshop instructors meet students after hours in residence halls.

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 possible approaches to writing assignments made in any course in the College, and then help students be aware of appropriate rhetorical, syntactical, and grammatical choices as they develop their papers.

Peer Tutoring. The Sweetland Writing Center trains undergraduates to help students with writing assignments. Tutors learn their craft in ECB 300: Peer Tutoring Seminar, and go on to ECB 301: Directed
Peer Tutoring, in which they tutor students directly and independently. Peer Tutors will not work as editors or proofreaders. They will discuss the meaning of and possible approaches to writing assignments made in any LS&A course, and then help writers make appropriate choices as they develop their papers. Peer Tutors currently work in the Angell/Haven computing center Sunday through Thursday evenings.

Upper-Level (Junior/Senior) Writing Requirement. The Upper-Level Writing Requirement provides students with valuable instruction in advanced writing in the disciplines. Students fulfill this requirement at any time after they have completed the First-Year Writing Requirement. The Sweetland Writing Center establishes course guidelines and develops models for writing instruction, approves upper-level writing courses, funds and trains GSIs to assist in advanced writing courses, offers workshops and seminars for faculty and GSIs, consults with individual instructors, supports upper-level teaching through the Writing Workshop, and monitors and reports students’ completion of the Requirement.

English Composition Board Courses (Division 360)

100. Writing Practicum. 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.

102. Writing Practicum. II. (2). (Excl). Offered mandatory credit/no credit. (TUTORIAL). May be elected for a total of four credits for any combination of ECB 100-105.

104. Writing Practicum. 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.

105. Writing Practicum. 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). Offered mandatory credit/no credit. (EXPERIENTIAL).

Teacher Education Program

1033 School of Education Building
(734) 764-7563
website: http://www.soe.umich.edu/
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 in order to complete an A.B. or B.S. degree with secondary certification is 130. The minimum number of credits required 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 (elected through the School of Education; non-LS&A credits). Therefore, the minimum number of credits possible in order to complete a B.S. degree with secondary certification is 130.

Requirements for Teacher Certification

Grade Point Averages and Total Credits.

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 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 elementary certification is 154. The minimum number of credits possible in

d. a personal goal statement to include information on the commitment to education as a career.

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 or equivalent); 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.
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 (3) 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
German
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*
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*

   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 39 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.

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Theatre and Drama

2550 Frieze Building  
105 South State Street  
(734) 764-5350 (phone)  
(734) 647-2297 (fax)  
Web site: http://www.theatre.music.umich.edu/  
e-mail: theatre.info@umich.edu  
Professor Erik Fredricksen, Chair

May be elected as a departmental concentration program

Professors

Glenda Dickerson, Theatre Studies, Head of Grad Studio  
Erik Fredricksen, Acting, Stage Combat  
Philip Kerr, Acting and Directing, Director of Studio Training  
Leigh A. Woods, Acting and Theatre Studies, A.B. advisor

Associate Professors

Bert Cardullo, Theatre Studies, B.T.A. Advisor  
Jessica Hahn, Costume, Head of Design  
Annette Masson, Voice, Jr/Sr advisor  
John Neville-Andrews, Acting and Directing, Head of Performance  
OyamO, Playwriting

Assistant Professors

Nephelie Andonyadis, Costume and Scene Design  
Gary Decker, Technical Theatre  
Sarah-Jane Gwillim, Acting  
Darryl V. Jones, Acting and Directing  
Janet Maylie, Acting  
Vince Mountain, Set Design  
Rob Murphy, Lighting Design  
Henry P. Reynolds, III, Master electrician, Sound, Computer Systems Administrator  
Jerald Schwiebert, Acting and Movement

Adjoint Professor

Jeff Daniels, Acting

Adjoint Assistant Professors

Jeffrey S. Kuras, Managing Director, University Productions  
Mark L. Sullivan, Production Manager

Lecturers

George Bacon, Costume Crafts  
Mark Berg, Sound and Lighting  
Rich Lindsay, Technical Production  
Julie Marsh, Costume Construction  
Arthur Ridley, Properties  
Kathy Runey, Scene Painting  
Vickie Sadler, Stage Make-up  
Malcolm Tulip, Movement  
Kerianne 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 inseparability. 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.

