COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

The University of Michigan
The LS&A Bulletin

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 Office of Student Academic Affairs welcomes suggestions for improving the quality of this and all other College publications. Suggestions may be directed to:

Rick Jones, Editor, Academic Information and Publications
Robert D. Wallin, Director, Academic Information and Publications
Pam Moran, Program Associate, LS&A Curriculum Committee
Professor Robert Owen, Associate Dean for Undergraduate Education

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The information contained in this Bulletin is subject to change at any time. It is intended to serve only as a general source of information about the College of Literature, Science, and the Arts and is in no way intended to state contractual terms.

Students attending the annual LS&A Concentration Fair, an event designed to assist students in the selection of a degree program at the University of Michigan.

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Mission Statement of the College of Literature, Science, and the Arts

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.
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."

A Message from the President

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
Welcome to the College of Literature, Science, and the Arts and to the superb opportunities for learning that it offers. The Bulletin you are reading describes a rich and broad choice of courses and programs offered by some of the world’s best teacher-scholars. You will find in LS&A excellent programs in traditional disciplines, unparalleled opportunities to study in interdisciplinary programs, and many special opportunities to learn in small, interactive groups. Most of you will make some of your choices with specific career goals in mind and you will find that LS&A offers you excellent preparation in a great number of areas. But you should also remember that a liberal arts education goes well beyond particular career choices. It offers both breadth and depth of learning – learning that will nourish your imagination and your capacity for feeling, will enable you to think creatively and analytically, will develop in you the lifelong interests and passions that will enrich the rest of your lives. As you choose your courses, be bold. Follow your curiosity. Seek to expand your interests and your knowledge. As you embark on the rest of your life, your boldness will be rewarded many times over for it will bring interest, richness, and depth to your chosen work, to your relationships with your family and friends, to your responsibilities as citizens and national leaders, to your own reflective moments.

Shirley Neuman, 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
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Associate Dean for Academic Affairs,
Jim Adams, 2564 LS&A Building, 763-3271

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Academic Information and Publications,
G415 Mason Hall, 764-6810
Director, Robert D. Wallin, 764-6810

Academic Standards Board, 1255 Angell Hall, 764-0332
Director, Charles A. Judge, 936-3222

Comprehensive Studies Program (CSP)
Counseling, G155 Angell Hall, 764-9128

Composition Program, 3012 Tisch Hall, 764-0418

Sweetland Writing Center, 1111-1140 Angell Hall,
764-0429

Honors Program, 1228 Angell Hall, 764-6274

International Programs, G513 Michigan Union, 764-4311

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

LS&A Student Government, 3909 Michigan Union, 763-3241

Peer Academic Advising Office, G150 Angell Hall, 763-1553

Residential College Academic Services,
134 Tyler, East Quadrangle, 763-0176

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 Building, 764-7433

Campus Information Center, First Floor, Michigan Union, 763-4636

Career Planning and Placement, 3200 Student Activities Building, 764-7460

Pre-professional information, 764-7460

Cashier’s Office, 1015 LS&A Building, 764-8230

Counseling Services, 3100 Michigan Union, 764-8312

Education of Women, Center for, 330 East Liberty, 998-7080

Equity and Diversity Services, 4005 Wolverine Tower, 763-0235

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 Building, 763-3164

Information (University Operator), 764-1817

International Center, 603 East 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 Assistance, G255 Angell Hall, 763-5174
Student Resident Status, 1514 LS&A Building, 764-1400
Transcripts, 555 LS&A Building, 764-8280

Services for Students with Disabilities,
G219 Angell Hall, 763-3000

Student Locator, 764-1817

Student Activities and Leadership, 2205 Michigan Union, 763-5900

University Center for Child and the Family,
525 East University, Suite 1109, 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 and science college. Since 1841 the College has educated students in courses of study leading to the bachelor’s degree. A faculty of two instructed six freshmen and one sophomore that first year in rhetoric, grammar, Latin and Greek literature and antiquities, algebra, geometry, surveying, natural science, ancient history, and Greek philosophy. A College faculty of approximately 900 offers more than 3,500 undergraduate courses to its 15,508 undergraduates (Fall Term, 2000 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 and science college since it interacts with eighteen other schools and colleges of a large university. For example, in addition to the undergraduate curriculum, graduate programs lead to the master’s and doctoral degrees. These graduate programs offer more than opportunities for advanced study; they enhance the intellectual and academic atmosphere of the College. Professors teach both undergraduates and graduates. Research projects and some classes involve both undergraduates and graduates. The College provides an enriched education by way of these opportunities for undergraduates to associate with graduate students and a research faculty.

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

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

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

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

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

In designing their academic programs, liberal arts and science 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 Academic Services 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, 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 and science education afforded by the College. A liberal arts and science 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 and science 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 will want to discuss their adjustments to the academic challenge in the College with their advisors 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 curriculum. In each academic program, students have designated concentration advisors familiar with the College rules, regulations, policies, and curriculum. Students are encouraged but not required to obtain 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.

**Academic Auditors**
G255 Angell Hall
763-3101

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 Verification of Graduation letter 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.

**Office of Academic Information and Publications**
G415 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.

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.

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.

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. 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 to 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 IV 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. Honor 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.

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 before 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 V) 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

Administered by the Gayle Morris Sweetland Writing Center, the composition requirement consists of two parts.

First-Year Writing Requirement. 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 may take the 2-credit Writing Practicum and then take an approved 4-credit course;
2. Students may take any approved 4-credit course in the College (a list is available at http://www.lsa.umich.edu/swc/requirements/firstyearcourses.html); or
3. Students 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/swc/requirements/transfcourses.html).

The First-Year Writing Requirement should be completed in the first year.

Upper-Level 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. The College strongly recommends that the course be in the student’s field of concentration or area of academic interest. 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 website (http://www.lsa.umich.edu/swc/requirements/advcourses.html). A course approved to meet the requirement one term is not necessarily approved in subsequent terms.

After registering in the approved course, students must then select it for the writing requirement via Wolverine Access. In addition to giving the student a grade for the course, the instructor indicates whether the student has successfully completed the writing requirement at the end of the term.

Quantitative Reasoning

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

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

Quantitative reasoning is first and foremost reasoning. It is not mathematical manipulation or computation, but rather the methodology used to analyze quantitative information to make decisions, judgments, and predictions. It involves defining a problem by means of numerical or geometrical representations of real-world phenomena, determining how to solve
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 of at least 3 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

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 taught 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 Area Distribution 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 toward meeting the Area Distribution or 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 School, Education, Engineering, Natural Resources and Environment) of the University of Michigan (Ann Arbor) and not listed in this Bulletin (in Chapter VI under the course listing of an appropriate department) are defined as 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 (defined as non-LS&A) and honor points:
   - Kinesiology (Division 887) 411, 421, 422, 431, 432, 441, 442, 471, 513, 521, 531, 541, and 542;
   - Physical Education (Division 884) 310;
   - Sports Management and Communication (Division 885) 101 (first- and second-year students only; juniors and seniors can not take this course for degree credit), 300, 302, 303, 304, 306, 307, 310, 318, 401, and 513.

5. School of Music ensemble courses yield degree credit (defined as non-LS&A) 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.

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
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
   - Classical (582)
   - Modern Standard (one of: 202, 204, 416, 418)
   - Armenian
   - Eastern (282)
   - Western (272 or 273)
   - Chinese (202, 203, or 204)
   - Czech (242)
   - Dutch (232)
   - Filipino (212)
   - French (230 or 232)
   - German (230 or 232 or 236)
   - Greek
     - Classical (301 and 302)
     - Biblical (307 and 308)
     - Modern (202)
   - Hebrew
     - Biblical (202)
     - Modern (202)
   - Hindi (216 or 217)
   - Indonesian (222)
   - Italian (232)
   - Japanese (226 or 227)
   - Korean (236 or 237)
   - Latin (232 or 295)
   - Ojibwa (323)*
   - Persian (242 or 243)
   - Polish (222)
   - Portuguese (232)
   - Punjabi (246)
   - Russian (202 or 203)
   - Sanskrit (252)
   - Serbo-Croatian (232)
   - Spanish (230 or 232)
   - Swedish (234)
   - Tamil (256 or 257)
   - Thai (262)
   - Tibetan
     - Classical (468)
     - Modern (266)
   - Turkish (252 or 255)
   - Ukrainian (252)
   - Urdu (272)
   - Vietnamese (276)
   - 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, Spanish 290/ American Culture 224, and Spanish 401).

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 three of the following five areas: (NS), (SS), (HU), Mathematical and Symbolic Analysis (MSA), and Creative Expression (CE), for a total of 9 credits.

General Policies for Area Distribution Plans

An area distribution plan may include:

1. prerequisites to concentration elected outside the department of concentration.
2. courses elected pass/fail, credit/no credit, or by any other non-graded pattern.
3. courses elected to satisfy one of two concentration plans by students who elect a double concentration (see “Double Concentration” below in this chapter).
4. Transfer credit from other schools and colleges of the University of Michigan and from other academic institutions (see “Residence Policy” in Chapter IV).
5. a course elected outside the department of concentration or concentration requirements to meet the Junior-Senior Writing Requirement, the Race & 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. Intro. to Communication Skills.

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

Dance (Division 671)
- 102. Introduction to Modern Dance.
- 111. Introduction to Ballet.
- 112. Introduction to Ballet.
- 121. Introduction to Jazz Dance.
Ensemble (Division 672): All Courses 100-399

Courses (100-399) in other Music Performance divisions (i.e., 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. Courses at the 400-level and above.
4. Experiential courses, Independent Study, and University (Division 495) mini-courses.
5. Advanced Placement credits.

Concentration

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

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

Concentration Policies

1. Each A.B. or B.S. student must develop a concentration plan in consultation with a concentration advisor, who must also approve it.
2. Course requirements of the various concentration programs range from 24 to 48 credits of courses at the 200-level and above, 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 Upper-Level Writing Requirement, the Race & Ethnicity Requirement, or the Quantitative Reasoning Requirement.
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 Diploma Application completes the requirements for only one of the two concentrations and wishes to defer graduation to complete the second, the Academic Auditors must be notified. Otherwise a degree is awarded in one concentration. After the date of graduation, a student completing additional work which completes another field of concentration can have the additional field entered on the transcript. The student will need to file an additional Concentration Release Form with the Academic Auditors.

Requirements Particular to the B.G.S. Degree

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

1. No more than 60 credits may be elected in all divisions of a department.
2. No more than 20 credits of upper-level courses may be counted from one department. If a department has several divisions, a B.G.S. student may elect up to 20 credits of upper-level courses from each division. These statements should not be interpreted to mean that as many as 20 credits of upper-level work from one or more divisions must be completed or that it is impossible to incorporate more than 20 upper-level credits from one division into a B.G.S. degree. It is entirely possible to complete the degree with fewer than 20 upper-level credits from any division as long as the upper-level credits from all divisions total 60. Similarly, the B.G.S. degree may be completed with more than 20 upper-level credits from a division by electing more than the required 60 upper-level credits (e.g. 25 credits of upper-level courses may be completed in a division as long as 65 upper-level credits are completed).

Second Bachelor’s Degree

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

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

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

Dual Registration

Students who wish to enroll 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.
Academic Minors

Students in the College may elect one or more of the 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 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

Academic minors and their requirements appear in Chapter VI.

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 (at least 10 out of the 15 credits must be taken in-residence). Students who declare and complete an approved academic minor will receive a notation on their student transcript but not on their diploma.

Academic Minor Policies

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. NO course may be used to satisfy the requirements of more than one Minor.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

Academic Minor Programs

Consult the individual department listing (as shown in parentheses) for a description of the academic minor.

- Afroamerican and African Studies
  - (Afroamerican and African Studies)
- Anthropology
  - (Anthropology)
- Applied Statistics
  - (Statistics)
- Biological Anthropology
  - (Anthropology)
- Biology
  - (Biology)
- Classical Archaeology
  - (Classical Studies)
- Crime and Justice
  - (Residential College)
- Czech Language
  - (Romance Languages and Literatures)
- Literature, and Culture
  - (Slavic Languages and Literatures)
- Earth Sciences
  - (Geological Science)
- East European Studies
  - (Slavic Languages and Literatures)
- Economics
  - (Economics)
- Environmental Geology
  - (Geological Science)
- Environmental Studies
  - (Residential College)
- French and Francophone Studies
  - (Romance Languages and Literatures)
- Geochemistry
  - (Geological Science)
- German Studies
  - (Germanic Languages and Literatures)
- Global Change
  - (University Courses)
- Global Media Studies
  - (Film and Video Studies)
- History
  - (History)
- History of Art
  - (History of Art)
- Judaic Studies
  - (Judaic Studies)
- Language, Literature, and Culture
  - (Classical Studies)
- Latin American and Caribbean Studies
  - (Latin American and Caribbean Studies)
- Lesbian, Gay, Bisexual and Transgender Studies
  - (Women's Studies)
- Linguistics
  - (Linguistics)
- Mathematics
  - (Mathematics)
- Modern Western European Studies
  - (Center for European Studies)
- Near Eastern Languages and Cultures
  - (Near Eastern Studies)
- Oceanography
  - (Geological Science)
- Paleontology
  - (Geological Science)
- Philosophy
  - (Philosophy)
- Physics
  - (Physics)
- Polish Language, Literature, and Culture
  - (Slavic Languages and Literatures)
- Political Science
  - (Political Science)
- Russian Language, Literature, and Culture
  - (Slavic Languages and Literatures)
- Russian Studies
  - (Russian and East European Studies)
- Scandinavian Studies
  - (Germanic Languages and Literatures)
- Science, Technology, and Society
  - (Residential College)
- Spanish Language
  - (Romance Languages and Literatures)
- History
  - (History)
- Statistics
  - (Statistics)
- Women, Race, and Ethnicity
  - (Women's Studies)
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. The College does not require students to be enrolled full-time, although this may be a requirement for financial aid or auto or health insurance. To be considered full-time, an undergraduate must be registered in at least 12 credits in a full term or 6 credits in a half-term. Graduating seniors are considered to be full time students if they are taking the number of credits necessary to graduate. Students may elect up to 18 credits in a full term and 9 credits in a half-term without special approval from an academic advisor. 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:

<table>
<thead>
<tr>
<th>Class Level</th>
<th>CreditsEarned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>fewer than 25 credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>25 through 54 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>55 through 84 credits</td>
</tr>
<tr>
<td>Senior</td>
<td>85 credits or more</td>
</tr>
</tbody>
</table>

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 directed by Ann Arbor faculty present on the site. A maximum 15 in-residence credits can be 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, correspondence courses, transfer credit from other institutions, and off-campus independent study. Cross-campus transfer students may receive credit for a maximum of 90 credits from a previous college or school on the Ann Arbor campus. No more than 60 of these 90 credits 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.

Transfer Credit

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. 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. Tables of transfer equivalencies are available on the Student Academic Affairs website at:

http://www.lsa.umich.edu/saa/transfer/

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.

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 to avoid a delay of graduation.

LS&A students who elect courses which duplicate Advanced Placement or transfer credit 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 courses transferred 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 the 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 transfer credit will have the transferred credits deducted, and the credits and honor points earned by the LS&A elections will stand. This could 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).

An official transcript of the completed work should be sent to the Office of Undergraduate Admissions, 1220 Student Activities Building, University of Michigan, Ann Arbor, MI 48109-1316.

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 indicating withdrawal. The “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 or 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 re-
sult in an academic schedule of under 18 credits during a term (9 credits in a half-term). Programs of 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. Adds of classes that are closed or require permission of instructor must be accompanied by an electronic permission from the department. Students are 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.

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 a permission entered on such examinations. All CLEP credit is evaluated as incoming transfer credit, and questions regarding CLEP 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.

Retroactive Credits in French, German, Hebrew, Latin, and Spanish

LS&A students may 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 complete an upper-level course into which they were placed with a grade of B or better.

Details and Restrictions

1. This policy is effective for all students whose first term of enrollment in LS&A is Fall 1997 or after. Students who entered LS&A before Fall 1997 are not eligible for retro-active language credit.

2. Students must 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, students are advised to complete coursework and apply for retro-credits 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 Office of the Registrar, 1010 LS&A Building, University of Michigan, Ann Arbor, MI 48109-1382, fax (734) 763-9053. To avoid a disenrollment fee, notification of intention to disenroll must be received before the first day of classes.

Students who wish to withdraw once classes have begun should contact the Academic Advising Center, 1255 Angell Hall, phone (734) 764-0332. Students who withdraw within the first three weeks of the term (two weeks for a half-term) are assessed a $50 disenrollment fee plus an $80 registration fee ($40 for a half-term), but the registration will not appear on the student’s record. Students who withdraw between the fourth and sixth week of a full term or in the third week of a half-term are assessed 50% tuition and the registration appears on the transcript with a "withdrawn" notation. These dates are posted for each term on the following website: http://www.umich.edu/~regoff/termwdl.html.

Full tuition is assessed after these dates.

After the sixth week of classes during a full 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 be required to obtain permission from the Academic Standards Board before continuing in the College.
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 earn double credit for the same work. That is, transfer students may either receive transfer credits for the foreign language or retro-active credits given through successful completion of the designated course, but not both.
7. Students may receive a maximum of 8 credits through AP examination and/or retro-active credits. For guidelines on AP credit, consult an LS&A advisor or the relevant language department.
8. Retro-active language credits are available only to 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 advisors.

How to Apply for Retroactive Credits in French, German, Hebrew, Latin, and Spanish
1. If your placement is 232 (202 for Hebrew), enroll in 232 (202 for Hebrew). If you have placed out of the language requirement, enroll in a designated upper-level language course in that language.
2. Fill out the Application for Retroactive Credits, which you will receive from the instructor in your foreign language course. Return this form to your instructor as early as possible during the term.
3. Complete the course with a grade of B or better.
4. The department will certify the grade for the course and forward it to the LS&A Academic Advising Center or the Honors Program Office for authorization.

Experiential and Directed Reading/Independent Study Courses

The College distinguishes “Experiential” and “Independent” courses from its other offerings.
Experiential courses (denoted EXPERIENTIAL in Chapter VI) involve academic work which may take place in a setting other than a university classroom, laboratory, library, or studio and in which the experience is directly related to an academic discipline. Most Experiential Credit is awarded through programs administered by departments and is recorded as credit in one of the departmental Experiential course numbers.

Independent courses may be (1) Directed Reading/Independent Study courses (denoted INDEPENDENT in Chapter VI) which are designated by title and not 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

<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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met requirement</td>
<td>An upper-level language course taught in the target language: 235, and 250 or higher for French 300, and 325 or higher for German 305 or higher for Latin 256, and 270 or higher for Spanish, but not 295 301 or higher for Hebrew.</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>No retro-credit</td>
<td></td>
</tr>
</tbody>
</table>

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 appropriate course regularly offered by the College may be elected, pending departmental approval. A faculty member at the rank of assistant professor or higher must supervise the work; lecturers and teaching assistants may not supervise Honors Summer Independent Reading. Courses elected through this program are not correspondence courses even though the course work is completed off-campus. Credit earned in the program is considered in-residence credit and earns honor points. Students interested in Honors Summer Reading should schedule an appointment in the Honors Office.
Grade Notations and Grading Policies

Academic Record

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

LS&A academic records are maintained by the Records and Enrollment Department in the Registrar's Office (1513 LS&A Building).

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 from http://wolverineaccess.umich.edu/. You will need a Uniqname and university password; make sure you receive a confirmation number.

Requests with attachments or needing special services should be brought to a Student Services site, 1010 LS&A or 1212 Pierpont Commons. Mail requests can be sent to:

Transcript and Certification Office
555 LS&A Building
500 South State Street
University of Michigan
Ann Arbor 48109-1382.

All requests should include dates of attendance and student identification number. A transcript of the academic record bearing the official seal of the University of Michigan and the signature of the Registrar is forwarded directly to the institution or person specified by the student, assuming there is no outstanding financial commitment from the student to the University. There is no fee for official transcripts. A student may request and receive on demand an academic report of the academic record. The academic report is "unofficial" and therefore should not be used in lieu of a transcript for the purposes of admission or employment. A copy of your Academic Report can be obtained from:

http://wolverineaccess.umich.edu/.

A student may pay a fee set by the Registrar's Office and request a special transcript
1. listing courses but no grades;
2. translating all grades into P or F;
or
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>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C−</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D−</td>
<td>0.7</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Pass/Fail

- P (passed) credit, no honor points
- F (failed) no credit, no honor points

Credit/No Credit

- CR (credit) credit, no honor points
- NC (no credit) no credit, no honor points

Satisfactory/Unsatisfactory

- S (satisfactory) credit, no honor points
- U (unsatisfactory) no credit, no honor points

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

Withdrawal/Drop

- W (official withdrawal) no credit, no honor points
- ED (dropped unofficially) no credit, no honor points

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

Incomplete/Work in Progress

- I (incomplete) no credit, no honor points

Y (work in progress for project approved to extend for two successive terms)

Official Audit (VI)

- VI (Visitor) no credit, no honor points

Miscellaneous Notations (NR, #)

- NR (no report) no credit, no honor points
- # (no grade reported) no credit, no honor points

A notation of P, F, CR, NC, S, U, # does not affect a student's term or cumulative grade point average. A notation of I, Y, 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 withdraws 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 posted 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 notation ED (Unofficial Withdrawal) is posted on the transcript. An ED is computed into the term and cumulative grade point averages as an E if the course was elected for a regular letter grade; neither credit toward a degree program nor honor points are earned.

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 (I)

An "Incomplete" (denoted on the transcript by the symbol I) may be reported only if the amount of unfinished work is small, the work is unfinished for reasons acceptable to the instructor, and the student's standing in the course is at least C−. The I grade is 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 is not removed when the course is completed but remains on the transcript. An I 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), Blank Grades**

If/when an NR is reported by an instructor, the Registrar’s Office records the grade which immediately converts to an ED. An ED carries no degree credit, and the course is computed as an E in the term and cumulative grade point averages.

If/when an instructor does not report a grade (leaves the grade blank), the Registrar’s Office records the grade as ##. If unresolved after the first four weeks of the next fall or winter term in residence, the ## in a graded election is lapsed to an ED. An ED carries no degree credit, 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. 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 may not be included in a concentration plan.
3. Experiential and Directed Reading/Independent Study courses that are graded on a Credit/No Credit or Satisfactory/Unsatisfactory basis may be included in a concentration program.
4. 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.)
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 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. The College holds students responsible for ensuring the accuracy and completeness of their class schedule.
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.
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 in mandatory CR/NC courses. 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 honor 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. 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.
14. 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.
15. 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 E.D 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.

**Repetition of Courses**

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

Term and Cumulative Grade Point Averages

The Term Grade Point Average is determined by dividing the total number of Michigan Semester Hours (MSH) elected during a term into the total number of Michigan Honor Points (MHP) earned during 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 Y, I, and ## are not initially calculated into the term or cumulative grade point averages. Notations of I and ##, 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 ##, 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.

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 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 2.0, a student will be placed on Probation.

Special Action Pending is assigned when a student has an unusual number of incomplete grades. These students are required to meet with an Academic Standards Board member within the first three weeks of the subsequent fall or winter term to discuss their plans to complete the work. A student who fails to make this appointment could be disenrolled from the term.

Probation Actions

Probation 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 2.0 during a term or half-term, regardless of the number of courses or credits elected or whether the cumulative grade point average remains above 2.0. There is no automatic term of probation. A significant honor point deficit in a single term or half-term can result in dismissal from the College even though a student’s cumulative grade point average remains above 2.0.

Probation Continued 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.

Special Probation is assigned students whose record leaves some question about whether immediate continuation is advisable. These students are required to meet with an Academic Board member within three weeks of the next term (two weeks for a half-term) to plan appropriate course electives. A student who fails to make this appointment could be disenrolled from the term.

Raised Probation 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.

Suspension

Students may be suspended 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.

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

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.

Students appealing a suspension must have an interview with a member of the Academic Standards Board and submit 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 any 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 petitioning for immediate reinstatement may do so within a specified deadline without an interview.

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 special honors, academic societies, and departmental academic awards. Transfer credit does not count for honors.

Departmental Awards

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

James B. Angell Scholars

James B. Angell Scholars are students who earn at least 14 graded credits in courses which include 12 credits elected on a graded (A-E basis) and who earn a 3.5 grade point average. A notation is made on the student’s transcript. The GPA ranges for the distinction are determined each May, based on the cumulative GPAs of LSA graduates of the May degree period. Those same numbers, are used for the August and December degree periods of that calendar year. The ranges are:

Highest Distinction / High Distinction / Distinction

- Highest Distinction: 3.889 to 4.000
- High Distinction: 3.753 to 3.888
- Distinction: 3.551 to 3.754

University Honors

Students who earn a minimum of 14 credits in courses which includes 12 credits elected on a graded basis (A-E) and who earn a 3.5 grade point average are eligible for University Honors. This Honor will be awarded at the end of Fall and Winter terms. This distinction is posted on a student’s transcript by the Registrar’s Office. Students who do not meet the criteria for University Honors are invited to attend the annual Honors Convocation.

William J. Branstrom Freshman Prize

Freshmen students in the top 5% of their school/college class are eligible for this honor if they have earned at least 14 graded credits at Michigan. Advanced placement credit does not disqualify a student of this award. Students who have previously earned credit at another institution of higher education are ineligible. A book with an inscribed nameplate is presented to each student, and a notation is made on the student’s transcript by the Office of the Registrar, and recipients of this award are invited to attend the annual Honors Convocation.

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 percent 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.
CHAPTER IV

Academic Conduct

The College’s Academic Judiciary has been established to adjudicate cases of alleged academic misconduct by students in the College. 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, G411 Mason Hall. Procedures to be followed in judiciary hearings are detailed in the “Academic Judiciary Manual of Procedures,” available in G411 Mason Hall.

The judiciary’s charge is to uphold the scholarly values of the University community. Appeals are accepted only on procedural, not on substantive, grounds. An appeal for clemency may be made to a three-member appeal panel only in the case of expulsion or suspension.

Code of Academic Conduct

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

- **Plagiarism**: submitting a piece of work (for example an essay, research paper, assignment, laboratory report) which in part or in whole is not entirely the student’s own work without attributing those same portions to their correct source.
- **Cheating**: using unauthorized notes, or study aids, or information from another student or student’s paper on an examination; altering a graded work after it has been returned, then submitting the work for re-grading; and allowing another person to do one’s work and to submit the work under one’s own name.
- **Double Submission of Papers**: Submitting or re-submitting substantially the same paper for two or more classes in the same or different terms without the express approval of each instructor.
- **Fabrication**: presenting data in a piece of work which were not gathered in accordance with guidelines defining the appropriate methods for collecting or generating data and failing to include a substantially accurate account of the method by which the data were gathered or collected.
- **Aiding and Abetting Dishonesty**: providing material or information to another person with knowledge that these materials or information will be used improperly.
- **Falsification of Records and Official Documents**: altering documents affecting academic records; forging signature of authorization or falsifying information on an official academic document, election form, grade report, letter of permission, petition, or any document designed to meet or exempt a student from an established College or University academic regulation; unauthorized or malicious interference/tampering with computer property.

Other Grievance Procedures

Students 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. 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 A. Alfred Taubman 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 LS&A 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 first-year students 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.

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

Administrative Regulations

1. Students may initially enroll in either the College of Engineering or the College of Literature, Science, and the Arts.

2. To be qualified for admission to the joint degree program, students are usually expected to have completed 30 credits of courses with an overall grade point average of at least 2.7. Entry of LS&A students to some programs in Engineering may require a substantially higher grade point average.

3. Students considering this program should discuss their plans with the program advisor associated with the college in which they are enrolled. Usually this contact should be made early in the sophomore year.

4. Students must complete an application form indicating their program in each college. Applications are available from Chalmers Knight or John Stratman (Academic Advising Center, 1255 Angell Hall, 764-0332), or Professor Gary Herrin, Assistant Dean, College of Engineering (Engineering Advising Center, 1009 Lurie Engineering Center, 647-7106).

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.

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
Individualized Joint Degree Programs

A student may be interested in a joint degree program with another school or college, even if it has not been officially established by the College. Such joint degree programs are planned through the Academic Standards Board. At least 150 credits are required for an individualized 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 an individualized 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.

Students who have been admitted to the BBA program in the School of Business and who have also completed significant LS&A course work in a concentration may discuss an individualized joint degree program with the Business School.

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

The Gerald R. Ford 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 BGS 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 Gerald R. Ford 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 the Gerald R. Ford School of Public Policy. Courses may be taken in the Spring or Summer half-terms if necessary. In addition, applicants for the accelerated program must show an academic record that is demonstrably superior to that of students entering on the regular track. This means that the student record must meet or exceed the median scores for the entering class: a cumulative GPA of 3.4 and a Quantitative Graduate Records Examination (GRE) score of 660.

Further information can be found under the departmental program statements of Economics and Political Science in Chapter VI, or by visiting the Gerald R. Ford 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 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 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., A. Alfred Taubman College of Architecture and Urban Planning, Business, Dental Hygiene, Education, and Pharmacy) within the University admit only students who have completed two years of liberal arts study. The following information is for students interested in planning the freshman and sophomore years in LS&A and then applying to one of the schools below.

Architecture (Pre-Professional Program in Architecture)

Because architecture is truly interdisciplinary, it is important that prospective students acquire a liberal arts background. Students are not admitted to the A. Alfred Taubman 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 A. Alfred Taubman College of Architecture and Urban Planning looks for evidence of interest and strong commitment demonstrated in any number of ways: coursework, attending Taubman College lectures, familiarity with architectural literature, travel, visiting our changing exhibits, or work experience. For additional information, contact Sheri Samaha in the 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 A. Alfred Taubman College of Architecture and Urban Planning (2150 Art and Architecture Building) for specific requirements. A visit to the College is also encouraged.

Since admission to Bachelor of Science program 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 en-
tering 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. Applications are available online at: [http://www.bus.umich.edu/bba](http://www.bus.umich.edu/bba).

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 first. 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 2001 and after must satisfy three of the following requirements by the time they graduate from the BBA program:

1. Nine credits in Natural Sciences (NS) and/or Mathematical and Symbolic Analysis (MSA), with the following restriction: Any math course numbered 200 and above may be used for MSA. No 100-level math courses can be used to meet this requirement.
2. Nine credits in Humanities (includes all philosophy courses).
3. Nine credits in Social Sciences (excludes all economics courses).
4. Fourth-term proficiency in a foreign language as determined by successful completion of a proficiency exam administered by UM–Ann Arbor’s Office of Academic Advising or completion of fourth-term, college-level foreign language course.

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

Certain courses, some of which can be elected for LS&A degree credit, cannot be transferred to the Business School. These include internship courses, certain Kinesiology 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.

Details on transfer course approval are available online in the BBA Bulletin ([http://www.bus.umich.edu](http://www.bus.umich.edu)).

With the exception of Accounting 271 and 272, Business School 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

[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: Students in Movement Science, Sports Management, and Athletic Training degree programs must satisfy a distribution plan of 36 credits – 12 credits in each of the following three disciplines: humanities, social science, and natural science. Students in the Physical Education degree program must complete a distribution plan of 27 credits – 9 credits in each of the areas. 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.
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-Medicine and Pre-Legal Studies

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 view the website 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 130/125, 210/211, 215/216, followed by 260/241/242, is the recommended introductory course sequence.
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.

Pre-Law Studies
http://www.lsa.umich.edu/prelaw/

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 differentiation. LS&A students should try to avoid these shortcomings by (1) participating in extracurricular activities, student organizations, and courses stressing group interaction and leadership responsibilities; and (2) taking courses which demand precise thinking and close reading.

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

Interested students should view the prelaw website 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.
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 6, 2001. Subsequent changes in academic policy and procedures, new academic opportunities, etc., are on the Student Academic Affairs web site.

Key to Course Listings

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. Except for small seminars where the reading and/or writing requirements are intensive, one credit represents no less than one hour of class meeting time each week of the term, and usually represents two hours of work outside of class for each class hour.

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 re-numbering 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, notes the term(s) some courses are offered.

The Credit Symbol, an Arabic numeral in parentheses, indicates the number of semester hours. Except for small seminars where the reading and/or writing requirements are intensive, one credit represents no less than one hour of class meeting time each week of the term, and usually represents two hours of work outside of class for each class hour.

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 web site 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 students and non-declared Computer Science/Applied Physics majors taking Engineering courses who require a CAEN account are eligible to purchase a CAEN account for the semester. The CAEN Lab Access fee is based on the tuition differential that Engineering students have to pay. The current fee for 2000-01 (subject to change) was:

- $97 per academic term for non-Engineering/Computer Science freshmen and sophomores;
- $175 per academic term for juniors, seniors and graduate non-engineers.

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. CAEN Accounts are eligible to purchase a CAEN account for the semester. The CAEN Lab Access fee is based on the tuition differential that Engineering students have to pay. The current fee for 2000-01 (subject to change) was:

- $97 per academic term for non-Engineering/Computer Science freshmen and sophomores;
- $175 per academic term for juniors, seniors and graduate non-engineers.

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. CAEN Accounts which are purchased by non-engineering students will be billed directly to the student account.

LS&A Course Guide. 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/

University Time Schedule. 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 the registration system.

Web site: http://www.umich.edu/~regoff/
Afroamerican and African Studies

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

Professors
James Chaffers (Urban Planning), design links between spatial equality and human spirituality
Frederick Cooper (Charles Gibson Collegiate Professor of History), East African history
Mamadou Diouf (History), African history, urban political, colonialism, social, intellectual, and nationalism
Augustin Ferdinand Charles Holl (Anthropology), West African Prehistory (prehistoric adaptation to marginal dry lands); Sabel, Sahara (West Africa) and the Niger desert (Israel); the emergence of complex societies; ethnoarchaeology of pastoral societies; and African-American archaeology (African Burial Ground Research Project)
James S. Jackson (Daniel Katz Distinguished University Professor of Psychology), (Social, Cognition and Perception) survey methodology; mental health, cultural influences
Earl Lewis (History), African American history after 1865
Marlon Ross (English), 18th- and 19th-century British literature; 20th-century African American literature and culture; gender, sexuality, and masculinity studies; gay/lesbian queer theory; and literary history and historiography
Teshome Wagaw (Education), postsecondary education in developing nations; comparative postsecondary education
Hanes Walton, Jr. (Political Science), African politics, African American politics, the politics of civil rights, and regulatory agencies
Warren Whatley (Economics), southern labor history; migration; urban poverty; and Black workers in the industrial age

Associate Professors
Kelly Askew (Anthropology), gender ideology and musical practice in Zanzibar and coastal Tanzania; Swahili language training in mainland Tanzania and Zanzibar; and musical performance in Swahili culture and society.
Elizabeth Cole (Women’s Studies), social identity; political thought and action – particularly among women and African Americans; personal and group identity; and adult personality development
Kevin K. Gaines (History), African American history, progressive era jazz
Sandra Gunning (English), 19th- and 20th Century American literature and Afro-American literature
Penny M. Von Eschen (History), 1940s Black anticolonialism; race in Cold War America; Black Marxism; and the Black press

Assistant Professors
Derrick Cogburn (Information), international regime transformation in response to globalization and the Information Society, international telecommunications and information policy; geographically distributed knowledge and learning communities; computer-supported collaborative learning; small, medium and micro-sized enterprises (SMMEs); and global e-commerce policy and strategy
Jacqueline Francis (History of Art), modernist and post-modernist paintings by artists of color in the U.S. and England
Frances Gateward (Film & Video), cinema of the African Diaspora; African American, Asian, and Asian American popular culture
Arlene Keizer (English), African American literature; Anglophone Caribbean literature; literary criticism and theory; critical social theory and cultural studies; feminist theory; and creative writing
Michele Mitchell (History), post-emancipation United States; African-American debates about the collective destiny of people of African descent emancipation; emigration, imperialism, sexuality, domestic reform and Black nationalism
Mbala Nkanga (Theatre and Drama), theatre and popular performance in Central Africa; hidden resistance and multiplicity of voices in the narratives and performance of African slaves in the Carolinas; function of popular and informal media in visual arts, music, and performance dealing with social and political criticism; and interculturalism and the performance of memory
Ifesom Nwankwo (English), African-American and Anglophone and Hispanophone Caribbean literature; Francophone Caribbean literature, Caribbean Diasporan literature, and African-Canadian literature
Elisha Renne (Anthropology), ethnographic research, abortion in Nigeria, reproductive health matters in Nigeria, aesthetics in northern Nigeria, African art
Xiomara Santamaria (English), nineteenth-century African American women; antebellum culture; nineteenth-century African American and American literature; and African American writers
Julius Scott (History), Caribbean world in the 17th, 18th, and 19th Centuries; slavery and emancipation; the Haitian Revolution and its impact in Afro-America
Caroline Squires (Communication Studies), environmental sociology, policy analysis; the sociology of leisure; and the environmental justice movement
Alfond A. Young (Sociology), race and urban poverty; African American social thought; African American intellectual; race and ethnic relations; low-income African American men in urban communities; and the political orientations of African American scholars

Lecturers
Nesha Haniff (Women’s Studies), abortion in Jamaica; women’s reproductive health, violence against women in the Caribbean; AIDS in South Africa
Yaw Twumasi, relationship between discontent of social groups and political change in developing countries, with particular attention to the role of underprivileged social classes and strata in political transformations

Adjunct Lecturers
Jon Onye Lockard, African, Afro-Brazilian; and traditional art of the Americas; contemporary African American art and comparative Black art.
Ronald Woods, African American constitutional and legal studies and civil rights law and policy

Professor Emeritus Harold Cruse (History)

The Center for Afroamerican and African Studies (CAAS) provides students an opportunity to examine the histories, social organizations, cultures, and arts of people of African descent, particularly those of Africa, the United States, and the Caribbean. The Center fosters a comprehensive program of study that enables students to focus within and across these areas, as well as to work within and across various disciplines, including history, literature, linguistics, anthropology, sociology, psychology, political science, economics, music, art, film, communications, and religion. While encouraging comparative analysis of the diverse cultural and social traditions derived from Africa, courses also bring attention to current theories, methodologies, and research on race, cultural identity, socioeconomic class, gender, and sexuality in relation to African, African American, and Afro-Caribbean experiences. In addition to exploring the historical cultures of Africa and its Diaspora, students also have opportunities to study contemporary issues treated in such professional fields as public policy, urban planning, education, environmental studies, information technology, and health sciences.

Prizes. The Walter Rodney Student Essay Prize Competition is sponsored annually by the Center to encourage excellence in scholarship on the experience of the African diaspora. Two prizes are awarded for the best original undergraduate and graduate student essays on any topic in Afroamerican, Caribbean, and/or African Studies.

CAAS Information Resource Center. The CAAS Information Resource Center (IRC) is a reference and referral library designed to support the curriculum and general information needs of faculty, staff, and students.
Located at 211a West Hall, the IRC is currently open Mondays-Thursdays 10 a.m. to 5 p.m. Call (734) 764-5518 for more information. The collection includes books, pamphlets, periodicals, and popular magazines, as well as audio and videotapes, computer work stations, and other resources.

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.

Roster of CAAS Area and Cross-Area Courses


Afroamerican and African Studies

May be elected as an interdepartmental concentration program

Prerequisite to the Concentration. CAAS 111: Introduction to Africa and Its Diaspora (4 credits).

The 200-Level Requirements. At the 200 level, CAAS courses are introductory or general surveys either within one of the geographic areas (Africa, African America, or the Afro-Caribbean) or across at least two of these areas. Because these courses build on the basic concepts and methods introduced in CAAS 111, students are strongly encouraged to take CAAS 111 before proceeding to any of these 200-level courses. At the 200 level, there are two requirements: (1) one course within one of the three major geographic areas; and (2) one cross-area course focusing on Diasporic connections.

1. One Area Course (3 credits): Each concentrator is required to take at least one course (3 credits) at the 200-level that is focused on issues solely in one of the geographic areas. This course may be in African Studies, Black U.S. Studies, or Afro-Caribbean/Latin American Studies. Students are strongly encouraged to take one of the following courses to meet this requirement: CAAS 200, “Introduction to African Studies”; CAAS 201, “Introduction to African American Studies”; or CAAS 202, “Introduction to Afro-Caribbean Studies.”

2. One Cross-Area Course (3 credits): Each concentrator is required to take at least one 200-level course that examines Diasporic issues across at least two geographic areas: Africa and the U.S., Africa and the Afro-Caribbean, or the Afro-Caribbean and the U.S.

The Upper-Level Requirements. Upper-level CAAS courses focus on more specialized issues and methods, frequently within particular disciplines or concerning an interdisciplinary problem in the study of an area. At this level, there are also courses focused on particular historical periods, literary genres and periods, sub-areas of the African continent (such as East Africa), national identities (such as Ethiopia), social, political, or economic movements (such as Pan-Africanism, urban redevelopment in the U.S., or Black feminist thought).