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**Courses in Theatre and Drama (Division 695)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Introduction to Acting I</td>
<td>1</td>
<td>(CE)</td>
</tr>
<tr>
<td>102</td>
<td>Introduction to Acting II</td>
<td>1</td>
<td>(CE)</td>
</tr>
<tr>
<td>211/RC Hums. 280/English 245</td>
<td>Introduction to Drama and Theatre</td>
<td>3</td>
<td>As credit is limited, permission of instructor is required. (HU).</td>
</tr>
<tr>
<td>222/CAAS 342</td>
<td>Acting and the Black Experience</td>
<td>3</td>
<td>(CE). May be repeated for a total of three credits.</td>
</tr>
<tr>
<td>250</td>
<td>Production Practicum 1</td>
<td>1</td>
<td>(Excl).</td>
</tr>
<tr>
<td>260</td>
<td>Production Practicum 2</td>
<td>1</td>
<td>(Excl).</td>
</tr>
<tr>
<td>261</td>
<td>Production Practicum 3</td>
<td>1</td>
<td>(Excl).</td>
</tr>
<tr>
<td>262</td>
<td>Production Practicum 4</td>
<td>1</td>
<td>(Excl).</td>
</tr>
<tr>
<td>321/CAAS 341</td>
<td>Introduction to Black Theatre</td>
<td>3</td>
<td>(HUs).</td>
</tr>
<tr>
<td>390</td>
<td>Honors Tutorial</td>
<td>Open only to junior honors concentrators. (1). (Excl). (INDEPENDENT).</td>
<td></td>
</tr>
<tr>
<td>391</td>
<td>Honors Tutorial</td>
<td>Open only to junior honors concentrators. (1). (Excl). (INDEPENDENT).</td>
<td></td>
</tr>
<tr>
<td>392</td>
<td>Honors Tutorial</td>
<td>Open only to honors concentrators. (1). (Excl). (INDEPENDENT).</td>
<td></td>
</tr>
<tr>
<td>393</td>
<td>Honors Tutorial</td>
<td>Open only to honors concentrators. (1). (Excl). (INDEPENDENT).</td>
<td></td>
</tr>
<tr>
<td>395</td>
<td>Stage Dialects</td>
<td>Theatre 192 and permission of instructor. (2). (Excl).</td>
<td></td>
</tr>
<tr>
<td>399</td>
<td>Topics in Drama</td>
<td>(1-3). (Excl).</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>Directed Reading</td>
<td>Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits.</td>
<td></td>
</tr>
<tr>
<td>401</td>
<td>Independent Study in Production</td>
<td>Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be elected for a total of six credits.</td>
<td></td>
</tr>
<tr>
<td>402</td>
<td>Ideas of Theatre: Dramatic Theory and Criticism</td>
<td>Permission of instructor. (3). (Excl).</td>
<td></td>
</tr>
<tr>
<td>429(420)</td>
<td>Playwriting Toward Production</td>
<td>Theatre 327 and permission of instructor. (3). (Excl).</td>
<td></td>
</tr>
<tr>
<td>430</td>
<td>Senior Playwriting Thesis</td>
<td>Theatre 427 and permission of instructor. (3). (Excl). (INDEPENDENT).</td>
<td></td>
</tr>
<tr>
<td>445</td>
<td>Stage Management Practicum: Opera and Musicals</td>
<td>Theatre 245. (2-3). (Excl). May be repeated for a total of four credits.</td>
<td></td>
</tr>
<tr>
<td>452</td>
<td>Costume Construction</td>
<td>(3). (Excl). Laboratory fee ($20) required.</td>
<td></td>
</tr>
<tr>
<td>460</td>
<td>Scene Design I</td>
<td>Theatre 360. (3; 2 in the half-term). (Excl).</td>
<td></td>
</tr>
<tr>
<td>463</td>
<td>Design Rendering</td>
<td>Theatre 260, 360, or 370. (3). (Excl).</td>
<td></td>
</tr>
<tr>
<td>464</td>
<td>Scene Painting for the Theatre</td>
<td>Theatre 250. (3). (Excl). Laboratory fee ($85) required.</td>
<td></td>
</tr>
<tr>
<td>466</td>
<td>History of Decor</td>
<td>Theatre 260. (3). (Excl).</td>
<td></td>
</tr>
<tr>
<td>470</td>
<td>Women’s Pattern Drafting</td>
<td>(3). (Excl). Laboratory fee ($30) required.</td>
<td></td>
</tr>
<tr>
<td>471</td>
<td>Stage Makeup</td>
<td>(2). (Excl). Laboratory fee ($35) required.</td>
<td></td>
</tr>
<tr>
<td>472</td>
<td>Stage Makeup</td>
<td>(2). (Excl). Laboratory fee ($35) required.</td>
<td></td>
</tr>
<tr>
<td>476</td>
<td>Costume Crafts</td>
<td>(3). (Excl). Laboratory fee ($30) required.</td>
<td></td>
</tr>
<tr>
<td>477</td>
<td>History of Dress</td>
<td>Theatre 351. (3). (Excl).</td>
<td></td>
</tr>
<tr>
<td>490</td>
<td>Honors Tutorial</td>
<td>Enrollment in the departmental honors program; senior standing. (2). (Excl). May not be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>492(490)</td>
<td>Senior Honors Practicum</td>
<td>Theatre 245, 350, or 360. (3). (CE). Laboratory fee ($50) required.</td>
<td></td>
</tr>
<tr>
<td>505</td>
<td>Special Work in Theatre Production and Performance</td>
<td>Permission of instructor. (1-6; 1-3 in the half-term). (Excl). (INDEPENDENT).</td>
<td></td>
</tr>
</tbody>
</table>
Undergraduate Research Opportunity Program (UROP)