Students are required to take at least 9 courses (27 credits) at the 300 and 400 level. Six of these courses are devoted to the student’s chosen track, enabling in-depth study in one geographic area (the subconcentration). One course must focus on materials solely outside the subconcentration. One course must have a cross-area focus on Africa and its Diaspora. Each student is also required to take one Senior Seminar (CAAS 495) for 3 credits.

1. The Subconcentration (18 credits).

CAAS offers three tracks based in study of the three major geographic areas of Africa and its Diaspora: African Studies, African-American Studies (U.S.-focused), and Afro-Caribbean Studies. To ensure that students gain depth in their studies, they must complete at least 6 upper-level courses (18 credits) in one of these geographic areas. Among these six courses, the student may include some cross-area courses, as long as the sub-concentration area plays a central role in the course materials.

In choosing courses for the subconcentration, students should do work across traditional disciplines. For instance, a student especially interested in African anthropology would be well served in also taking a course in African sociology or African literature. A student interested in African American film and visual art would be well served to take a course in African American psychology, history, or communication studies.

(Students who are interested in specializing in Afro-Caribbean / Latin American Studies may supplement their CAAS courses with those from other units, such as courses offered through the program in Latin American and Caribbean Studies and the Department of Romance Languages. Students, however, must first seek permission from CAAS academic advising staff before doing so.)

2. The Upper-Level Cross-Area Requirements (6 credits).

If the subconcentration facilitates depth in a geographic area, the upper-level cross-area requirements encourage students to continue to build a breadth of knowledge. Students must take at least 2 courses (6 credits) that focus on geographic areas outside their chosen track.

Each student is required to take one course (3 credits) fully outside his or her subconcentration either in Africa or the Diaspora. That is, those who choose the African Studies track must complete at least one upper-level course solely in African-American or Afro-Caribbean Studies. Likewise, students subconcentrating in one of the Diaspora areas (i.e., African American or Afro-Caribbean Studies) must complete at least one upper-level course devoted solely to Africa.

Each student must also complete at least one upper-level course (3 credits) that focuses on cross-area study between Africa and its Diaspora. This is in addition to any such cross-area courses counted toward the 18 credits of the subconcentration.

3. CAAS 495: The Senior Seminar (3 credits).

All students are required to take a Senior Seminar. As a capstone course, CAAS 495 invites students to reflect on and synthesize their studies by participating in a seminar format, by working on a particular problem of interest to the student, and through the production of a major research paper.

The Theme Cluster Option. In addition to the above requirements, students can enhance their educational experience in CAAS by clustering their courses around a theme crucial to understanding the historical cultures and contemporary issues of people of African descent. As students examine the course offerings in consultation with their CAAS academic advisor, they may seek to create a dialogue among their courses within a term and across terms by electing courses in which that particular theme stands out. This option is strongly recommended, especially for Honors concentrators.

Students may choose one of the following themes around which to cluster their courses:

The Arts and Performance
Colonialism and Post-colonialism
Contemporary Culture
Diasporic Connections
Education and Literacy
Gender and Sexuality
Health and Development
Information Technology
Mass Media
Migration and Travel
Nationalism and Pan-Africanism
Philosophy and Political Thought
Race and Environment
Urban and Community Studies

Advising. The CAAS Advising Center (203 West Hall) is staffed with faculty and graduate students eager to provide academic advising on the CAAS curriculum for any student interested in these fields of study, whether pursuing a concentration, an academic minor, or one course. Call (734) 615-4336 or drop by during the posted hours. The CAAS Advising Center also sponsors final exam study breaks, informational meetings on graduate study, and other such events.

Honors Concentration. In addition to the above requirements set for the concentration, students seeking Honors also fulfill the following criteria.

1. Students wishing to pursue Honors in Afroamerican and African Studies must have a 3.2 overall grade point average and a 3.5 average in CAAS courses.
2. They should contact the Honors Coordinator to apply for Honors by the first term of their junior year.
3. Students may choose to take an Honors discussion section of CAAS 111.
4. By the beginning of the first term of the senior year, students should choose two Honors thesis advisors from the CAAS faculty, one of whom will serve as director.
5. Honors students should take CAAS 495, “Senior Seminar,” in the Fall term of their senior year. The student’s work in the Senior Seminar will focus on drafting a portion of the Honors thesis (around 25 pages). Thus, the student will be working with both the CAAS 495 instructor and the two Honors thesis advisors, all three of whom will keep one another abreast of the student’s progress.
6. The Honors thesis project initiated in CAAS 495 must be expanded, redrafted, and completed in the Winter term of the senior year in consultation with the Honors thesis advisors, resulting in a finished Honors thesis of 50 to 75 pages.
7. Students should take CAAS 410, “Supervised Reading and Research,” in the Winter term of their senior year in conjunction with the completion of the Honors thesis.
8. Seniors achieving Honors are invited, along with their guests and advisors, to an Honors dinner, at which the students present brief summaries of their theses.

Winter term of their senior year in conjunction with the completion of the Honors thesis.

Afroamerican and African Studies Academic Minor

An academic minor in Afroamerican and African Studies is not open to students with a concentration in the Center for Afroamerican and African Studies.

Students wishing to pursue an academic minor in Afroamerican and African Studies must develop a specific plan for its completion in consultation with the Center’s designated advisor. Appointments are scheduled at the Program Office.

CAAS is an ideal unit for the student interested in an academic minor in one of the fields concerned with the study of Africa and its Diaspora. Students can use a CAAS academic minor to supplement and make more coherent their understanding of the knowledge in a traditional discipline. For instance, students concentrating in U.S. history could enhance and deepen their course work by taking a systematic course of study in CAAS focusing not only on the many cross-listed courses between CAAS and History but also on other non-cross-listed courses that the student might otherwise overlook if not affiliated with CAAS. A course in African politics after colonialism, for example, would work well for such a History concentrator.

Because of the plethora of disciplines, interdisciplinary faculty, and geographic connections designed into the CAAS curriculum, a CAAS academic minor can become a valuable intellectual resource for concentrators in any field where CAAS has faculty strengths, including history, literature in English, anthropology, political science, sociology, education, psychology, art, and communications. Students in other disciplines, such as languages, could also find an asset in the range of CAAS courses. A student of French language and literature would benefit from being able to take a series of courses related to Francophone Africa and the West Indies. Students in fairly regulated concentrations (such as chemistry) who have an interest in African history and culture would be able to pursue such an interest without jeopardizing the concentration.

Students interested in pursuing an academic minor in Afroamerican and African Studies must meet the following requirements:

1. CAAS 111 (4 credits), to be completed by the sophomore year.
2. The 200-Level Requirement (3 credits). Students need at least one 200-level course in one of the three areas (African, African American, or Caribbean), or they can select a cross-area course to meet this requirement.
3. Upper-Level Area Requirements (6 credits). Students need at least two courses at the 300 and 400 level, excluding CAAS 495. One of these courses must be in African Studies and the other must be in either African American or Afro-Caribbean / Latin American Studies.
4. CAAS 495, Senior Seminar (3 credits). CAAS minors are expected to complete a paper of approximately 12 pages as a written requirement for this course.

Courses in Afroamerican and African Studies (CAAS)

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). (Cross-Area Courses). May not be included in a concentration plan.

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). (Cross-Area Courses). May not be included in a concentration plan.


111. Introduction to Africa and Its Diaspora. (4). (HU). (R&E). May not be included in a concentration plan.


205. Introduction to Black Cultural Arts and Performance. CAAS 111. (2). (HU). May be elected for credit twice.

American Culture

2402 Mason Hall
419 South State Street
(734) 763-0031 (phone)
(734) 936-1967 (fax)
http://www.lsa.umich.edu/ac/
e-mail: ac.info@umich.edu

Supervised by the interdepartmental Commit-
tee for the Program in American Culture
Professor Alan Wald, Director

Professors
Jonathan Freedman (American Culture / English), late 19th-century British and American literature; cultural theory; film
June Howard (American Culture / English / Women's Studies), late 19th-century early 20th-century American literature and culture
James H. McIntosh (American Culture / English), American Renaissance literature; Latin American literature; nature and landscape in American Culture
Carroll Smith-Rosenberg (American Culture / History / Women's Studies), women's history; history of sexuality; early America
Alan Wald (American Culture / English), 20th-century U.S. cultural Left; working-class culture

Associate Professors
Betty Bell (American Culture / English / Women's Studies), Native American literature; 19th-century American literature; gender studies
Philip Deloria (American Culture, History), 19th-century cultural history and theory; Native American history; history of the American West; American environmental history
Sandra Gunning (American Culture / English), African-American Literature; American Literature; travel writing

Assistant Professors
Philip Akutsu (American Culture / Psychology), Ethnic minority mental health
Paul Anderson (American Culture / History), modern U.S. cultural history; cultural history of popular music
Catherine Benamou (American Culture / Film & Video / Spanish), Latin American and Latino/a cinema and video
Liza Black (American Culture / History), Native American history; 20th-century U.S. cultural history; Native Americans in film
James W. Cook (American Culture / History), 19th-century U.S. Cultural, Social, and Intellectual History; Popular; visual and urban culture; race and ethnicity
Maria Cotera (American Culture / Women's Studies) Latino/a's gender studies; comparative ethnic studies; ethnography
Matthew Countryman (American Culture / History), African-American social movements; 20th-century U.S. history

John González (American Culture / English), 19th-century U.S. literature; Latina/o cultural studies
Scott Kurashige (American Culture and History), 20th-century U.S. History; Asian American History; Comparative Ethnic Studies
Susan Najita (American Culture and English), Pacific literatures in English; 20th-century American literature
Hannah Rosen (American Culture, Women's Studies) Cultural and social history of emancipation and reconstruction; feminist theory

Lecturers
Kristin Hass, 20th-century cultural history; visual and material culture
Christina Jose-Kampfner (American Culture, Psychology, Women's Studies) Psychology of women, women in prison issues, minority women in the U.S.
Emily Lawsin (American Culture, Women's Studies), Asian American Studies, Filipino American women, literature, history, education, and media analysis, oral history of working class women, comparative ethnic literature
Irving (Hap) McCue, Ojibwa language and culture

The U-M Program in American Culture is among the most dynamic units on the campus, and is currently engaged in a dramatic transformation entailing intellectual thrust, faculty resources, and even its physical location. The first, the intellectual development, focuses on a rethinking of interdisciplinarity. In the spirit of the most creative and responsible scholarship of the new millennium, the Program is moving its intellectual center beyond a coalition of disciplinary specialists laboring in a collaborative relationship and toward the production of scholars whose accomplishments express a genuine synthesis of methods. Moreover, a critical constituent of this process is the reformulation of a vision of American cultures without borders, in an international framework, and with the study of Asian Americans, Latino/as, Native Americans, and African Americans pivotal to teaching and research. Our goal is to enrich the investigation of American culture by engaging in a refashioning of the more traditional areas of the field of American Studies, together with attention to budding subjects of new study within disciplines across the social sciences and humanities.

American Culture

May be elected as an area concentration 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 also is 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), at the 200-level and above; 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
Each track has certain courses and requirements.\textsuperscript{201} and AC 217. (If AC 201 is taken as the prerequisite, it may not also count for the “gateway” requirement.)

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

Each track has certain courses and requirements of its own.

A. Students electing \textit{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.

B. Students electing \textit{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.

C. Students electing \textit{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.

\textbf{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, AC 498 (Senior Seminar in American Culture), or AC 499, intensively studying a topic related to their interests or their track.

\textbf{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.

\textbf{Honors Concentration} is a way to specialize. Qualifying 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.

\textbf{Advising}: Students are encouraged to consult with the undergraduate advisor. For appointments regarding the concentration program, please call (723) 763-0031.

\textbf{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.

\textbf{Latino Studies} may be elected as an area concentration program.

\textbf{Courses in other departments may} be counted toward the Latino Studies concentration. Each track has certain courses and requirements of its own.

\textbf{Required Courses}: American Culture 312, “History of U.S. Latinos.”

\textbf{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, AC 498 (Senior Seminar in American Culture), or AC 499, intensively studying a topic related to their interests or their track.

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\textbf{Advising}: Students are encouraged to consult with the undergraduate advisor. For appointments regarding the concentration program, please call (723) 763-0031.

\textbf{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.

\textbf{Latino Studies} may be elected as an area concentration program.

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(734) 764-9934 or (734) 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 many others organized around specific topics. The Latino Studies Program offers a variety of courses, some focusing on particular national groups, others based on a particular discipline, and many others organized into 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.

\textbf{Prerequisites to the Concentration}: Seven credits in American Culture, including American Culture 212 or 213, “Introduction to Latino Studies” (3 credits).

\textbf{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. \textbf{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. Latino/as,” (4 credits) or by proving equivalency at the Spanish 275/276 level. Spanish native speakers who have enrolled in upper-level Spanish courses and complete them successfully may have this requirement waived by passing a proficiency interview and having a waiver form signed.

2. \textbf{Required Courses}:

   a. American Culture 312, “History of U.S. Latinos”


   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

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 (734) 647-9535.

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.

Asian/Pacific American Studies

Not a concentration program

The Asian/Pacific American Studies program within American Culture offers interdisciplinary graduate and undergraduate courses focusing on the Asian/Pacific American experience, serves as a focal point for university research and teaching on Asian/Pacific American, and provides resources for understanding Asian/Pacific American concerns and issues. The unique circumstances surrounding the incorporation of Asian immigrants into American society, as well as the broad range of stratification spanning Asian/Pacific American communities, underscores the richness and theoretical importance of developing a deeper understanding of the Asian/Pacific American experience alongside—and often in contrast to—that of other groups in the United States. Students may take a full range of courses examining the historical, political, economic, literary, artistic, cultural, and psychological forces which have shaped and continue to shape the lives and communities of Asian/Pacific American. At present, students may develop a course of study focusing on Asian/Pacific American communities and cultures through the “ethnic studies” track in American Culture. Students interested in pursuing a course of study in the field should contact Amy Stillman, Director of Asian/Pacific American Studies. Additional faculty affiliated with the program include Philipp Akatsu, Scott Kurashige, Emily Lawsin, and Susan Najita.

Courses in American Culture (AMCULT)

Unless otherwise stated, the permission required for the repetition of 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). Laboratory fee required.

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

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

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

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

211. Introduction to Latino Studies – Social Science. (3). (SS). (R&E). Laboratory fee required.


216. Introduction to Native American Studies – Social Science. (3). (SS). (R&E). Laboratory fee required.


Native American Studies

Not a concentration program

The Program in Native American Studies was established within American Culture in 1995. It is one of three subprogram in Ethnic Studies (Latino/a, Asian/Pacific American, and Native American Studies) in American Culture. During its first four years in existence, it offered undergraduate and graduate courses in the field, with an emphasis on Native American literature. With the recent arrival of Native American Studies faculty in History and Anthropology, its curriculum has expanded to include undergraduate and graduate courses organized around those disciplines. In the near future, Native American Studies will most likely offer courses in native spirituality/religion and Native American history. It is a quickly developing program and curriculum. Presently, there is no undergraduate concentration in Native American Studies available within American Culture. Students interested in enrolling in Native American Studies courses, however, should refer to course offerings in American Culture. Courses offered in Native American Studies in other departments/programs will be crosslisted in American Culture. At present students may develop a course of study focusing in Native American Studies through the “ethnic studies” track in American Culture. Students interested in pursuing a course of study in the field should contact Betty Louise Bell, Director of Native American Studies. Additional faculty affiliated with the program include Philip Deloria (History), Liza Black (History), and Barbara Meeks (Anthropology).

240 / WOMENSTD 240. Introduction to Women’s Studies. (4; 3 in the half-term). (HU). (R&E).


301. Topics in American Culture. (1-4). (Excl). Laboratory fee required. May be repeated with permission.


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

311. Topics in Ethnic Studies. (3). (HU). Laboratory fee required. May be repeated for credit with permission of advisor.

312 / HISTORY 312. History of Latinos in the U.S. No credit granted to those who have completed or are enrolled in Amer. Cult. 315. (3). (Excl). (R&E).
Anthropology

1020 LS&A Building
500 South State Street
(734) 764-7274 (phone)
(734) 763-6077 (fax)
http://www.lsa.umich.edu/anthro/
Professor Conrad P. Kottak, Chair

Professors
Ruth Behar, Cultural Criticism, Ethnographic Writing, Life Stories, Feminist Ethnography, Vis/ual 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 northeastern
gillian Feeley-Harnik, Kinship, Gender, and Reproductive Health Care; Religion; Phenomenology; Political Ecology; Anthropology of Development; Madagascar, Africa, United States; Historical and Contemporary Judaism and Christianity
Kent Flannery, Archaeology, Cultural Ecology: Near East, Middle America
Richard I. Ford, Cultural Ecology and Evolution, Ethnobotany, Archaeology, American Indians
A. Roberto Frisancho (Arthur F. Thurnau Professor), Biological Anthropology, Adaptive Responses to Environmental Extremes: Growth, Nutrition, Physiology; Latin America
Philip Gingerich, Primate Paleontology and Evolution
Augustin Hall, Archaeology, Ethnoarchaeology, Food production, complex societies, West Africa (Sabara, Maustrutia, Cameroon, Barkina Faso), Southern Levant (Ngey Desert, Israel
Judith Irvine, Linguistic Anthropology, Language ideology, language and political economy, performance, colonial and historical linguistics, social organization, Africa
Raymond Kelly, Ethnology, Social Inequality, Social Organization, Witchcraft, Warfare, Melanesia
Conrad P. Kottak, General and Cultural Anthropology; Brazil, Madagascar, U.S.
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 Oweis, 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, Popu-
The subject matter of anthropology is divided (ANTHRBIO) and (Anthropology) and Center for Africana Studies.

The anthropology section is housed in the Museum of Anthropology. This museum contains publications related especially to natural history and systematics. The anthropology section is housed in the Museum of Anthropology (on the fourth floor). Other sections of interest to anthropology students include a Mammalogy Library on living primates and a Paleontology Library containing works on fossil primates. These are housed on the second floor of the A.G. Ruthven Museum.

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 archeological, 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

Anthropology is a science that deals with both the biological and cultural aspects of human-ity. Its basic concerns include the organic 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 Anthro-pology and Cultural Anthropology. The latter, in turn, includes archaeology, ethnology, and linguistic anthropology.

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

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

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

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

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

A.G. Ruthven Museums Library. The Museum library contains publications related especially to natural history and systematics. The anthropology section is housed in the Museum of Anthropology (on the fourth floor). Other sections of interest to anthropology students include a Mammalogy Library on living primates and a Paleontology Library containing works on fossil primates. These are housed on the second floor of the A.G. Ruthven Museum.

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

May be elected as a departmental concentration program

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 (Biological Anthropology 398), archaeology or ethnology (Cultural Anthropology 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 teaching 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

May be elected as an interdepartmental concentration program

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. 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.

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

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, (734) 764-7274.

Social Anthropology

May be elected as an interdepartmental concentration program

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.

Qualifying 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.

Academic Minors in Anthropology

Academic minors in the Department of Anthropology are not open to students with any concentration or any other academic minor in the department of Anthropology.

Students wishing to pursue an academic minor in Anthropology must develop a specific plan for its completion in consultation with the department's designated advisor. Appointments are scheduled at 1020 LS&A Building.

Anthropology

Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 16 credits in one “track” to be chosen from the following tracks, as described below.

A. Ethnology

1. One general introduction to anthropology: Anthropology 101 or 222.
2. One upper-level course in anthropological theory from those listed under Ethnology-Theory/Method in the LS&A Bulletin.
3. Three anthropology courses, chosen in consultation with the advisor. At least one must be at the 400-level, one must be a regional course.

B. Linguistic Anthropology

1. One general introduction to anthropology: Anthropology 101 or 222.
2. Anthropology 272.
3. At least three upper-level courses from those listed under Linguistics Anthropology in the LS&A Bulletin.

C. Archaeology of Early Civilizations

1. Anthropology 386.
2. New World Civilizations: two courses chosen from Anthro. 488, 489, 491.
3. Old World Civilizations: two courses chosen from Anthro. 380, 381, 407, 442, 483.

D. Prehistoric Archaeology

1. Anthropology 282.
2. New World Prehistory: two courses chosen from Anthro. 387, 488, 489, 491.
4. Topical courses: Students may elect to replace one of the regional courses with a course addressing a broad comparative topic in prehistoric archaeology. Topical courses include, but are not limited to: Anthro. 286, 388, 390, 591.

Biological Anthropology

Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 16 credits of courses, to be chosen from the following categories as stated:

2. At least four upper-level courses in Biological Anthropology, chosen in consultation with an advisor, one of which must be at the 400-level or above.

Courses in Anthropology

BIOLOGICAL ANTHROPOLOGY (ANTHRBIO)


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


297. Topics in Biological Anthropology. (3). (NS). (BS). May be repeated for a total of twelve credits.


398. Honors in Biological Anthropology. Senior standing and permission of instructor. I. (3; 2 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit twice.

399. Honors in Biological Anthropology and Anthropology/Zoology. Senior standing and permission of instructor. (3; 2 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit twice.

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


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

467. Behavioral Ecology. A strong background in the natural sciences is assumed, including any two of the following courses: Anthropology 161, 368; Biology 162, 404, 494. (3; 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).
Applied Physics

2071 Randall Laboratory
500 East University
(734) 936-0653 (phone)
(734) 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), Pallab K. Bhattacharya (EECS), John C. Bibello (Materials Science & Engineering), Philip Bucksbaum (Physics), Roy Clarke (Physics), Steven Dierker (Physics), Roland Drayson (AOS), Ronald Gilgenbach (Nuclear Engineering & Radiological Sciences), John L. Gland (Chemistry, Chemical Engineering), George Hadiad (EECS), Mohammed Islam (EECS), Raoul Kopelman (Chemistry), Yue-Ying Lau (Nuclear Engineering & Radiological Sciences), Emmett Leith (EECS), Roberto D. Merlin (Physics), Gerard A. Mourou (EECS), Bradford Orr (Physics), Dimitris Pavlidis (EECS), Stephen Rand (EECS, Physics), Marc H.

Ross (Physics), Leonard M. Sander (Physics), Jasprit Singh (EECS), Duncan Steel (Physics, EECS), Citrad Uber (Physics), Herbert G. Winful (EECS), Jens C. Zom (Physics)

Associate Professors Michael Arzemon (Materials Science & Engineering, Nuclear Engineering & Radiological Sciences), Alec D. Gallimore (Aerospace Engineering), Marc M. Banaszak Holl (Chemistry), Franco Nori (Physics), Ted Norris (EECS), Xiaqing Pan (Materials Science & Engineering), Donald Umstadter (Nuclear Engineering & Radiological Sciences, EECS), Kim Winick (EECS), Steve Yalisove (Materials Science & Engineering)

Assistant Professors Eitan Geva (Chemistry), Rachel Goldman (Materials Science & Engineering), Jay Guo (EECS), Cagilyan Kurak (Physics), Joanna Mirecki-Millunchick (Materials Science & Engineering), Nils Walter (Chemistry)

Courses in Applied Physics (APP PHYS)


537 / EECS 537. Classical Optics. EECS 330 or 334. (3). (Excl). (BS). CAEN lab access fee required for non-Engineering students.


Armenian Studies

3076 Frieze Building
105 South State Street
(734) 764-0314 (phone)
(734) 763-4765 (fax)
http://www.amu.edu/~inet/crees/armeni.htm
E-mail: armenianstudies@umich.edu
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 Eastern Studies)

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 Lan-
Courses in Armenian Studies (ARMENIAN)

Armenian Literature and Culture in English

274 / AAPTIS 274. Armenia: Culture and Ethnicity. (3). (HU).

287 / HISTORY 287. Armenian History from Prehistoric Times to the Present. (3). (Excl).

415 / AAPTIS 473. An Introduction to Classical and Medieval Armenian Literature. (3). (Excl).


Language Courses

171 / AAPTIS 171. Western Armenian, I. No credit granted to those who have completed or are enrolled in Armenian 173. (4). (LR).

172 / AAPTIS 172. Western Armenian, II. Armenian 171. No credit granted to those who have completed or are enrolled in Armenian 173. (4). (LR).

173 / AAPTIS 173. Intensive First-Year Western Armenian. No credit granted to those who have completed or are enrolled in Armenian 172. (8 in the half-term). (LR).

181 / AAPTIS 181. Eastern Armenian, I. No credit granted to those who have completed or are enrolled in Armenian 183. (4). (LR).

182 / AAPTIS 182. Eastern Armenian, II. Armenian 181. No credit granted to those who have completed or are enrolled in Armenian 183. (4). (LR).

183 / AAPTIS 183. Intensive First-Year Eastern Armenian. No credit granted to those who have completed or are enrolled in Armenian 182. (8). (LR).


471(371) / AAPTIS 471. Advanced Western Armenian, I. Armenian 272 or 273. (3). (Excl).

472(372) / AAPTIS 472. Advanced Western Armenian, II. Armenian 471. (3). (Excl).

478 / AAPTIS 478. Classical Armenian I. No credit granted to those who have completed or are enrolled in Armenian 483. (3). (Excl).

479 / AAPTIS 479. Classical Armenian II. Armenian 478. No credit granted to those who have completed or are enrolled in Armenian 483. (3). (Excl).

483 / AAPTIS 480. Intensive Introductory Classical Armenian. No credit granted to those who have completed or are enrolled in Armenian 479. (6 in the half-term). (Excl).

Asian Languages and Cultures (ALC)

3070 Frieze Building
105 South State Street
(734) 764-8286 (phone)
(734) 647-0157 (fax)
http://www.lsa.umich.edu/asian/
e-mail: um-alc@umich.edu
Professor Donald Lopez, Chair

Professors

Madhav Deshpande, Sanskrit language, literature, and linguistics
Luis O. Gómez (Charles O. Hucker Professor of Buddhist Studies), Buddhist religion and philosophy (Indian and Chinese Mahayana)
Peter E. Hook, Indo-Aryan languages and linguistics
Shuenn-fu Lin, Pre-modern Chinese literature, especially classical poetry and poetics
Donald S. Lopez, Jr., (Carl W. Belser Professor of Buddhist and Tibetan Studies, Arthur F. Thurnau Professor), Indian and Tibetan Buddhism

Associate Professors

William H. Baxter, III, Chinese language and linguistics
Nancy K. Florida, Southeast Asian literature and culture
Ken K. Ito, Modern Japanese literature, particularly Meiji and Taisho fiction
Phillip J. Ivanhoe, Chinese Philosophy
Webb Keane, Cultural Anthropology, Indonesia
Sumathi Ramaswamy, Indian history
Esperanza Ramirez-Christensen, Pre-modern Japanese literature, particularly poetry, criticism, and Heian prosa
David Rolston, Traditional Chinese fiction and drama, particularly traditional fiction criticism and Peking opera
Robert Sharf, East Asian Buddhism, particularly the Ch’an, Zen, and Tantric traditions

Hitomi Tonomura, Japanese history

Assistant Professors

Eun-su Cho, Korean language & culture
Henry Em, Korean Studies
Hugh de Ferranti, Asian music & musicology
Mayumi Yuki Johnson, Japanese linguistics
Abé Mark Nornes, Asian cinema

Lecturers

Andrew Byron, Korean language
Qinghai Chen, Chinese language
Shoko Emori, Japanese language
Laura Grande, Chinese language
Misao Kozuka, Japanese language
Karanakaran Krishnamoorthi, Tamil language
Montaipic Krishnamurthi, Thai language
Hsin-Hsin Liang, Chinese language
Thi Nga Nguyen, Vietnamese language
Mayumi Okla, Japanese language
Jee-hyun Park, Korean language
Mohammad Tahsin Siddiqi, Hindi-Urdu language

Pashura Singh, Sikh Studies
Gareth Sparham, Tibetan language
Margaretha Sudarshil, Indonesian language
Rumi Terao, Japanese language
Hilda Tao, Chinese language
Adelwisa Agas Weller, Tagalog language

Professors Emeriti

James I. Crump, Kenneth J. Dewoskin, Harriet C. Mills, Donald J. Munro, Yi-tsi Feuerwerker

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 an undergraduate concentrations in Asian Studies. Undergraduates are encouraged to consult departmental advisors about appropriate electives, about introducing an Asian component into a concentration plan focused in another department, as well as about developing a plan of study leading to a concentration in Asian Studies.

The department’s core courses in the modern languages of East, South, and Southeast Asia are designed to develop proficiency in the basic skills of speaking, aural comprehension, reading, and writing. To speed students progress toward a working knowledge of the languages, intensive work in Chinese, Hindi, 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. Four area centers, the Center for Chinese Studies, the Center for Japanese Studies, the Center for South Asian Studies, and the Center for 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 is open to undergraduates from any of the fifteen state-supported universities in Michigan, as well as students from Shiga Prefecture. Prerequisites: applicants must have been enrolled full-time for at least one year at one of the state-supported universities in Michigan. Applicants must apply through their home institution. Applications deadline: 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, (734) 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 a departmental concentration program

Asian Studies is a concentration that offers students an opportunity to pursue interests in the traditional and modern civilizations of Asia. The particular courses to be counted toward the concentration will depend on the individual students major track and field.

Major Tracks:

- Chinese Studies
- Japanese Studies
- Korean Studies
- South Asian Studies
- Southeast Asian Studies

Possible Fields of Study:

- Cultural Studies
- Film
- Gender Studies
- History/Civilization
- Linguistics
- Literature
- Performing Arts
- Philosophy
- Religion
- Visual Arts

Prerequisites to Concentration. One year (or first-year proficiency) of an Asian language taught in the Department of Asian Languages and Cultures.

Concentration Program

1. Language Requirement. All concentrators must have fourth-term proficiency in an appropriate Asian language. Concentrators are strongly encouraged to continue their language training beyond the second year requirement. This is particularly important, if not essential, for students contemplating a graduate program in an Asian field.

2. Course Requirements. 30 credits at the 200-level and above, 15 of which must be at the 300-level or above. At least 15 credits must be taken in residence at the University of Michigan. The concentration plan is designed in consultation with and approved by the concentration advisor. Students choose a track and then focus on a field of study.

a. Major track requirement (15 credits). Language courses at the 300-level and above count toward this requirement.

b. Breadth requirement. At least six credits in Asian Studies that are not focused exclusively on the major track. Transregional courses count toward this requirement.

c. Junior/Senior Colloquium for Concentrators.

d. Cognate requirement. 6 credits elected outside Asian Studies. Courses can be theory/method courses in the particular disciplinary field or course in the major track but outside the disciplinary field.

Honors Concentration: Candidates for the Honors concentration must complete all required regulars 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 the appropriate Honors course(s). Recommendations for the designation of “Honors,” “High Honors,” and “Highest Honors” in Asian Studies 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 (ASIAN)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>111 / 151</td>
<td>Indian Civilization. (4; 3 in the half-term). (HU).</td>
</tr>
<tr>
<td>112 / 152</td>
<td>Southeast Asian Civilization. (4; 3 in the half-term). (SS).</td>
</tr>
<tr>
<td>121 / 151</td>
<td>East Asia: Early Transformations. (4; 3 in the half-term). (HU).</td>
</tr>
<tr>
<td>122 / 120</td>
<td>Modern East Asia. (4; 3 in the half-term). (SS). (Excl).</td>
</tr>
<tr>
<td>123 / 155</td>
<td>Understanding Traditional China Through Stories of Conflict Values. (3). (HU).</td>
</tr>
</tbody>
</table>

First Year Seminar in Asian Studies: Civilization 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 for a total of six credits.

**Asian Languages and Cultures**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>301(401) / 151</td>
<td>JAPANESE 301 / WOMENSTD 301. Writing Japanese. (4). (HU).</td>
</tr>
<tr>
<td>312 / 155</td>
<td>KOREAN 312. Traditional Korean Thought. Knowledge of Korean language is not required. (3). (Excl).</td>
</tr>
<tr>
<td>316 / 156</td>
<td>BUDHST 316 / RELIGION 316. Religion in Modern Japan. (3). (Excl).</td>
</tr>
<tr>
<td>320 / 157</td>
<td>SSEA 320. Sikh History I (16th-18th Centuries). (3). (Excl).</td>
</tr>
<tr>
<td>380 / 160</td>
<td>Topics in Asian Studies. (3). (Excl). May be repeated for a total of six credits.</td>
</tr>
<tr>
<td>381 / 161</td>
<td>Junior/Senior Colloquium for Concentrators. Junior or senior standing and concentration in Asian Studies. (3). (Excl).</td>
</tr>
<tr>
<td>440 / 165</td>
<td>National Cinema of Asia. (3). (Excl). May be repeated for a total of six credits.</td>
</tr>
<tr>
<td>444 / 166</td>
<td>The Southeast Asian Village. (3). (Excl).</td>
</tr>
<tr>
<td>461 / 167</td>
<td>SSEA 461. Southeast Asian Literature. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>466 / 170</td>
<td>CHIN 466 / PHIL 456. Interpreting the Zhuangzi. Asian Studies 263 or another introductory philosophy course is recommended. (3). (Excl).</td>
</tr>
<tr>
<td>468 / 171</td>
<td>CHIN 468 / PHIL 468. Classical Chinese Thought. Upperclass standing; no knowledge of Chinese required. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>469 / 172</td>
<td>CHIN 469 / PHIL 469. Later Chinese Thought. Upperclass standing; no knowledge of Chinese required. (3; 2 in the half-term). (Excl).</td>
</tr>
<tr>
<td>490 / 179</td>
<td>Topics in Japanese Studies. (3). (Excl).</td>
</tr>
<tr>
<td>491 / 180</td>
<td>Topics in Japanese Studies. (1). (Excl).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>492 / 181</td>
<td>Topics in S&amp;SEA Studies. (1-3). (Excl). May be repeated for a total of eight credits.</td>
</tr>
<tr>
<td>499 / 182</td>
<td>Independent Study-Directed Readings. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits.</td>
</tr>
<tr>
<td>511 / 183</td>
<td>Colloquium on Southern Asia: The Interface of the Humanities and the Social Sciences. (3; 2 in the half-term). (Excl).</td>
</tr>
</tbody>
</table>

### Courses in Asian Languages (ASIANLAN)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>101(Chines) / 101</td>
<td>First Year Chinese I. Native or near-native speakers of Chinese are not eligible for this course. No credit granted to those who have completed or are enrolled in Chinese 103 (or Chinese 361). I. (5). (LR). Laboratory fee ($10) required.</td>
</tr>
<tr>
<td>102(Chinese) / 102</td>
<td>First Year Chinese II. Chinese 101. No credit granted to those who have completed or are enrolled in Chinese 103 (or Chinese 361). II. (5). (LR). Laboratory fee ($10) required.</td>
</tr>
<tr>
<td>103(Chinese) / 103</td>
<td>First Year Chinese III. No credit granted to those who have completed or are enrolled in Chinese 104 or 105. II. (5). (LR).</td>
</tr>
<tr>
<td>104(Chinese) / 104</td>
<td>First Year Chinese IV. Reading and Writing Chinese. No knowledge of Chinese is required. Placement by placement of instructor. No credit granted to those who have completed or are enrolled in Chinese 101, 102, 103 (or 362), I. (4). (LR).</td>
</tr>
<tr>
<td>111(SSEA) / 111</td>
<td>First Year Filipino I. (5). (LR).</td>
</tr>
<tr>
<td>112(SSEA) / 112</td>
<td>First Year Filipino II. Filipino 111 (or S&amp;SEA 107). (5). (LR).</td>
</tr>
<tr>
<td>115(SSEA) / 115</td>
<td>First Year Hindi I. No credit granted to those who have not completed or are enrolled in Hindi 111 (or S&amp;SEA 315 or 365). (4). (LR).</td>
</tr>
<tr>
<td>116(SSEA) / 116</td>
<td>First Year Hindi II. Hindi 111 (or 105 or 205). No credit granted to those who have completed or are enrolled in Hindi 111 (or S&amp;SEA 315 or 365). (4). (LR).</td>
</tr>
<tr>
<td>117(SSEA) / 117</td>
<td>Intensive First Year Hindi. No credit granted to those who have completed or are enrolled in Hindi 111 or 115 (or SSEA 106 or 204). Four credits granted to those who have completed SSEA 105. I. (5; 10). (LR).</td>
</tr>
<tr>
<td>118(SSEA) / 118</td>
<td>Reading and Writing Hindi I. Placement test. No credit granted to those who have completed or are enrolled in Hindi 111 (or SSEA 105). (3). (LR).</td>
</tr>
<tr>
<td>121(SSEA) / 121</td>
<td>First Year Indonesian I. (5). (LR).</td>
</tr>
<tr>
<td>122(SSEA) / 122</td>
<td>First Year Indonesian II. Indonesian 121 (or SSEA 103). (5). (LR).</td>
</tr>
<tr>
<td>125(Japanese) / 125</td>
<td>First Year Japanese I. Native or near-native speakers of Japanese are not eligible for this course. No credit granted to those who have completed or are enrolled in Japanese(Lan) 127 (or Japanese 361). I. (5). (LR). Laboratory fee ($7) required.</td>
</tr>
<tr>
<td>126(Japanese) / 126</td>
<td>First Year Japanese II. Japanese (AsianLan) 125 (or Japanese 101). No credit granted to those who have completed or are enrolled in AsianLan 127 (or Japanese 361). II. (5). (LR). Laboratory fee ($9) required.</td>
</tr>
<tr>
<td>127(Japanese) / 127</td>
<td>Intensive First Year Japanese. Permission of instructor. No credit granted to those who have completed or are enrolled in Japanese(Lan) 125 or 126 (or Japanese 102). (5). (LR).</td>
</tr>
<tr>
<td>135(Korean) / 135</td>
<td>First Year Korean I. Native or near-native speakers of Korean are not eligible for this course. No credit granted to those who have completed or are enrolled in Korean (AsianLan) 137 (or Korean 361). I. (5). (LR).</td>
</tr>
<tr>
<td>136(Korean) / 136</td>
<td>First Year Korean II. Korean (AsianLan) 135 (or Korean 101). No credit granted to those who have completed or are enrolled in Korean (AsianLan) 137 (or Korean 361). II. (5). (LR).</td>
</tr>
<tr>
<td>137(Korean) / 137</td>
<td>Intensive First Year Korean. No credit granted to those who have completed or are enrolled in Korean (AsianLan) 135 or 136 (or Korean 102). IIIb. (10). (LR).</td>
</tr>
</tbody>
</table>
235(Korean 201). Second Year Korean I. Korean (AsianLan) 136 or 137 (or Korean 102 or 361). Native or near-native speakers of Korean are not eligible for this course. No credit granted to those who have completed or are enrolled in Korean (AsianLan) 225 or 226 (or SSEA 206). (10). (LR).

236(Korean 202). Second Year Korean II. Korean (AsianLan) 235 or (Korean 201). No credit granted to those who have completed or are enrolled in Korean (AsianLan) 237 (or Korean 362). II. (5). (LR).

237(Korean 362). Intensive Second Year Korean. Korean (AsianLan) 136 or 137 (or Korean 102 or 361). No credit granted to those who have completed or are enrolled in Korean (AsianLan) 235 or 236 (or Korean 201 or 202). II(b). (10). (LR).

245(SSEA 211). Second Year Punjabi I. Punjabi 146 (or SSEA 106 or 316). No credit granted to those who have completed or are enrolled in SSEA 372. (4). (LR).

246(SSEA 212). Second Year Punjabi II. Punjabi 245 (or SSEA 211). No credit granted to those who have completed or are enrolled in SSEA 372. (4). (LR).

251(SSEA 209). Second Year Sanskrit I. Sanskrit 152 (or SSEA 110 or 369). (4). (LR).


255(SSEA 213). Second Year Tamil I. Tamil 156 or 157 (or S&SEA 114 or 373). No credit granted to those who have completed or are enrolled in Tamil 257 (or SSEA 374). (4). (LR).

256(SSEA 214). Second Year Tamil II. Tamil 255 (or SSEA 213). No credit granted to those who have completed or are enrolled in Tamil 257 (or SSEA 374). (4). (LR).

257(SSEA 374). Intensive Second Year Tamil. Tamil 156 or 157 (or SSEA 373 or 114). No credit granted to those who have completed or are enrolled in Tamil 257 (or S&SEA 213 or 214). (6 in the half-term). (LR).

261(SSEA 201). Second Year Thai I. Thai 162 (or SSEA 102). II. (4). (LR).

262(SSEA 202). Second Year Thai II. Thai 261 (or SSEA 201). II. (4). (LR).

265(Buddhist Studies 201). Second Year Tibetan I. Tibetan 166 (or Buddhist Studies 102). (4). (LR).

266(Buddhist Studies 202). Second Year Tibetan II. Tibetan 265 (or Buddhist Studies 201). II. (4). (LR).


272(SSEA 206). Second Year Urdu II. Urdu 271. (2). (LR).


301(Chinese 405). Third Year Chinese I. Chinese 202 or 203 (or Chinese 362). No credit granted to those who have completed or are enrolled in Chinese 303 (or 411). I. (5). (Excl).