715 North University, Suite 201
(734) 998-9381 (phone)
(734) 998-9388 (fax)
website: http://www.umich.edu/~urop/
Sandra Gregerman, Director

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 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 bi-monthly 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 15. Applications can be picked up from the UROP Office, and also will be mailed to students in early March 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
500 South State Street
(734) 763-9521 (phone)
(734) 763-9521 (fax)

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 (maximum of 20 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 requirements: 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 conference, group of lectures, or special exhibit, appear on short notice in a term, and are usually of 2-to-8-weeks duration. Mini-courses are offered mandatory credit/no credit and are normally excluded from area distribution and concentration credits. No more than two University mini-courses may be elected in one term.
Women’s Studies

234 West Hall
550 East University
(734) 763-2047 (phone)
(734) 647-4943 (fax)
Web site: http://www.umich.edu/~womenstd/
Sidonie Smith, Director

May be elected as a departmental concentration program

Professors Elizabeth Anderson (Philosophy), 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 Saxophone (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), Martha Vicinus (English), and Patricia Yaeger (English)

Assistant Professors Naomi André (Music), Betty Bell (English/American Culture), Rosie Ceballo (Psychology), Barbara Fredrickson (Psychology), Carol Jacobsen (Art and Design), Karin Martin (Sociology), Jacqui Mattis (Psychology), Sally Robinson (English), and Elizabeth Winnow (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.

Women’s Studies

University Courses (Division 495)

102. The Student in the University. Michigan Community Scholars Program participant. (1). (Excl). Offered mandatory credit/no credit.


111/Soc. 111/AOSS 172/NR&E 111. Introduction to Global Change II. No credit for seniors. (4). (SS).

150. 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). May be repeated for credit with permission of department.

151. 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). May be repeated for credit with permission of department.

152. First-Year Natural 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). (HU). May be repeated for credit with permission of department.

153. First-Year Composition 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). May be repeated for credit with permission of department.

190. Disciplinary Study in a Second Language. Fourth-term language proficiency, and permission of instructor. (1). (Excl).


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.

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). Offered mandatory credit/no credit. (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).


494. Photography for Field Biologists. IIIb at the Biological Station. (5 in IIIb). (Excl).

Writing Center (See Sweetland Writing Center)
Courses in Women's Studies (Division 497)