302(Chinese 406). Third Year Chinese II. Chinese 301 or 302 (or Chinese 405). No credit granted to those who have completed or are enrolled in Chinese 303 (or 411). II. (5). (Excl).

303(Chinese 411). Intensive Third Year Chinese. Chinese (AsianLan) 227 or 362, and permission of instructor. No credit granted to those who have completed or are enrolled in Chinese (AsianLan) 201 or 202 (or Chinese 406). (10). (Excl).

Courses in Buddhist Studies (BUDDHST)

231 / ASIAN 231 / RELIGION 231. Introduction to Tibetan Buddhism. (4). (HU).
250 / ASIAN 250. Undergraduate Seminar in Buddhist Studies. No knowledge of an Asian language required. (3). (HU). May be repeated with department permission.
316 / ASIAN 316 / RELIGION 316. Religion in Modern Japan. (3). (Excl).
350. Modern Colloquial Tibetan. Tibetan 102, and at least one course on the study of Tibetan history, culture, or religion. Lhasa, Tibet. (3 in the half-term). (Excl).
351. Life and Culture of Tibet. Tibetan 102, and at least one course on the study of Tibetan history, culture, or religion. Tibet. (3 in the half-term). (Excl).
400 / ASIAN 480 / PHIL 487 / RELIGION 480. Topics in Buddhism, Buddhist Studies 230. (3). (Excl).

Courses in Chinese (CHIN)

150 / ASIAN 151 / HISTORY 141. Chinese Civilization. No knowledge of Chinese required. (3; 2 in the half-term). (HU). May be repeated for a total of six credits.
221 / GTBOOKS 221 / ASIAN 221. Great Books of China. A knowledge of Chinese is not required. II (in even years). (1). (Excl). Laboratory fee ($10) required. May be repeated for a total of three credits.
263 / PHIL 263 / ASIAN 263. Introduction to Chinese Philosophy. (3; 2 in the half-term). (HU).
362(476) / ASIAN 362 / RHUMS 362. Writer and Society in Modern China. No knowledge of Chinese is required. (3). (HU).
399. Directed Reading. Permission of the department. (1-3). (Excl). (INDEPENDENT). May be repeated for credit with permission of instructor.
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.
554. Modern Japanese Literature. AsianLan 326 and 428 (or Japanese 406 and 408). (3). (Excl). May be repeated for credit with permission of instructor.
556. Japanese Drama and Narrative Performance. Permission of instructor. (3). (Excl). May be repeated three times for a total of nine credits. May not be elected more than once in the same term.

Courses in Japanese (JAPANESE)

225. Calligraphy. AsianLan 125 (or Japanese 101). (1). (Excl). Laboratory fee ($10) required. May be repeated for a total of three credits.
301(401) / ASIAN 301 / WOMENSTD 301. Writing Japanese Women. (4). (HU).
399. Directed Reading. Permission of the department. (1-3). (Excl). (INDEPENDENT). May be repeated for credit with permission of instructor.
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.
554. Modern Japanese Literature. AsianLan 326 and 428 (or Japanese 406 and 408). (3). (Excl). May be repeated for credit with permission of instructor.
556. Japanese Drama and Narrative Performance. Permission of instructor. (3). (Excl). May be repeated three times for a total of nine credits. May not be elected more than once in the same term.

Courses in Korean (KOREAN)

150(249) / ASIAN 154 / HISTORY 144. Introduction to Korean Civilization. (4; 3 in the half-term). (HU).
250 / ASIAN 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.
312 / ASIAN 312. Traditional Korean Thought. Knowledge of Korean language is not required. (3). (HU).
Courses in South & Southeast Asia (SSEA)


224 / ASIAN 224. Traditions of Poetry in India. (3). (HU).


240. Topics in Asian Culture. (3). (HU).

250 / ASIAN 253. Undergraduate Seminar in South and Southeast Asian Culture. No knowledge of any Asian language required. (3). (HU). May be repeated with department permission.


320 / ASIAN 320. Sikh History I (16th-18th Centuries). (3). (HU).


491. Individual Study of Korean Language. Korean 402 and permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for a total of eight credits with permission of instructor.

As an integral part of a liberal arts education, the Astronomy curriculum is useful to students seeking a general knowledge of astronomy 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.

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.

Astronomy and Astrophysics

May be elected as a departmental concentration program.

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

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

Honors Concentration. Students who are interested in scholarly research in astronomy and have a cumulative grade point average of 3.5 are encouraged to consider Honors 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.
Courses in Astronomy (ASTRO)

101. Introductory Astronomy: The Solar System. A basic high school math and science background. No credit granted to those who have completed or are enrolled in 111, 115, 130, or 160. I and II. (4). (NS). (BS). (QR/2).

102. Introductory Astronomy: Stars, Galaxies, and the Universe. A basic high school math and science background. No credit granted to those who have completed or are enrolled in 111, 115, 130, or 160. I and II. (4). (NS). (BS). (QR/2).

111. Introductory Astronomy: The Solar System. A basic high school math and science background. No credit granted to those who have completed or are enrolled in 101, 115, 130, or 160. I, II, and IIIa. (4). (NS). (BS). (QR/2).

112. Introductory Astronomy: Stars, Galaxies, and the Universe. A basic high school math and science background. 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).

115. Modern Planetary Astronomy. No credit granted to those who have completed or are enrolled in Astro. 101 or 111. (4). (Excl). (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 Astro. 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. No credit granted to those who have completed or are enrolled in Astro. 125. (3). (NS). (BS).

125. Observational Astronomy. Some knowledge of basic physics is helpful but not necessary. 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 Astro. 120. (4). (NS). (BS).

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

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 Phys. 140 or 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 / AOS 204 / GEOSCI 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).


Courses in Atmospheric, Oceanic and Space Sciences (AESS)

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


Courses in Biological Chemistry (BIOCHEM)

Courses in the Department of Biological Chemistry are listed in the Time Schedule as part of the Medical School’s offerings under Biological Chemistry. 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.


578. Biochemical Techniques. Two terms of organic chemistry; Biol. Chem. 415 or Chem. 451/452. Physical chemistry is strongly recommended. I. (1). (Excl). (BS)
Departments of Ecology and Evolutionary Biology (EEB) and Molecular, Cellular, and Developmental Biology (MCDB)  
(formerly Department of Biology)

1121 Natural Science  
830 North University  
(734) 647-0884 (fax)  
http://www.biology.lsa.umich.edu/  
Professor Deborah Goldberg, Interim Chair, EEB  
Professor Eran Pichersky, Interim Chair, MCDB

Professors

Julian P. Adams, (MCBD) Population genetics  
William R. Anderson, (EEB) Molecular evolution  
John B. Burch, (EEB) Malacology  
Stephen S. Easter, Jr., (Mathew Alpern Colleague, Professor of Biology), (MCBD)  
Neuroscience  
George F. Estabrook, (EEB) Biometry  
John T. Lehman, (EEB) Ichthyology  
Arnold G. Kluge, (EEB) Systematics, herpetology  
John Y. Kuwada, (MCBD) Neurobiology and cellular neurophysiology

Associate Professors

Rolf Bodmer, (MCBD) Molecular genetics of the developing nervous system  
Robyn J. Burnham, (EEB) Paleontology  
Steven Clark, (MCBD) Plant development, molecular genetics  
Robert Denver, (MCBD) Comparative endocrinology  
Paul Dunlap, (MCBD) Molecular biology  
George W. Kling, (EEB) Limnology  
David P. Mindell, (EEB) Ornithology  
Philip Myers, (EEB) Mammalogy  
Laura Olsen, (MCBD) (Arthur F. Thurnau Professor), Plant Cell and Molecular Biology  
Beverly J. Ratheke, (EEB) Community ecology  
John W. Schiefelbein, Jr., (MCBD) Plant molecular genetics and development  
Priscilla K. Tucker, (EEB) Mammalian organizational, chromosomal, and genome evolution  
Mark L. Wilson, (EEB) Ecology of diseases

Assistant Professors

James Bardwell, (MCBD) Catalysis of protein folding  
Kenneth Cadigan, (MCBD) Developmental biology  
Cunning Duan, (MCBD) Molecular animal physiology  
Ronald Ellis, (MCBD) Developmental biology, molecular genetics  
Michael Frohlich, (EEB) Plant molecular systematics  
Jesse Hay, (MCBD) Cell biology  
Jianming Li, (MCBD) Plant molecular physiology  
Janine Maddock, (MCBD) Microbial development  
Damiad O’Foighil, (EEB) Mammalogy  
Mercedes Pascual, (EEB) Ecology  
Gisela Wilson, (MCBD) Animal physiology

Lecturers

Marc Ammerlaan, (MCBD) Microbiology  
Sushama Denver, (MCBD) Animal physiology  
Santhadevi Jeyabalan, (MCBD) Genetics and development  
Eric Mann, (MCBD) Cellular and molecular biology  
Karen Ocorr, (MCBD) Biochemistry, cell biology, physiology  
Marcy Osgood, (MCBD) (EEB) Biochemistry

Professors Emeriti of Biology


Concentration Programs. The Departments offer 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 teaching 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 Upper-Level 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. 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” (or all 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 (*)
I. 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 Physiology
255* (5) Plant Diversity
281 (3) General Ecology
288* (4) 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 microorganisms; 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 Departments 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 (IIIa and IIIb) at the Biological Station on the shores of Douglas Lake in northern Lower Michigan. The Biological Station occupies a 10,000 acre tract between Burt and Douglas Lakes and is the world’s largest inland field station for instruction and research in biological science. Located in the transition zone between coniferous forests to the north and deciduous forests to the south, it is surrounded by a remarkable variety of natural communities.

The Biological Station offers students and faculty an opportunity to study together the biota of the regions with a full appreciation of the dynamics of the natural systems involved. The small community of students, faculty, and scientists shares knowledge during mealtimes 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 plant biology 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, (734) 763-4461.

Awards/Fellowships: K.L. Jones Award. Since 1977, this award has been made each year to the outstanding botany undergraduate. The Kenneth L. Jones Undergraduate Award for excellence in botany was endowed by colleagues, friends, and alumni upon the retirement of Professor Jones and consists principally of a sum to enable the recipient to purchase books or equipment of his or her own choice.

J.T. Slater Award. Since 1983, this award has been given to systematic and/or field botanists from among upper-division students. Awards are made on the basis of excellence in classes as well as fieldwork, and are in the form of a check. The award was financed by Professor Slater of the University of Puget Sound, expert in field studies of northwestern ferns. Awardees may be in any school at the University of Michigan, so long as individuals selected excel in the targeted fields.

Underwood-Alger Scholarship. This scholarship program is based on merit and intended to provide support for students concentrating in the biological sciences. For this program, special consideration is given to female applicants, with at least one parent who is a U.S. citizen. Applicants must demonstrate financial need. A gift from Dr. Nelda E. Alger provides funding for this scholarship.

Biology Research Fellowship. This fellowship program is intended to provide support for students concentrating in Biology, CMB, Microbiology, or Plant Biology to help them to conduct research with a faculty member in the Departments during the spring and/or summer terms.

Anne Rado Memorial Award. The award is designated for a student with dual interests in the disciplines of biology and psychology, and superior academic achievement. Information is available in the Psychology Undergraduate Office, 1044 East Hall.

Biology

May be elected as an interdepartmental concentration program

The Departments 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 Biology at the 300- or 400-level (except 302 or 412).
4. Select additional 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. Library “research” and introductory biology laboratories do not qualify. Only three credits of any independent study course may count toward the concentration program. A maximum of three credits of independent research under the direct supervision of a faculty member (Biology 300/400), or, on approval of the concentration advisor, three credits of independent research under a faculty member of another University of Michigan department, may be used as one of the three laboratory experiences.
General Biology

May be elected as an interdepartmental 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 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. 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 Biology 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.
5. Only three credits of independent study may count toward the concentration program.
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. Appointments with concentration advisors are scheduled at 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.

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 three of the following four categories:
   a. Cellular and Molecular Biology (Biology 406, 413, or 430);
   b. Plant Structure, Function, and Development (Biology 321/322, 375, 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. Only three credits of independent study may count toward the concentration.
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 J.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.

Cell and Molecular Biology

May be elected as a departmental concentration program

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

Prerequisites to Concentration. Biology 162; Chemistry 210, 211, 215, 216; Mathematics 115 and 116; Physics 140/141 and 240/241 – recommended sequence (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, 419, 423, or 429; Chemistry 260 and 241-242.
2. Two advanced CMB courses chosen from among Biology 400, 405, 406, 407; 411, 418, 422, 426, 430, 435, 436, 469, 513, and 523. A third (or fourth) advanced CMB lab course (306, 413, 419, 423, or 429) may also be used to meet this requirement. Only three credits of independent study may count toward the concentration program.
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.
Advising. Professors R. Bodmer, K. Cadigan, S. Clark, R. Ellis, J. Hay, J. Langenore, 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 immunochemistry, 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; and Physics 140/141 and 240/241 (or Physics 125/127 and 126/128). The Physics 140/141 and 240/241 sequence is recommended for students interested in an Honors concentration and for those who anticipate graduate work in the field of microbiology.

Concentration Program.

1. Required courses include:
   b. Biology 310, 311, Biol. Chem. 415, or Chem. 451 and 452.
   d. Biology 305 (Genetics).

2. Electives (22 credits). A minimum of twelve credits selected from three of the five groups a-e (a minimum of two credits must be selected within three of the groups). The remaining ten credits may be selected from groups a-c, or from the cognate list (#3).
   a. Immunology: Biology 436; Epidemiology 520; Micro. 640, 641, 642.
   b. Virology: Epidemiology 530, 543; Micro. 615, 616, 617.
   c. Bacterial Pathogenesis: Epidemiology 560; Micro. 607, 608, 609 (or 505).
   e. Ecology and Evolution: Biology 458, 468, 483, 488, 589; Micro. 525.

3. Cognate Courses. A maximum of three advisor-approved cognate courses listed below may be applied toward a Microbiology concentration.
   a. Biology: Any course approved by the advisor.
   b. Chemistry: Chem. 260 or a course at the 300-level or above.
   c. Human Genetics: Any course at the 500-level or above.
   e. Physics: Any course approved by the advisor.
   f. Statistics: Any course approved by the advisor.

Advising. Appointments with Professors Bardwell, Bender, Dunlap, 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 credits 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.

Honors Programs

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

The Honors Program

1. Biology 201. Students are required to enroll in Biology 201, “Introduction to Research in the Life Sciences”. This course surveys the range of research opportunities available in the Departments, and in other life science units at the University of Michigan. Students should complete Biology 201 during their sophomore year, although a student may enroll in their 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 Departments, 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 Departments, the student must also identify a co-sponsor within the Departments.

Students must register for independent research (Biology 300 or 400) for at least two terms; most students register for three or four terms of independent research. All students working in labs outside of the Departments 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 Departments will usually register for Biology 300 and 400 through their 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.

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.

3. Honors thesis proposal. A thesis proposal must be submitted during the student’s third year. A research proposal should be approximately 5 pages long, and include a description of the background to the project, the specific hypotheses to be tested, the methods to be used, and the potential results of the student’s proposed research. 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 will not approve the proposed project. For instance, research in molecular neurobiology would be inappropriate for a Biology or CMB concentration, but not for a student concentrating in Microbiology or Plant Biology. The Honors Committee will communicate their
Courses in Biology (BIOLOGY)

100. Biology for Nonscientists. Exposure to biology and chemistry at the high school level is assumed. Not open to those with Advanced Placement or "Departmental" credit in biology, nor to those receiving credit 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). Laboratory fee ($50) required.


108. Ecological Knowledge and Environmental Problem Solving. Credit is granted for a combined total of 12 credits elected in introductory biology. II. (4). (NS). (BS).

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

110. An Honors thesis proposal. (Submit Honors thesis proposal if it was not submitted fall term.)

111. Field Biology. Required.

112. First Year Seminar in Biology. May be repeated for a total of six credits.

117. Problems in Ecological Thought. Credit is granted for a combined total of 12 credits elected in introductory biology. I. (4). (NS). (BS). Laboratory fee ($68) required.

118. AIDS and Other Health Crises. Credit is granted for a combined total of 12 credits elected in introductory biology. II. (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. Credit is granted for a combined total of 12 credits elected in introductory biology. I. (4). (NS). (BS). Laboratory fee ($50) required.


130. Animal Behavior. Credit is granted for a combined total of 12 credits elected in introductory biology. II. (4). (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 to or concurrent enrollment in Chemistry 130. Biol. 162 is not open to students who have completed Biol. 152, 154 or 195. Credit is granted for a combined total of 12 credits elected in introductory biology. I. II. IIIa. (5). (NS). (BS). Laboratory fee ($68) required.

163. Honors Introductory Biology. Prior to or concurrent enrollment in Chemistry 130. Biol. 162 is not open to students who have completed Biol. 152, 154 or 195. Credit is granted for a combined total of 12 credits elected in introductory biology. I. II. IIIa. (5). (NS). (BS).

200. Undergraduate Tutorial. Credit is granted for a combined total of 12 credits elected in introductory biology. I. II. IIIa. (5). (NS). (BS). Laboratory fee ($50) required.

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


207. Introductory Microbiology. Credit is granted for a combined total of 12 credits elected in introductory biology. I. (4). (NS). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($70) required.


482. 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.


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

485 / GEOSCI 450 / NRE 450 / NAVARCH 450. Aquatic Science Field Studies. Junior science or engineering concentrators. Those with credit for GS 223 may only elect Biol. 485 for 5 credits. IIa in Grand Haven, Michigan. (6 in the half-term), (Excl), (BS).

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


492. Behavioral Ecology. Biol. 162, and one additional course in zoology, I in Ann Arbor; IIb at the Biological Station. (4 in Ann Arbor; 5 in the half-term; 5 at Biol. Station, which also includes Biol. 493). (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).


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

The undergraduate 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. The Biophysics concentration is run under the auspices of the Physics Department, and is described in the Physics listing in this Bulletin.

Courses offered by the Biophysics Research Division [http://www.umich.edu/~biophys/] are listed in the Time Schedule as part of LSA's offerings in the subsection Biophysics.

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## Chemistry

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(734) 647-4865 (fax)
http://www.umich.edu/~chem/
Professor Joseph P. Marino, Chair
Professor Masato Koreeda, Associate Chair for Faculty and Undergraduate Curriculum
Professor Dmitri Coucouvanis, Associate Chair for Graduate Studies

### 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 Reactivity Intermediates
Billy Joe Evans, Solid State Chemistry; Electronic and Magnetic Materials
Carol A. Fierke, Biological Chemistry
Anthony H. Francis (Arthur F. Turnau Professor), Magnetic Resonance, Vibrational and Electronic Spectroscopy of Solids
John L. Gland, Solid State and Surface Chemistry, Physical Chemistry
Gary D. Glick, Bioorganic Chemistry, Molecular Recognition
Adon A. Gordus, Radiolabelanalytical-Radiation Chemistry
Henry C. Griffin, Hot and Cold Nuclei; Nuclear Chemistry
Raoul Kopelman (Kasimir Fajans Professor of Chemistry, Physics, Applied Physics), 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
Lawrence L. Lohr, Theoretical Studies of Molecular Structure and Reactivity
David Lubman, Biological Mass Spectrometry, Spectroscopy and Instrumentation
Joseph P. Marino, New Synthetic Methods and Strategies for Natural Product Synthesis
Mark E. Meyerhoff, Membrane Electrodes, Gas Sensors, Analytical Applications of Immobilized Bio-reactants, Enzyme-linked Competitive Binding Assays, New Stationary Phases for Liquid Chromatography
Michael D. Morris, Analytical Laser Spectroscopy and Imaging; 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
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 work in research and testing laboratories, as well as for business positions in which a chemistry background is desirable. Graduate work is necessary for those planning to do college and university teaching or industrial research.

Introductory Courses. The Chemistry Department has three types of courses available to students starting toward careers in any of the sciences, engineering, or medicine. Students are placed into these courses according to the results of the tests in chemistry and mathematics that they take during orientation. Either Chemistry 130 or 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 grades of at least C- in all chemistry courses which are prerequisite for subsequent courses. 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.

Awards and Prizes. The Department offers several undergraduate awards and prizes. The Undergraduate Awards Committee invites winners to attend the Undergraduate Awards Luncheon in April of each year.

Margaret and Herman Sokol Scholarship. For 8 incoming freshmen with an interest in chemistry or biochemistry and with registration in a chemistry course.

Summer Fellowships of $3500 for ten week so full-time research with chemistry faculty. Students apply in February of each year.

CRC Press Freshman Chemistry Achievement Award. One complimentary copy of CRC Handbook of Chemistry and Physics awarded to one first year student with exceptional performance in chemistry courses.

First Year Chemistry Achievement Award. For first year chemistry students who have demonstrated exceptional performance in laboratory and lecture work. Based on recommendations of instructors, graduate student instructors, and undergraduate advisors. Commended for outstanding promise as young scientists. Presented with a book, selected by instructor, that relates to the broad and interesting world of science.

Alpha Chi Sigma First Year Student Award – $100. For first year student in Chemistry who has demonstrated an interest in chemistry, shown outstanding academic potential and has exhibited productive interaction with fellow students. Award determined by UG Awards Committee in consultation with professors and GSI’s in the courses. Gift certificate for Borders for books to be chosen with national representative of Alpha Chi Sigma or departmental faculty member.

Carlene Friedley Scholarship for undergraduate woman at any level (incoming junior or senior, $1000 each in 2000), 3.0 gpa, scholarship and/or financial need.

Outstanding Second Year Student. Book and bookstore credit awarded for outstanding academic and research work. $100 total. Research advisor and student choose books for presentation.

National Starch Chemistry Scholarship. $1000 award for incoming sophomore, junior or senior studying chemistry. Selection is based on academic achievement and research achievement.

American Chemical Society Analytical Chemistry Award. Subscription to Analytical Chemistry + $150 awarded to outstanding junior. Must
have completed Chem. 260/241/242 and be in or have taken Chem. 447.

Lubrizol Chemistry Scholarship. $1000 tuition award for incoming junior or senior studying chemistry. Selection is based primarily on academic achievement. Good citizenship and leadership qualities are also considered.

American Institute of Chemists Award. Recognition of potential advancement of the chemical profession on the basis of a student's demonstrated record of ability, character, and scholastic achievement. Student Associate membership in AIC, subscription to "The Chemist" and monetary award from the Department. $250 + journal subscription. One award for chemistry and one award for biochemistry.

Honors College Vanek Memorial Award. Recognition of well-rounded senior chemist or biochemist with monetary award. $250

Merk Index Award to Outstanding Seniors. Recognition of academic and research work. Complimentary Merck Indices.

Huron Valley Section of the American Chemical Society, Outstanding Undergraduate Student Leadership Award – $250. As presented in the citation, the award is designed to recognize the accomplishments of an individual who, in the mind of the selection committee, has represented the best interests of the Chemistry Department, and chemistry in general, in private and public forums over an extended period of time. Activities might include, and are not limited to, leadership in activities of undergraduate chemistry organizations (AXE, ACS affiliates), representing the chemistry department in local, alum, or national forums, and general professional service. The Section does not recommend that course performance and grades be used as a significant criterion for this award, although general scholarship is expected.

Seyhan N. Ege Award of the University of Michigan Women in Science and Engineering Program. As presented in the citation, the $250 award is designed to recognize the accomplishments of an undergraduate woman or student of color who, in the mind of the selection committee, has represented the best interests of the chemistry department, and chemistry in general, and who signifies scholarship, leadership, and the participation of traditionally under-represented groups in the chemical sciences.

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.

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 teaching major or minor in Chemistry should contact the School of Education Office of Academic Services.

Chemistry (BS or BS–Chem)

May be elected as a departmental concentration program

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

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

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

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

Advising. Students develop a concentration plan in consultation with a program advisor. Those interested in a B.S. degree with a concentration in chemistry (120 credits) or the specialized program leading to the Bachelor of Science in Chemistry (124 credits) are urged to consult a program advisor during the freshman and/or sophomore years. Prospective concentrators are advised that further study in chemistry requires adequate performance in early chemistry courses (preferably B- or better) as well as in the mathematics and physics prerequisites. Students interested in an Honors degree should see the Chemistry Honors advisor. Appointments are scheduled at the Chemistry Advising Office [1500 Chemistry, (734) 647-2888]. Students interested in the joint program with the College of Engineering should make an appointment with Chalmers Knight [Academic Advising Center, 1255 Angell Hall, (734) 764-0332] and then make an appointment to see a chemistry concentration advisor in 1500 Chemistry.

Biochemistry (B.S.)

May be elected as an interdepartmental concentration program

Prerequisites to Concentration. Biology 162; Chemistry 210/211, 215/216; Mathematics 115, 116, 215, and 216 (or the equivalent); Physics 140/141 and 240/241. It is recommended that students interested in pursuing graduate work acquire a reading knowledge of French, German, or Russian. The prerequisite work in the basic sciences and in meeting the language requirement should be completed before the junior year.

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

Courses recommended, but not required are:

- One advanced Biol. Chem. 500-level module.
- Biology 427, 428, 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. Chem. 398 (4 credits) and the thesis course, Chem. 498, replaces the requirement for an upper-level laboratory course outlined above.

Advising. Appointments are scheduled in 1500 Chemistry, (734) 647-2857.

Courses in Chemistry (CHEM)

120. First Year Seminar in Chemistry. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS).
125. General and Inorganic Chemistry: Laboratory. For 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 ($56) required.
130. General Chemistry: Macroscopic Investigations and Reaction Principles. Three years of high school math or Math. 105; one year of high school chemistry. Placement by testing, or permission of Chemistry department. Intended for students without AP credit in chemistry. (3). (NS). (BS). (QR/2).
218. Independent Study in Biochemistry. Permission of instructor. For students with less than junior standing. (1). (Excl). (BS). (INDEPENDENT). May be repeated for a total of four credits.
219. Independent Study in Chemistry. Permission of instructor. For students with less than junior standing. (1). (Excl). (BS). (INDEPENDENT). May be repeated for a total of four credits.
230. Physical Chemical Principles and Applications. Chem. 215/216. Students who plan to continue beyond a fourth term in chemistry would typically enroll in Chemistry 260/241/242 instead of Chemistry 230; credit will not be given for both of these courses. No credit granted to those who have completed or are enrolled in Chem. 260. (3). (NS). (BS).
242. Introduction to Chemical Analysis Laboratory. Prior or concurrent enrollment in Chem. 260. (2). (NS). (BS). Laboratory fee ($50) required.
261. Introduction to Quantum Chemistry. Chem. 215/216, Math. 115, and prior or concurrent enrollment in Phys. 140 (or 160). Chem. 261 is intended primarily for Chemical Engineering students. No credit granted for students that 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 / BIOLCHEM 451. Introduction to Biochemistry I. Chem. 260; Biol. 162; and Math. 115. No credit granted to those who have completed or are enrolled in Biol. 310 or 311, or Biol. Chem. 415. (4). (Excl). (BS).
480. Physical and Instrumental Chemistry. Chem. 447 and 461/462; and concurrent enrollment in Chem. 463. (2). (Excl). (BS). Laboratory fee ($50) required.
485. Projects Laboratory. Chem. 480. (2). (Excl). (BS). Laboratory fee ($50) required.
521 / BIOPHYS 521. Biophysical Chemistry II. Chem. 463, Biol. Chem. 415, and Chem. 430 or equivalent; and permission of course director. (3). (Excl). (BS).
536 / MACROMOL 536. Laboratory in Macromolecular Chemistry. Chem. 535 or Phys. 418. (2). (Excl). (BS). Laboratory fee ($50) required.
Classical Studies

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

Joseph Reed, Augustan and Hellenistic poetry, Adonis cult

Deborah Pennell Ross, Latin language and literature, linguistics

Arthur M.F.W. Verhoogt, Greek papyrology, socioeconomic, cultural and administrative history of Greek and Roman Egypt, Egyptian, Greek and Latin personal names, Fayum villages

Lecturers

Gina M. Soter, Pedagogy of Latin and Greek; Greek and Roman theatre, classical tradition theatre, women and gender in classical antiquity, religion in classical antiquity

Robert D. Wallin, Latin, Great Books

Adjunct Professors

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

Raymond Van Dam (Richard Hudson Research Professor of History), Roman empires, late antiquity, early Christianity, history and anthrology

James B. White (L. Hart Wright Professor of Law and Professor of English), Greek literature, law, and rhetoric

Adjunct Associate Professor

Artemis Leontis, Comparative literature, especially classics and modern literatures, modern Greek literature, language, and culture; diaspora studies, including Greek Americans

Lauren Talalay, Aegian prehistory, gender, Neolithic figured

Adjunct Assistant Professor

Beate Dignas, Greek/Hellenistic history, epigraphy

Professors Emeriti

Theodore V. Buttery, John H. D'Arms, Sally Humphreys, Ludwig Koenen, Gerda M. Seligson

The Department of Classical Studies is concerned with every aspect of the worlds of the ancient Greeks and Romans – their languages and literatures, art and material cultures, philosophy, history, recreation, law and justice, political theory, and religion. The works and thoughts of the Greeks and Romans provide focus and historical perspective to questions which are heatedly debated in our time, making this field of study exciting and intellectually engaging. An ideal liberal arts education, Classical Studies is an excellent way to develop analytical abilities, to learn to make careful arguments and express them lucidly as well as come to a solid understanding of some of the greatest monuments of human thought and art.

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.

L&S&A language requirement. The L&S&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 which has as a prerequisite one of these courses, 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 available for Latin only, and are offered during Fall and Winter Terms (Latin 193 and 194), and during the Spring Half-Term (Latin 504). For information about intensive Latin, contact Professor Deborah 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 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 Traianos Gagos. 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 Departmental office.

**Prizes.** Phillips Classical Prizes are awarded annually for excellence in Greek and in Latin. Winners participate in the Phillips Prize Ceremony and a notation of the award is made on their academic record. Prizes are also awarded for excellence demonstrated in a Modern Greek translation competition. Announcement of the competition is made through the Department; examinations are held and the winners are announced in April.

- **The Copley Prize** — awarded in memory of Frank O. Copley to the most outstanding undergraduate senior who excels in the study of Latin.
- **The Seligson Prize** — awarded in honor of Gerda M. Seligson recognizing the most exceptional undergraduate Classical Greek concentrator.
- **The Classical Archaeology Prize** — awarded to the top undergraduate student for distinguished achievement in the study of Classical Archaeology.
- **The Modern Greek Prizes** — awarded to top undergraduate students for excellence demonstrated in a Modern Greek translation competition in both the elementary and intermediate levels.

**Resource Centers.** The Classics Library: Undergraduate concentrators and Graduate students have access to the Classics Library. The library contains over 3,800 texts (the oldest text dating back to 1669!), journals, recent commentaries and major works of reference, and provides ample work space for research.

**The Classics Career Resource Center (CCRC):** The CCRC, located in the Classical Studies main office, is a great information source for students looking into Graduate Study, Internships, and Study Abroad programs.

**FACTIO – The Classical Studies Undergraduate Association.** The Undergraduate Classics Association is a student organization dedicated to furthering interest in the classical world through social activities, community service, academic projects and mentorship. The group is primarily for undergraduates concentrating/minoring or thinking of doing so in the Classics Department, but is open to any interested undergraduate at the University of Michigan. Concentrators in Classics are encouraged to become involved with the group. Membership offers the opportunity to meet with fellow students, share experiences, and collaborate on projects.

**Classical Archaeology**

*May be elected as a departmental concentration program*

Classical archaeology is the study of the material culture — the artifacts, sites, monuments, and landscapes — of the ancient Mediterranean world. While the civilizations of Greece and Rome tend to be our focus, other areas, notably Egypt and the Near East, also form part of what we study. Classical archaeology deals with all periods from the Paleolithic ('Old Stone Age') through to Byzantine times.

Courses in Classical Archaeology numbered 221 through 540 do not require knowledge of Greek or Latin.

**Concentration Program.** Requires a minimum of 9-10 courses (at least 3 credits each) including:

- at least two of the following introductory courses: Classical Archaeology 221, 222, 323
- at least three upper-level Classical Archaeology courses (numbered 350 and above).
- at least one course in either Greek or Roman history or civilization.
- at least one upper-level course in a cognate field (e.g., Anthropology, History, History of Art, Near Eastern Studies, Religion, Women's Studies), chosen in consultation with and approved by the concentration advisor.
- third-term proficiency in Greek or Latin.

**Honors Concentration.** In addition to the concentration requirements stated above, Honors candidates are required to take Classical Archaeology 324, 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), 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. Contact the department to speak with an advisor.

**Classical Civilization**

*May be elected as a departmental concentration program*

Classical Civilization is an exploration of the life and culture of the ancient Greeks and Romans. Students examine almost every aspect of ancient life — art, architecture, social/political problems and events, and the literature of these cultures. Knowledge of Greek or Latin is not required for this program, but highly recommended.

**Prerequisites to Concentration.** A minimum of two courses from the following choices, for a total of 8 credits. One course must emphasize Greek culture and the other course must emphasize Roman culture: Classical Civilization 101, 102, History 200, 201, Great Books 191.

**Concentration Program.** Requires a minimum of 9 courses for approximately 29 credits including:

1. at least two introductory or intermediate courses numbered between 200 and 380.
2. at least five upper-level courses (numbered 380 and above) in the fields of: Classical Civilization, Ancient History, or Classical Archaeology. These five courses must be distributed in at least three of the following subject areas: ancient history, archaeology, religion, or philosophy.

3. at least one upper-level course in a cognate field (e.g., Anthropology, English Language and Literature, History of Art, Near Eastern Studies, Philosophy, Political Science, Religion, Women's Studies), chosen in consultation with and approved by the concentration advisor.

4. The “Capstone Seminar,” taking either:
   - CC 480, Studying Antiquity
   - CC 481, Classical Tradition.

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 only. The student takes a minimum of 9 courses (of at least 3 credits each) including:

1. In the major language at least 3 courses at the 400-level or above; 300-level courses count toward the concentration in the major language only.
2. In the minor language, at least one course at the 400-level or above.
3. Two courses selected from Classical Archaeology (221 or 222), Classical Civilization (101 or 102), or History (200 or 201).

Three credits of Independent Study (Greek 499 and Latin 499) may be used with written approval of the undergraduate advisor.

**Honors Concentration.** In addition to the concentration requirements stated above, students must complete an Honors thesis and a reading list in their senior year.

### Greek Language and Literature

May be elected as a departmental concentration program

**Prerequisites to Concentration.** Greek 101 and 102 or special placement examination.

**Concentration Program.** Requires a minimum of 9 courses (of at least 3 credits each) including:

1. Seven courses in Greek at the 300-level or above (at least 4 of these must be at 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.

### Modern Greek Studies

**Prerequisite to the Academic Minor: Modern Greek 201,** or equivalent as determined by departmental placement examination.

**Academic Minor Program:** At least 16 credits of courses, to be chosen from the following three categories as stated:

1. **Modern Greek Language and Literature:** at least two courses in modern Greek language and literature, above Modern Greek 201.
2. **Modern Greek culture:** at least one broad introductory course (Modern Greek 214. Introduction to Modern Greek Culture).
3. **Upper-Level courses:** at least two upper-level (300- or 400-level) courses in modern Greek diaspora (Modern Greek 318. Greek American Culture) and travel (Modern Greek 340. Travels to Greece).

Substitutions. Any appropriate course taught in the area of Modern Greek Studies in departments other than Classical Studies must be approved by the program advisor and the Chair in Modern Greek.

### Classical Archaeology

**Prerequisites to the Academic Minor:** Classical Archaeology 221, 222, or 323.

**Academic Minor Program:** At least 16 credits of courses, to be chosen from the following three categories as stated:
1. Introductory courses: At least one broad introductory course in classical archaeology, other than the course elected to meet the prerequisite (Classical Archaeology 221, 222, or 323).

2. Civilization or History courses (Greek or Roman): At least one broad introductory course (Classical Civilization 101, 102, History 200, 201).

3. Upper-Level Classical Archaeology courses: At least three courses at the 300- or 400-level in Classical Archaeology.

Language, Literature, and Culture of Ancient Greece
Prerequisite to the Academic Minor: Greek 301, or equivalent as determined by departmental placement examination.

Academic Minor Program: At least 16 credits of courses, to be chosen from the following three categories as stated:

1. Greek Language and Literature courses: at least two upper-level courses, above Greek 301.

2. Greek Civilization courses: at least one broad introductory course (Classical Civilization 101, Classical Archaeology 221, or History 200).

3. Upper-Level courses: at least one upper-level (300- or 400-level) course in Greek civilization, archaeology, or history.

Language, Literature, and Culture of Ancient Rome
Prerequisite to the Academic Minor: Latin 232 or 194, or equivalent as determined by departmental placement examination.

Academic Minor Program: At least 16 credits of courses, to be chosen from the following three categories as stated:

1. Latin Language and Literature courses: at least two upper-level courses, with at least one at the 350-level or higher.

2. Roman Civilization courses: at least one broad introductory course (Classical Civilization 102, Classical Archaeology 222, or History 201).

3. Upper-Level courses: at least one upper-level (300- or 400-level) course in Roman civilization, archaeology, or history.

Courses in Classical Archaeology (CLARCH)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>221 / HISTART 221</td>
<td>Introduction to Greek Archaeology</td>
<td>4 (3 in the half-term)</td>
<td>(HU)</td>
</tr>
<tr>
<td>222 / HISTART 222</td>
<td>Introduction to Roman Archaeology</td>
<td>4 (3 in the half-term)</td>
<td>(HU)</td>
</tr>
<tr>
<td>323</td>
<td>Introduction to Field Archaeology</td>
<td>4 (3 in the half-term)</td>
<td>(HU)</td>
</tr>
<tr>
<td>324 / HISTART 324</td>
<td>Practicum in Field Archaeology</td>
<td>3 in the half-term</td>
<td>(Excl) (3). (Excl)</td>
</tr>
<tr>
<td>385 / CCLIV 385</td>
<td>Alexander the Great: The Making of a Legend</td>
<td>3 (HU)</td>
<td></td>
</tr>
<tr>
<td>380 / HISTART 380</td>
<td>Minoan and Mycenaean Archaeology</td>
<td>3</td>
<td>(HU)</td>
</tr>
<tr>
<td>382 (Class. CIV 452) / CCLIV 382</td>
<td>Food in the Ancient World: Subsistence and Symbol</td>
<td>3 (3). (HU)</td>
<td></td>
</tr>
<tr>
<td>383(451) / CCLIV 383</td>
<td>Death in the Ancient World</td>
<td>3 (HU)</td>
<td></td>
</tr>
<tr>
<td>384(431) / HISTART 384</td>
<td>Principal Greek Archaeological Sites</td>
<td>3</td>
<td>(HU)</td>
</tr>
<tr>
<td>395</td>
<td>Junior Honors Survey</td>
<td>3 (Excl)</td>
<td>May be repeated for credit with permission.</td>
</tr>
<tr>
<td>422 / HISTART 422</td>
<td>Etruscan Art and Archaeology</td>
<td>3 (3). (Excl)</td>
<td></td>
</tr>
<tr>
<td>424 / HISTART 424</td>
<td>Archaeology of the Roman Provinces</td>
<td>3</td>
<td>(HU)</td>
</tr>
<tr>
<td>433 / HISTART 433</td>
<td>Greek Sculpture</td>
<td>3</td>
<td>(3). (H)</td>
</tr>
<tr>
<td>434 / HISTART 434</td>
<td>Archaic Greek Art</td>
<td>3</td>
<td>(Excl)</td>
</tr>
<tr>
<td>435 / CCLIV 435</td>
<td>The Art and Architecture of Asia Minor</td>
<td>3</td>
<td>(Excl)</td>
</tr>
<tr>
<td>436 / HISTART 436</td>
<td>Hellenistic and Roman Architecture</td>
<td>3</td>
<td>(Excl)</td>
</tr>
<tr>
<td>439 / HISTART 439</td>
<td>Greek Vase Painting</td>
<td>3</td>
<td>(Excl)</td>
</tr>
<tr>
<td>440 / HISTART 440</td>
<td>Cities and Sanctuaries of Classical Greece</td>
<td>3</td>
<td>(2 in the half-term). (Excl)</td>
</tr>
</tbody>
</table>

Courses in Classical Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>442 / HISTART 442</td>
<td>Late Antique and Early Christian Art and Architecture</td>
<td>4</td>
<td>(Excl) (3). (Excl)</td>
</tr>
<tr>
<td>443 / HISTART 443</td>
<td>The Art and Archaeology of Greek Colonization</td>
<td>4</td>
<td>(Class. Arch. 221, 222). (Excl)</td>
</tr>
<tr>
<td>481 / HISTART 481</td>
<td>Art of Ancient Iran</td>
<td>3</td>
<td>(Excl)</td>
</tr>
<tr>
<td>499</td>
<td>Supervised Reading</td>
<td>1-3</td>
<td>(Excl)</td>
</tr>
<tr>
<td>531 / HISTART 531</td>
<td>Ancient Art and Archaeology</td>
<td>3</td>
<td>(Class. Arch. 221 or 222) (2). (3). (Excl)</td>
</tr>
<tr>
<td>536 / HISTART 536</td>
<td>Hellenistic and Roman Sculpture</td>
<td>3</td>
<td>(Class. Arch. 221 or 222) (3). (Excl)</td>
</tr>
<tr>
<td>599</td>
<td>Supervised Study in Classical Archaeology</td>
<td>1-4</td>
<td>(Excl)</td>
</tr>
</tbody>
</table>

Courses in Classical Civilization (CLCIV)

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 modern civilizations of the Greeks and Romans.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Classical Civilization I: The Ancient Greek World</td>
<td>3</td>
<td>(English). No credit granted to those who have completed or are enrolled in Great Books 191 or 201. I. (4). (HU)</td>
</tr>
<tr>
<td>102</td>
<td>Classical Civilization II: The Ancient Roman World</td>
<td>3</td>
<td>(English). II. (4). (HU)</td>
</tr>
<tr>
<td>120</td>
<td>First-year Seminar in Classical Civilization (Humanities)</td>
<td>3</td>
<td>Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU)</td>
</tr>
<tr>
<td>121</td>
<td>First-year Seminar in Classical Civilization (Composition)</td>
<td>3</td>
<td>Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (4). (Introductory Composition)</td>
</tr>
<tr>
<td>215</td>
<td>Ovid: I. (1). (HU)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>341</td>
<td>Classics and Cinema</td>
<td>3</td>
<td>(Excl)</td>
</tr>
<tr>
<td>357</td>
<td>WOMENSTD 357</td>
<td>Greek Medical Writers in English Translation</td>
<td>3</td>
</tr>
<tr>
<td>365 / CCLIV 365</td>
<td>Alexander the Great: The Making of a Legend</td>
<td>3</td>
<td>(HU)</td>
</tr>
<tr>
<td>371</td>
<td>Sport in the Ancient Greek World</td>
<td>3</td>
<td>(HU)</td>
</tr>
<tr>
<td>372</td>
<td>Sports and Daily Life in Ancient Rome</td>
<td>3</td>
<td>(3 in the half-term). (HU)</td>
</tr>
</tbody>
</table>

Courses in Classical Linguistics (CCLING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>599</td>
<td>Directed Reading</td>
<td>1-4</td>
<td>(Excl)</td>
</tr>
</tbody>
</table>

Courses in Greek (GREEK)

Elementary Courses

101. Elementary Greek. Graduate students should elect the course as Greek 502. (4) (LR)
102. Elementary Greek. Greek 101. No credit granted to those who have completed or are enrolled in 103, 310, or 503. Graduate students should elect the course as Greek 503. (4). (LR).