100. Women's Issues. Open to all undergraduates. (2). (Excl). Offered mandatory credit/no credit.
110. Practical Feminism. (1). (Excl). Offered mandatory credit/no credit.
111. Women in Popular Culture. (1). (Excl). Offered mandatory credit/no credit.
112. Issues for Women of Color. (1). (Excl). Offered mandatory credit/no credit.
115. Women's Movements. (1). (Excl). Offered mandatory credit/no credit.
150. Humanities Seminars on Women and Gender. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU).
151. Social Science Seminars on Women and Gender. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS).
211/History 211. Gender and Popular Culture. (4). (HU).
252. Special Topics. (2). (Excl). A maximum of seven credits of WS 252 and 253 may be counted toward graduation.
253. Special Topics. (3). (Excl). A maximum of seven credits of WS 252 and 253 may be counted toward graduation.
315/English 315. Women and Literature. (3; 2 in the half-term). (HU). May be repeated for a total of six credits.
350. Women and the Community. WS 240; and permission of instructor. I. (4). (Excl). (EXPERIMENTAL).
351. Women and the Community II. WS 350 and permission of instructor. II. (2). (Excl). (EXPERIMENTAL).
357/Class, Civ. 357. Greek Medical Writers in English Translation. (3). (Excl).
361/Film/Video 361. Women and Film. (3). (Excl). Laboratory fee ($45) required.
385. Directed Reading, WS 100 or 240, one 300-level Women's Studies course, and permission of instructor. (1-3). (Excl). (INDEPENDENT).
415/History of Art 415. Studies in Gender and the Arts. One course in women's studies or history of art. (3). (HU). May be repeated for a total of nine credits.
418/Political Science 418. Women and the Political System. Two courses in political science. (3). (Excl).
419/Psychology 411. Gender and Group Process in a Multicultural Context. One course in women's or psychology. (3). (SS).
420. Group Facilitation in Women's Studies. WS 419 and permission of instructor. (3). (Excl).
422/Psychology 422. Feminist Political Theory. Junior standing. (3). (Excl).
430/Amer. Cult. 430. Feminist Thought. WS 240 and one 400-level course. (3). (Excl).
440. Issues and Controversies in the New Scholarship on Women. WS 240 and one 400-level course. (3). (Excl).


461/Film-Video 461. Explorations in Feminist Film Theory. Junior standing; and Film-Video 414 or Women's Studies 240. (3). (Excl). Laboratory fee ($50) required.

471/AAPTIS 495/Hist. 546/Religion 496. Gender and Politics in Early Modern Islam. Students should preferably have had one course in Islamic Studies. (3). (Excl).

481. Special Topics. WS 240. (1). (Excl). Degree credit is granted for a combined total of seven credits elected through WS 481, 482, 483, and 484.

482. Special Topics. WS 240. (2). (Excl). Degree credit is granted for a combined total of seven credits elected through WS 481, 482, 483, and 484.

483. Special Topics. WS 240. (3). (Excl). Degree credit is granted for a combined total of seven credits elected through WS 481, 482, 483, and 484.

484. Special Topics. WS 240. (4). (Excl). Degree credit is granted for a combined total of seven credits elected through WS 481, 482, 483, and 484.

486/Phil. 486. Topics in Feminist Philosophy. Two courses in either Philosophy or Women's Studies. (3). (Excl).

487/ACABS 487. Gender and Society in Ancient Egypt. Some familiarity with Egypt is helpful. (3). (Excl).


496/AAPTIS 496. Gender and Representation in the Modern Middle East. (3). (Excl).
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 course work if the cross-listed offering falls outside LS&A academic departments or programs.

Air Force Officer Education Program

Room 154, North Hall
1105 North University
(734) 764-2405 (phone)
(734) 647-4099 (fax)
Web site: http://www.umich.edu/~det390/
e-mail: afrotc390@umich.edu
Colonel Daniels, Chair

Not a concentration program

Lt. Col. Reimann, Captain Young, Captain Munford, and Captain Dayon

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 cadets 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
1105 North University
(734) 764-2400 (phone)
(734) 647-3032 (fax)
Web site: http://www.umich.edu/~armyrotc/
Lieutenant Colonel Lucier, Chair

Not a concentration program

Major Mohammed, Major Lockett, Major 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. Scholarships are valued in excess of $16,000 annually.

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 an officer candidate, 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.

**Naval Officer Education Program**

Room 103, North Hall
1105 North University
(734) 764-1498 (phone)
(734) 764-3318 (fax)
Web site: http://www.umich.edu/~navyrotc/
e-mail: navyrotc@umich.edu
Captain Johnston, Chair

Not a concentration program

Captain Johnston, Commander Roper, Lieutenants Fullan and Murphy

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.