301. Second-Year Greek. Greek 102. The language requirement is satisfied with the successful completion of both Greek 301 and 302. Graduate students should elect the course as Greek 507. (4). (LR).

302. Second-Year Greek. Greek 102. The language requirement is satisfied with the successful completion of both Greek 301 and 302. Graduate students should elect the course as Greek 507. (4). (LR).


Intermediate Courses

401. Readings in Classical Greek Prose. Greek 302. (3). (Excl). May be repeated for a total of nine credits.

402. Greek Drama. Greek 302. (3). (Excl). May be repeated for a total of nine credits.

Advanced Courses


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


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


497. Senior Greek Seminar. Honors student; others with permission of instructor. (3). (Excl).

499. Supervised Reading. Permission of instructor. Credit (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.


509. The Homeric Epic. Permission of instructor required for undergraduates; advanced ability to read Greek (3; 2 in the half-term). (Excl).

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

592. History of Greek Literature, Euripides to the Romances. Greek 591. (3; 2 in the half-term). (Excl).

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

Courses in Modern Greek (MODGREEK)


102. Elementary Modern Greek. II. Modern Greek 101. Graduate students should elect Modern Greek 502. II. (4). (LR).


102. Second-Year Modern Greek. II. Modern Greek 202. Graduate students should elect Modern Greek 503. II. (4). (LR).

214. Introduction to Modern Greek Culture. (3). (SS).

301. Intermediate Modern Greek I. Modern Greek 202. Graduate students should elect Modern Greek 505. (3). (Excl).


Communication Studies

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

Professors

Richard L. Allen, Intercollegiate communication, Blacks and the media, persuasive communication
Susan Douglas (Catherine Neafie Kellogg Professor of Communication, Arthur F. Thurnau Professor), 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
W. Russell Newman, Communication policy, telecommunications, public opinion, the political economy of global media
Michael Traugott, Political communication

Assistant Professors

Travis Dixon, African Americans in the mass media, psychological theories of stereotyping, critical theories of race, communication theories of media effects
Bambi Haggins, Television, film history, and cultural studies
Kristen Harrison, Behavioral effects of the media, social-psychological aspects of media use, media images and self-perceptions
Nojin Kwak, Political and social effects of the media; Media’s role in promoting civic and political participation
Catherine Squires, Race, gender and the media; Black and ethnic social movements
Derek Vaillant, Media and late-nineteenth- and twentieth-century U.S. social and cultural history
Nicholas Valentino, Behavioral and attitudinal effects of political communication

Lecturer

Anthony Collings, Journalistic performance, media coverage of the Supreme Court

Professors Emeriti


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. The undergraduate concentration, however, is not intended as specific preparation for professional careers in the media; thus, preprofessional 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. The department does not offer an academic minor.

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 Communication Studies Department.

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 judge to have outstanding promise for professional achievement in journalism. The first award of $750 was made in 1986.

The J. Evans 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. Brunn 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 Lee Barnett 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.
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 media professionals and communication scholars to the campus during the academic year.

Upper-Level Writing Requirement (ULWR). Courses meeting the LS&A Upper-Level Writing Requirement in Communication Studies have, in recent years, included Section 002 of Comm. Studies 351, 361, 371 and 381. Priority for seats in ULWR sections is given to senior and junior concentrators who seek ULWR credit. Students enrolled in ULWR sections must complete all writing requirements, regardless of whether they are seeking ULWR credit or not.

Quantitative Reasoning (QR) Requirement. Comm. Studies 211 meets the Quantitative Reasoning requirement set by LS&A and is a required part of the curriculum in Communication Studies.

Communication Studies

May be elected as a departmental concentration program

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. Comm. Studies 211 should be completed by declared concentrators early in their program.


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 3 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.

In order to ensure that concentrators can enroll in required courses, 50% of all spaces in 300- and 400-level Communication Studies courses will be reserved for declared concentrators and 25% of spaces in those Communication Studies courses cross-listed with other departments.

Internship-for-credit: Comm. Studies 321. Internships can be an ideal way for Communication Studies students to gain valuable hands-on skills and define an area of interest within the field of communications. The department encourages and supports its concentrators in their efforts to acquire internships that supplement their academic training. Communication Studies concentrators who have reached junior standing may receive academic credit for participating in an approved, unpaid internship. Students must complete the department’s internship proposal and application, and if approved, may register for 1, 2, or 3 credits per term for a maximum of 6 credits overall in Comm. Studies 321. Credit for internships may not be used toward the Communication Studies concentration. Communication Studies concentration students learn of available internships via email (the undergraduate coordinator) and postings located in the Communication Studies Internship and Career Planning Resource Center, 2035 Frieze Building.

Independent Reading/Research, Comm. Studies 441/442. Independent reading (441) and independent research (442) are designed to investigate an area or field of specialization not covered in the regular curriculum. As a rule, junior and senior years are the most appropriate time for undertaking independent study projects. To register for Comm. Studies 441 or 442:

- Identify a research topic of interest to you;
- Find a faculty member whose area of interest relates to your topic;
- Pick up an Independent Reading/Research Form from the department;
- Complete the form and have it signed by your faculty advisor;
- Return the form to the department's student services associate; who will give you an override/permission to enter the course.

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:

1. Communication Research: Comm. Studies 311, completed by the end of the junior year with a grade of B or better.

2. Senior Honors Seminars: Comm. Studies 491 and 492, a two-term seminar sequence involving the design and completion of an Honors thesis. Only 3 credits of Honors Seminar may be applied to requirement 3, Advanced Communication Studies.

Requirements 2 and 5 must be completed by the end of the junior year. To declare an Honors concentration, make an appointment with the Department's Honors advisor. Ask for an information sheet on the Honors Program in Communication Studies at the Department office (2020 Frieze).

Advising. Advising appointments are scheduled at 2020 Frieze. Prospective concentrators should schedule an appointment with a concentration advisor during the second term of the sophomore year. Most students continue to see an advisor at least once a year. In any case, students should consult an advisor during the first term of the senior year to ensure that required courses will be completed for graduation.

Transfer Credit. Credit for coursework completed at another institution is handled through a two-step process. Students begin this process by filling out an Out-of-Residence Transfer Pre-Evaluation Form available from the Office of Undergraduate Admission. Once this form has been submitted, they should receive notice within two weeks of whether the coursework they plan to take elsewhere will transfer in as Michigan credit, and if so, to what school or department. It is the student’s responsibility to submit this form prior to pursuing coursework at another institution.

If coursework taken at another institution is approved for LS&A credit in communications, a student may then make an appointment with a faculty member in the department to determine whether this coursework may be applied toward their Communication Studies concentration. Students should bring a copy of the syllabus and work completed in their course(s). Faculty members will make a decision based upon the subject matter and the workload of a course. They will then inform the student of their decision and make a note of it in the student’s file. Coursework that does not count toward the concentration may still be applied toward the 120 credits required for graduation from LS&A. For more information, see http://www.lsa.umich.edu/saa/transfer/index.html

Study Abroad. Students seeking credit for coursework completed abroad must have this coursework approved by the department’s foreign credit evaluator if they wish to count it toward their Communication Studies concentration (see transfer credit procedures above).
Courses in Communication Studies (COMM)

111. Workshop on Managing the Information Environment. (1). (Exc).

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. 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). (Exc). 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. (3). (Exc). May be repeated for a total of six credits.

441. Independent Reading. Permission of department. (3-4). (Exc). No more than four credits may be included in a Communication concentration. (INDEPENDENT). Comm. 441 and 442 may be repeated for a combined total of eight credits.
442. Independent Research. Permission of department. (3-4). (Exc). 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.

458. Special Topics in Media Systems. Comm. Studies 351 or 371 strongly recommended. (3). (Exc). May be repeated for a total of 6 credits.
459. Seminar in Media Systems. Comm. Studies 351 or 371 strongly recommended. (3). (Exc). May be repeated for a total of six credits.
461. 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). (Exc).
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). (Exc).
466. Special Topics in Mass Communications Processes. Comm. Studies 361 or 381 strongly recommended. (3). (Exc). May be repeated for a total of 6 credits.
469. Seminar in Mass Communication Processes. Comm. Studies 361 or 381 strongly recommended. (3). (Exc). May be repeated for a total of six credits.

Comparative Literature

2015 Tisch Hall
435 South State Street
(734) 763-2351 (phone)
(734) 764-8503 (fax)
http://wwwlsa.umich.complit/e-mail: complit.info@umich.edu
Professor Tobin Siebers (English), Director

May be elected as an interdepartmental concentration program

Professors Ross Chambers (French), Simon Gikandi (English), Vassilios Lambropoulos, (classical studies), James Porter (Greek and Latin), Anton Shammas (Near Eastern Studies)

Associate Professors Catherine Brown (Romance languages), Alina Clej (French), Santiago Colás (Spanish), Tomoko Masuzawa (History), Yopie Prins (English), Rei Terada (English)

Assistant Professors David Porter (English)

Professor Emeritus Stuart McDougal

Comparative Literature is a discipline which examines literature across national, historical, and linguistic boundaries. Literary movements, periods, genres, criticism, and theory are studied from an international viewpoint as are the relationships between literature and the other arts (e.g., film, painting, music) and literature and such disciplines as psychology, philosophy, anthropology, history, and women's studies. 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 language, 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 3.2, and a 3.5 grade point average in courses counting toward the concentration. Students who elect an Honors degree will write an Honors thesis toward the concentration. Students who elect a grade point average of at least a 3.2, and a 3.5 Literature (COMPLIT)

Courses in Comparative Literature (COMPLIT)

140. First-Year Literary Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May be repeated for a total of six credits.

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).

260. Europe and Its Others. (3). (HU).


364. Comparative Literary Movements and Periods. (3). (HU). May be repeated for a total of six credits.

372. Literature and Identity. (3). (HU). May be elected twice, for a total of six credits.

374. Literature and the Body. (3). (HU). May be elected twice, for a total of six credits.

376. Literature and Ideas. (3). (HU). May be elected twice, for a total of six credits.

382(422). Literature and the Other Arts. (3). (HU). May be repeated for a total of nine credits.

384(424). Literature and Other Disciplines. One course in literary studies. (3; 2 in the half-term). (HU). May be repeated for a total of nine credits.

410. Major Authors. Junior standing. (3). (Excl). May be repeated for a total of six credits.

430. Comparative Studies in Fiction. Upperclass standing. (3; 2 in the half-term). (Excl). May be repeated for a total of nine credits.


490. Comparative Cultural Studies. Junior standing. (3). (Excl). May be repeated for a total of six credits.

492. Comparative Literary Theory. Junior standing. (3). (Excl). May be repeated for a total of six credits.


Complex Systems

4485 Randall Laboratory
500 East University
(734) 763-3301 (phone)
(734) 763-9267 (fax)
http://www.pscs.umich.edu/
e-mail: cscs@umich.edu
Professor Carl P. Simon (Mathematics),
Director

Not a concentration program

The Center for the Study of Complex Systems (CSCS) 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 Center 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 (CMPLXSYS)


Comprehensive Studies Program

1159 Angell Hall
435 South State Street
(734) 764-9128 (phone)
(734) 763-6359 (fax)
http://www.lsa.umich.edu/csp/
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 its 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 (CSP)

100. CSP Freshpersons Readings Seminar. (2). (Excl). Offered mandatory credit/no credit.

Computer Science

3415 EECS Building
1301 Beal Avenue
(734) 763-2305 (phone)
http://www.eecs.umich.edu/
E-mail: csdegree@umich.edu

May be elected as a departmental concentration program

Computers are everywhere, from inside our cars to on our desktops, and are affecting almost all aspects of our lives. Yet, for all of the things that computers and information technology can now do to make us more informed, productive, and connected, many opportunities still remain.

Computer scientists are experts on the subject of computation, both in terms of the theory of what fundamental capabilities and limitations of computation are, as well as how computation can be practically realized and applied. A computer scientist understands how to design and analyze algorithms that apply computation effectively, how to store and retrieve information efficiently, how computers work to deliver computation, and how to develop software systems that solve complex problems. Specialists within computer science might have expertise in designing computer hardware, or in analyzing computer algorithms, among many other current possibilities, and even more emerging specialties.

QUESTIONS?

If you are interested in Computer Science, Computer Engineering or Electrical Engineering, contact the EECS Undergraduate Advising Office at (734) 763-2305, 3415 EECS Building.

If you are undecided about which concentration to choose, please contact the LS&A Advising Center at (734) 764-0332, 1255 Angell Hall, or the Engineering Advising Office at (734) 647-7106, 1009 Lurie Engineering Center.

Questions about the concentration program in Computer Science should be addressed to:

Undergraduate Advising Office
EECS Department
3415 EECS
University of Michigan
Ann Arbor, MI 48109-2122
Telephone: (734) 763-2305
http://www.eecs.umich.edu/
E-mail: csdegree@umich.edu

Prior Programming Experience. CMPTSC 280 assumes prior programming experience using decision constructs, iteration, functions, basic I/O, and simple arrays in C/C++. Many students interested in CSE will have had such experience in high school coursework. Engineering students who do not place out Engineering 101 should take Engineering 101 first, and LS&A students who lack prior programming experience should take CMPTSC 183 before taking 280.

For more information on determining which Computer Science class you should take first, consult the EECS webpage:
http://www.eecs.umich.edu/

Pre-Concentration Requirements. To enroll in the CS program a student should first complete 5 pre-declaration courses. These are: MATH 115, MATH 116, MATH 215, CMPTSC 203, and CMPTSC 280. Performance in these classes is indicative of student aptitude for the CS program, and students who do not perform well are discouraged from continuing. Students enrolling at the University beginning in Fall 2001 in fact must satisfy minimum GPA and course grade requirements in these courses to declare in CS (see department advising materials for details).

Concentration

CMPTSC 281 (formerly 380), CMPTSC 370, CMPTSC 376 (formerly 476), CMPTSC 496 (the new capstone design course in computing), and a probability/statistics course (see department for acceptable choices).

At least 10 credits of CMPTSC courses at the 400-level or above, including a course approved as satisfying the Major Design Experience (MDE) taken concurrently with CMPTSC 496 and TC496. The department maintains a list of acceptable MDE courses. A maximum of 4 credits of CMPTSC 499 can be used as elective credits across all elective categories combined, except for free electives.

At least 8 credits of advanced electives, which are either additional CMPTSC courses at the 400 level or above, or courses approved as advanced CS electives. See department for the current acceptable choices. (Note: The approved electives list for the new CS program is not the same as for the old program.)

At least 8 credits of flexible technical electives, which are courses satisfying either of the previous two elective categories, or CMPTSC courses at the 300-level or above, or approved courses at the 200-level or above, that are required by another science, engineering, or math program (see department for acceptable courses).

Three credits of technical communications, including TC281 (1 credit) taken concurrently with CMPTSC 281, and TC496 (2 credits) taken concurrently with CMPTSC 496.

Honors Concentration

Outstanding students may wish to elect an Honors concentration in Computer Science. Information about Honors requirements can be found in the EECS Undergraduate Advising Office, 3415 EECS and on the departmental web site:
http://www.eecs.umich.edu/

Courses in Computer Science (CMPTSC)


198 / EEC5 190. Special Topics in Computer Science (1). (Excl). CAEN lab access fee required for non-Engineering students.


280 / EEC5 280. Programming and Introductory Data Structures. Math. 115 and prior programming experience (assumes prior programming experience using decision constructs, iteration, functions, basic I/O, and simple arrays in C/C++). Those without prior programming experience should elect Engineering 101 or CS 183 before electing CS 280. No credit granted to those who have completed or are enrolled in CS 283. I and II. (4). (MSA). (BS). CAEN lab access fee required for non-Engineering students.


283 / EEC5 283. Programming for Science and Engineering. Engin. 101 or CS 183. This course is not intended for computer science concentrators. No credit granted to those who have completed or are enrolled in CS 280. II. (4). (Excl). (BS). CAEN lab access fee required for non-Engineering students.

284 / EEC5 284. Introduction to a Programming Language or System. Some programming knowledge is required. No credit granted to the computer science freshman who have completed CS 280. I and II. (1). (Excl). (BS). CAEN lab access fee required for non-Engineering students. May be repeated for credit.


496 / EECS 496. Capstone Design Course in Computing. Senior standing, and concurrent enrollment in Technical Communication 496 and one of the approved 400-level team project courses in computing. I and II. (2). (Excl). CAEN lab access fee required for non-Engineering students.


499 / EECS 499. Directed Study. Senior standing in EECS. I or II. (4). (Excl). CAEN lab access fee required for non-Engineering students. (INDEPENDENT). May be repeated for credit.


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.


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.

Courses in Electrical Engineering and Computer Science (EECS)


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, Film and Video Studies
3541B Frieze Building, 1285
(734) 936-2414
(734) 647-7693

May be elected as an interdepartmental concentration program

Professors Beaver (Film and Video), Brater (English Language and Literature), Fredriksen (Theatre and Drama), Studlar (Film and Video)

Associate Professors Gordon (Theatre and Drama), Neville-Andrews (Theatre and Drama)

Assistant Professor Hammond (Theatre and Drama)

Lecturers Burnstein (Film and Video), Lawson (Film and Video), Loeser (Film and Video)

Professor Emeritus Konigsberg (Film and Video)
The Dramatic Writing Program is a cross-college, interdisciplinary undergraduate concentration (A.B.) between the Program in 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 interrelatedness 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.

Students who wish to consult or petition the program regarding any requirement should submit a written request addressed to the Dramatic Writing Program, 2512 Frieze Building.

The Avery and Jule Hopwood Awards in Creative Writing. Under the terms of the will of Avery Hopwood, a member of the Class of 1905, the annual income from a generous endowment fund is distributed in prizes for creative work in four fields: dramatic writing, fiction, poetry, and the essay. Competition is open to qualified students enrolled in any school or college of the University. Entrants must, however, be enrolled in a designated writing course elected through University courses and who have demonstrated both the interest and capacity to carry out the independent work required to complete an Honors thesis during their senior year. Applications should be made by Spring of the junior year.