### Military Officer Education Programs

#### Courses in Aerospace Science (Division 896)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>The U.S. Air Force Today I.</td>
<td>1</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>102</td>
<td>The U.S. Air Force Today II.</td>
<td>1</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>201</td>
<td>U.S. Aviation History and its Development into Air Power</td>
<td>1</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>202</td>
<td>U.S. Aviation History and Its Development into Air Power II</td>
<td>1</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>310</td>
<td>Air Force Leadership and Management I.</td>
<td>2</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>311</td>
<td>Air Force Leadership and Management II.</td>
<td>2</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>410</td>
<td>National Security Forces in Contemporary American Society I</td>
<td>3.16</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>411</td>
<td>National Security Forces in Contemporary American Society II</td>
<td>3.16</td>
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<tr>
<td>101</td>
<td>Introduction to Officership and Leadership</td>
<td>1</td>
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</tr>
<tr>
<td>102</td>
<td>Introduction to Leadership</td>
<td>1</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>103</td>
<td>Leadership Laboratory</td>
<td>1</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>201</td>
<td>Military Leadership</td>
<td>1</td>
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</tr>
<tr>
<td>202</td>
<td>History of the Military Art.</td>
<td>1</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>301</td>
<td>Leading Small Organizations I.</td>
<td>2</td>
<td>Permission of chairman</td>
</tr>
<tr>
<td>302</td>
<td>Leading Small Organizations II.</td>
<td>2</td>
<td>Permission of chairman</td>
</tr>
<tr>
<td>401</td>
<td>Leadership Challenges and Goal Setting</td>
<td>2</td>
<td>Permission of chairman</td>
</tr>
<tr>
<td>402</td>
<td>Military Professionalism and Professional Ethics</td>
<td>2</td>
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<td>Seapower and Maritime Affairs</td>
<td>2</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
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<td>Introduction to Ship Systems</td>
<td>3</td>
<td>Not for credit LSA degree</td>
</tr>
<tr>
<td>301</td>
<td>Electronic Sensing Systems</td>
<td>3</td>
<td>Prior or concurrent enrollment in Phys. 240 or EECS 230 II</td>
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<td>Navigation</td>
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Chapter VII: Admissions and General Information

Students are admitted to the College by 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 the 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 and several professional schools and colleges of the University of Michigan (i.e., College of Architecture, School of Dentistry, School of Information, College of Pharmacy, School of Social Work) have developed a preferred admissions program for a limited number of highly qualified entering freshmen that guarantees admission to specific professional programs. Further information about the preferred admissions program is available from the Office of Undergraduate Admissions.

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 the Fall Term. Students who desire admission for other terms should obtain information about application deadlines from the Office of Undergraduate Admissions.

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 academic standing. Students who have been absent from the College for more than one full year (12 months) must apply for readmission by submitting the Application for Undergraduate Admission 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 re-admitted early enough may participate in early registration.

A student whose academic status in the College is probation continues can be re-admitted by the Office of Undergraduate Admissions. Students re-admitted on probation must meet the terms of their probation or they will be dismissed. (See Academic Discipline in Chapter IV.)

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. Petitions requesting reinstatement should be received by the Academic Standards Board at least four weeks prior to the regular registration period for the term in question.

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 the Application for Undergraduate Admission available from the Office of Undergraduate Admissions. There is no application fee. Applications must be submitted no less than four weeks prior to the desired term of enrollment.

Students may not cross-campus transfer to LS&A until they have completed two full terms in their original school or college. 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 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.

**International Center**

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 and a full-term lapse since enrollment in previous institution; 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.

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) 64-7433
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 ($5.50) in a full term, 1998-99, 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 1998-99 academic year.

Tuition for the 1999-2000 academic year is subject to change. Tuition for the 1998-99 academic year for a full program (12-18 credits) was $2987 per term for Michigan resident (lower-division) students; $9516 per term for non-Michigan resident (lower-division) students; $3378 per term for Michigan resident (upper-division) students; and $10190 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.

Undergraduates are considered for grants, scholarships, loans and work-study employment. Scholarships for entering undergraduates are awarded through the admissions process.

Students must apply for financial 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-FED-AID, 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:
2011 Student Activities Building
North Campus Office:
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**

**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 residency 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, 500 South State Street, 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 residency 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
- the individual 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>Summer Terms</td>
<td>(*For the On Job/On Campus program, filing deadlines are 30 calendar days after the first scheduled day of classes.)</td>
</tr>
</tbody>
</table>

[Note: Applications must be received in the Residency Office by the filing deadline.]

**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 true, 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 permanent 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.
1. Residents
   
   a. 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.

   b. 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.

   c. 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
      
      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.

   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 resident status 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, hazing, 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.