Advising. Students who may be interested in a concentration in Dramatic Writing are encouraged to consult with a Program advisor. Appointments for Gaylyn Studlar can be scheduled in 2512 Frieze Building, or by calling (734) 764-0147. Appointments for Wendy Hammond can be made by calling (734) 647-7693.

Honors Concentration. The Honors Program in Dramatic Writing is open to seniors who have a GPA of 3.5 or higher in their University courses and who have demonstrated both the interest and capacity to carry out the independent work required to complete an Honors thesis during their senior year. Applications should be made by Spring of the junior year.

Advising. Students who may be interested in a concentration in Dramatic Writing are encouraged to consult with a Program advisor. Appointments for Gaylyn Studlar can be scheduled in 2512 Frieze Building, or by calling (734) 764-0147. Appointments for Wendy Hammond can be made by calling (734) 647-7693.

### Economics

238 Lorch Hall
611 Tappan Hall
(734) 764-2355 (phone)
(734) 764-2769 (fax)
http://www.econ.lsa.umich.edu/
e-mail: econundergradoffice@umich.edu
Professor Gary Solon, Chair
Professor Miles Kimball, Associate Chair for Administrative and Student Affairs
Professor Gordon Hanson, Associate Chair for Faculty Recruitment

Professors
William James Adams, Industrial Organization, Western Europe
Robert Barsky, Money, Macroeconomics
Rebecca Blank, Labor
John Bound, Labor, Econometrics
Charles Brown, Labor
Paul Courant (Arthur F. Thurnau Professor), Public Finance, Public Policy, Urban Economics
John Cross, Microeconomics Theory
Alan Deardorff (John W. Sweetland Professor of International Economics), International Economics
Roger Gordon (Reuben Kempf Professor of Economics), Public Finance, Transitional Economics
Gordon Hanson, International Economics
E. Philip Howrey, Econometrics, Macroeconomics
Saul Hymans, Econometrics, Macroeconomics
George Johnson, Labor
Miles Kimball, Macroeconomics, Money

John Laitner, Macroeconomics
David Lam, Demography, Development
James Levinsohn, International, Development, Industrial Organization
Jeffrey MacKie-Mason, Public Finance, Information
Stephen Salant, Microeconomics, Natural Resources
Gary Saxonhouse, Japan, Economic History
Matthew Shapiro, Macroeconomics, Econometrics
Carl Simon, Microeconomics Theory
Joel Stemrad (Paul W. McCracken Professor of Business Economics), Public Finance
Gary Solon, Labor, Econometrics
Ennio Stacchetti, Microeconomics Theory
Frank Stafford, Labor

### Concentration Program

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; F/V 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
      - F/V 361, 366, 414, 420, 440, 441, 442, 453, 460, 461, 470
      - French 372
      - German 330, 331
      - Music History and Musicology 413
      - Musical Theatre 441, 442
      - Russian 463, 470
      - Theatre 402

**Honors Concentration.** The Honors Program in Dramatic Writing is open to seniors who have a GPA of 3.5 or higher in their University courses and who have demonstrated both the interest and capacity to carry out the independent work required to complete an Honors thesis during their senior year. Applications should be made by Spring of the junior year.
ECONOMICS / 71

Jan Svejnar, Business Economics, Transitional Economics
Thomas Weisskopf, Political Economy
Warren Whately, Economic History, Political Economy
Michelle White, Law, Public Finance
Robert Willis, Labor Demography
Associate Professors
Susanto Basu, Macroeconomics
Michael Chernow, Health Management and Policy
Kathryn Dominguez (Public Policy), International Finance, Macroeconomics
Kai-Uwe Kuhn, Industrial Organization
Francine Lafontaine, Business Economics
Scott Page, Macroeconomic Theory
Lones Smith, Microeconomic Theory
Linda Tesar, International Finance, Macroeconomics
Assistant Professors
Omri Ben-Shahar, Law
Benjamin Chabot, History, Finance
Kerwin Charles, Labor
Yan Chen, Public Choice, Experimental, Public Finance
Andrew Coleman, Development, International
Julie Cullen, Public Finance, Health
Lutz Kilian, Econometrics, Macroeconomics, International Finance
Illoong Kwon, Industrial Organization, Microeconomic Theory
Emine Oxdenoren, Microeconomic Theory
Albert Park, Development, China
Shinichi Sakata, Econometrics
Rohini Somanathan, Development, Public Finance
Dmitriy Stolyarov, Industrial Organization, Macroeconomics
Klaas Van’t Veld, Environmental, Law
Adjunct Associate Professors
Sherrie Kossoudji, Development, Demography
Lecturers
Janet Gerson, Microeconomics
Paula Malone, Microeconomics
Stan Sedo, Labor, Econometrics
Frank Thompson, Political Economy
Janet Wolfe, Macroeconomics, Econometrics
Professors Emeriti

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.

Economics Undergraduate Office.  The undergraduate office is located at 238 Lorch Hall, (734) 763-9242. The Student Services Assistant for the economics undergraduate program is available to answer questions about concentration requirements, course offerings, wait-list procedures, career/job information, economics networking program, 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 Gerald R. Ford 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 Gerald R. Ford School of Public Policy, 440 Lorch Hall; (734) 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 Gerald R. Ford School of Public Policy and an economics concentration advisor during the sophomore year.

Michigan Economics Society.  The Michigan Economics Society, 154 Lorch Hall, (734) 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 Sigma Honor Scholarship in Economics, which carries a stipend of $1000, 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 $1000, 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.

Economics

May be elected as a departmental concentration program

Prerequisites to the Concentration.  Economics 101 and 102 and Mathematics 115, each completed with grade at least C. One of the Honors alternatives to Mathematics 115 may be substituted for Mathematics 115. Advanced placement credits in Mathematics 121 may be substituted for Mathematics 115, but students who scored less than a 4 on the BC Calculus exam are encouraged to elect one of the calculus courses on the placement list before proceeding to economics courses having a Mathematics 115 prerequisite. Credits in Mathematics 120 alone do not satisfy the mathematics prerequisite for an economics concentration or minor. Students with this credit may complete the economics mathematics prerequisite by completing, with grade of at least C, one of the calculus courses on the placement list (Mathematics 116, 119, 156, 175, 185, 186, 295).

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, or their Honors equivalents, are recommended for students with an interest in quantitative economics. Students with a serious interest in advanced research should elect Economics 405 (or Statistics 426) and Economics 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 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 405 and that Mathematics 215 (Calculus III) and Mathematics 325 (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 (or Statistics 426) and Economics 406. In addition, Honors concentrators must complete a senior Honors thesis. The senior Honors thesis may be an expansion 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.

Academic Minor in Economics

An academic minor in Economics is not open to students with a concentration in the Department of Economics. Students wishing to pursue an academic minor in Economics must develop a specific plan for its completion in consultation with one of the department's designated advisors. Appointments are scheduled at 238 Lorch Hall.

Prerequisites to the Academic Minor. Economics 101 and 102 and Mathematics 115, each completed with grade at least C. One of the Honors alternatives to Mathematics 115 may be substituted for Mathematics 115. Advanced placement credits in Mathematics 121 may be substituted for Mathematics 115, but students who scored less than a 4 on the BC Calculus exam are encouraged to elect one of the calculus courses on the placement list before proceeding to economics courses having a Mathematics 115 prerequisite. Credits in Mathematics 120 alone do not satisfy the mathematics prerequisite for an economics concentration or minor. Students with this credit may complete the economics mathematics prerequisite by completing, with grade of at least C, one of the calculus courses on the placement list (Mathematics 116, 119, 156, 175, 185, 186, 295).

Academic Minor Program. 17 credits in Economics at the 300-level and above, distributed as follows:

1. Economics 401 (Intermediate Microeconomics) and Economics 402 (Intermediate Macroeconomics), each completed with a grade of at least C–.
2. Nine additional credits in upper level (300+) economics courses, including at least 3 credits in courses with Economics 401 or Economics 402 as a prerequisite.

Courses in Economics (ECON)

A. Introductory Courses

101. Principles of Economics I. High school algebra and geometry. 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/1).
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).
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 Stats. 350, 265, 311, 350, 400, 402, 405, or 412. (4). (Excl). (BS). (QR/1).
405 / STATS 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 Stats. 265, 311, 400, or 412. Students with credit for Econ. 404 can only elect Econ. 405 for 2 credits and must have permission of instructor. (4). (Excl). (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).
312. Topics in Macroeconomics. Econ. 402. (3). (Excl).

D. Labor Economics

320. Survey of Labor Economics. Econ. 101 and 102. (3). (SS).
325 / POLSCI 439. Inequality in the United States. Econ. 101 and 102. (3). (Excl).
421. Labor Economics I. Econ. 401. (3). (Excl).
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 during the last millennium and a half in diverse forms of English from every part of the globe, our courses aim at a subtle and flexible understanding of the content of these texts and a sensitive appreciation of their style and form.

The interests the Department addresses and the studies it sponsors, however, range far beyond the study of imaginative literature. Its courses offer instruction in writing, including exposition and creative writing, whether prose fiction, poetry, or drama. An increasing number of our courses involve substantial use of computers and extended inquiry into information networks. The English language itself, its history, structure, and diverse traditions of use, is the focus of yet other courses. Still others focus on literary theory, examining strategies of literary interpretation, evaluation, and appreciation and considering the ways in which literary texts relate to other forms of cultural representation.

One special feature of this English Department consists in the number of courses it offers jointly with other Programs in the College. Women’s Studies, for example, the Center for Afro-American and African Studies, American Culture (Native American Studies, Latina/Latino Studies, Asian American Studies), Studies in Religion, Comparative Literature, and Film and Video Studies. The variety of materials and the diverse backgrounds and interests of students involved in such courses present extraordinary opportunities for intellectual growth.

The present study of literature has returned with particular force and new point to a very old consideration – that language and literature are necessarily understood as social products and agents, deeply implicated in the processes and questions that interest and, at times, agitate society more generally. These issues as represented in texts – issues of ethics, of political order, of economic and ethnic difference, of gender, of systems of belief – recur as a regular feature of discussion in many of our courses.

The following paragraphs describe typical patterns of study in the Department and indicate the various ways in which a student can, with much opportunity for individual initiative, form a challenging and rewarding concentration within it.

**Degree Program Options.** The Department of English Language and Literature offers three main routes toward the concentration. (1) The General Program; (2) the Honors Program; and (3) the Creative Writing Program. Students entering any of them 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. With written prior approval by the undergraduate administrator, courses elected in other departments or programs may on occasion be used as part of a concentration plan. Independent study projects cannot be used to meet Department program requirements.

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 repeat-ecilly 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.** Becoming a member of the English Department’s Honors Program means becoming a part of a small, intensely committed group of teachers and students all working toward achieving excellence in the related disciplines of reading, understanding, and writing about texts. Honors Courses and the program at large place a premium on discussion, on sustained elaboration of ideas inside and outside the classroom, on conceiving of projects in complex and engaging ways, on learning to do research, and on presenting the fruits of that research in expressive, lucid prose.

Students interested in the Honors Program should apply for admission as soon as possible after the beginning of their sophomore year. Since students generally have not decided to pursue Honors before they have completed at least one of the Sophomore prerequisites for the English concentration (English 239, 240), almost all applicants for admission to Honors come in the winter term of the sophomore year or the fall term of the junior year. Applications are due at the end of the seventh week of each term. Though the program occasionally accepts a few late applicants (i.e., students applying in the winter term of their junior year), admission is more difficult to achieve if you apply late, and your chances for success in the program are greatest if, before the first term of your senior year, you have taken at least one theory course (preferably English 484 or 486) and begun thinking about a possible focus for your thesis. The application consists of a cover sheet; a transcript; a 500-word statement of purpose; and a writing sample. Students must also be maintaining a 3.5 GPA or better in the concentration.

• Honors students take a course in literary theory, usually English 484 or 486. It is recommended that this be done during the student’s junior year.

• Honors students take two Honors seminars (specified sections of English 370 and 371, or English 497), preferably in different terms. These courses may also satisfy English program concentration requirements. Enrollment in these courses is limited; classroom discussion, reading, and writing requirements are particularly challenging. These should number among the most exciting and difficult courses you take as an undergraduate. These courses are specially designated in the *EC’s 4 Course Guide*. Admission to these seminars is by permission of the instructor only; please notify Julia Martucci-Clark in 3187 Angell Hall of your section preference.

• Honors students write a thesis of approximately forty to fifty pages in length during the senior year—a project that is designed to be the single most important, most meaningful piece of work students undertake as English concentrators at the University. Students write most of their thesis in a required course, “Research and Thesis Writing” (English 492/496). Students are guided throughout much of their senior year by a faculty advisor chosen early in that year. The completed thesis is due approximately March 15 of the senior year.

• In early May, Honors students will participate in an Honors Colloquium, at which students make brief presentations of their theses to interested faculty, friends, and family.

**The Creative Writing Program.** Students interested in the department’s offerings in creative writing should begin with English 223, an introduction to the reading and writing of modern poetry and prose fiction and to the workshop method of critiquing student writing. Successful completion of the introductory course entitles students to enroll in the intermediate course, English 323, in the genre of their choice (poetry, fiction, or a combination of artistic media). At the advanced level students may elect (with the instructor’s permission) the advanced fiction workshop (English 423) or the advanced poetry workshop (English 429).

English concentrators who wish to specialize in the writing of poetry or prose fiction may, in the winter term of their junior year, apply to the Creative Writing Subconcentration, which is an optional path to a Bachelor of Arts degree in English. Students in the program take the creative writing workshops described above in sequence, and, in their last term, compile a major manuscript of poetry or prose fiction while working closely with the creative-writing faculty in a tutorial reserved for subconcentrators (English 428).

The program is small and highly selective; however, students not enrolled in the subconcentration may still pursue their interest in creative writing by applying to the appropriate upper-level workshops. Those students who have earned at least a 3.5 GPA may apply for Creative Writing Honors after they have been accepted to the subconcentration. 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, 308, or 406). 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, 1033 School of Education Building. 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. The deadline is February 1 for the following academic term.

**Upper-Level 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-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 Department, (734) 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 (734) 764-6330 or by coming to 3187 Angell Hall.

**Courses in Expository Writing.** Courses in writing develop a student’s sense of the various possible forms of expression. Writing practice, lectures, and class discussion are supplemented in these courses by regular meetings with the instructor. Sections of English 225, 325, and 425 are limited to 20 students. The first of these courses includes a great variety of writing projects while sections of the upper-level courses tend to be somewhat more specialized.

**Repeating Courses for Credit.** Some of the courses listed below are general titles under which varied topics may be offered. Such courses may be repeated for credit with departmental permission. Most of the courses available for re-election are signaled below. Students must obtain the proper approval form from the English Office, 3187 Angell Hall and return it for approval within the first two weeks of class.

**The Avery and Jule Hopwood Awards in Creative Writing.** Under the terms of the will of Avery Hopwood, a member of the Class of 1905, the annual income from a generous endowment fund is distributed in prizes for creative work in four fields: dramatic writing, fiction, poetry, and the essay. Competition is open to qualified students enrolled in any school or college of the University. Entrants must, however, be enrolled in a designated writing course elected through the Department of English Language and Literature, Residential College, Department of Communication Studies, or the Department of Theatre and Drama. The Hopwood Pro-
gram also administers 17 other writing and prize competitions. For full information about the conditions of competition contact the Hopwood Program Associate, 1176 Angell Hall, (734) 764-6296.

Student Organizations. English concentrators are encouraged to join the Undergraduate English Association (UEA). The group works closely with the Department in planning activities which serve to strengthen student affiliations with one another, the faculty, and the Department as a whole. Student representatives to the Undergraduate Curriculum Committee are elected from the membership of this group. Mass meetings are held within the first two weeks of each term. For further information contact the Undergraduate Office, located at 3187 Angell Hall.

Half-Term Information. It is difficult to anticipate the offerings for Spring/Summer terms. English 124, 125, 223, 225, 230, 240, 370, 371, 372, and 417 are frequently offered. Other courses are offered when they can be staffed, and when there is demand. Half-term courses normally carry one fewer credit than comparable courses offered during the Fall and Winter terms.

Courses in English Language and Literature (ENGLISH)

124. College Writing: Writing and Literature. (4; Introductory Composition).
125. College Writing. (4; Introductory Composition).
140. First-Year Literary Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3; 2 in the half-term).
223. Creative Writing. Completion of the Introductory Composition requirement. (3; 2 in the half-term). (CE). May not be repeated for credit.
226. Half-Term Writing. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of three credits.
227 / THTREMUS 227. Introductory Playwriting. (3; 2 in the half-term). (CE).
239. What is Literature? (3). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL). May be elected for a total of four credits.
233. Creative Writing. English 223 and junior standing. (3; 2 in the half-term). (CE). May be repeated for a total of six credits.
234. Creative Writing. Junior standing and written permission of instructor. (3; 2 in the summer half-term). (Excl). May be repeated for credit.
300(412) / FILMVID 330. Major Directors. F/V 230 or 236. (3). (HU). Laboratory fee ($35) required. May be elected for a total of nine credits.
313(413) / FILMVID 331. Film Genres and Themes. F/V 230 or 236. (3). (HU). Laboratory fee ($35) required. May be elected for a total of nine credits.
340. Reading and Writing Poetry. (3; 2 in the half-term). (Excl).
349(449) / THTREMUS 323. American Theatre and Drama. (3). (HU).
350 / MEMS 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).
367 / MEMS 367. Shakespeare’s Principal Plays. (4; 3 in the half-term). (HU).
368 / MEMS 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. (3). (HU).
372. Studies in Literature, 1830-Present. (4; 3 in the half-term). (Excl). May be repeated for credit with department permission.
381 / AMCULT 324. Asian American Literature. (3). (HU). May be repeated for a total of six credits with department permission.
382 / AMCULT 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 / AMCULT 406. Topics in Caribbean Literature. CAAS 202 recommended. (3; 2 in the half-term). (HU). May be repeated for a total of six credits with department permission.
385 / CAAS 385. Topics in African Literature. CAAS 200 recommended. (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). (Excl). Laboratory fee ($35) required. May be repeated for credit with department permission.

Primarily for Juniors and Seniors

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

3004 North University Building
1205 North University
(734) 764-2413 (phone)
(734) 763-0369 (fax)
http://www.lsa.umich.edu/eli/
c-mail: eliinfo@umich.edu
Professor John M. Swales, Director

Not a concentration program

Professors
Joan Morley, English phonetics and pronunciation, oral comprehension and public speaking
John Swales, Language across the curriculum, discourse and genre analysis, English for academic purposes

Lecturers
Elizabeth Axelson, discourse analysis, speaking and interacting skills, ITA training
Christine Feak, EAP writing materials development, teaching writing skills, research on writing
Brenda Imber, ITA training, cross-cultural and socio-professional communication, pronunciation
Carolyn Madden, ESL methods and materials, academic writing, interactive skills, ITA training and research, migrant education
Sue Reinhart, ESL materials development, legal and business English, oral communications, 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. 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.

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 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 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 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 (734) 764-2413.
Courses in English Language Institute (ELI)

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. (2). (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).

321. Writing for Academic Purposes II. 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).

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

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

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

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

380. 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.

381. 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.

391. English as a Second Language Topics. A maximum of four ELI credits may be counted toward a degree. (3-4 in the half-term). (Excl). May be elected twice for 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).

399. Individual Research and Study. Permission of instructor. A maximum of four ELI credits may be counted toward a degree. (1). (Excl).

Center for European Studies

1080 South University, Suite 2620
(734) 647-2743 (phone)
(734) 763-9154 (fax)
http://www.umich.edu/~inet/ces/
e-mail: ces@umich.edu
Associate Professor Steven M. Whiting (Musicology, Director)

Not a concentration program

The Center for European Studies (CES) supports academic, educational, and outreach activities that regard Western Europe and the geopolitical regions at its eastern and southern flanks. Dramatic changes on its eastern borders and globalization invite us, however, to look beyond the traditional borders of “Western Europe” to central and eastern European countries, and to the countries along the southern shores of the Mediterranean. In these regions, post-Cold War changes and demographic and economic trends are leading to a redrawing of traditional borders and boundaries between Europe and its neighbors.

The Center has approximately one hundred twenty affiliates among the faculty, ranging from Architecture and Classics to Law School and the History of Art. Its activities illustrate the ongoing importance of European life, culture, and scholarship to American culture and public life. Funded by the International Institute, the Center organizes conferences, workshops and lectures on campus, in addition to exchange programs with European universities. In collaboration with other universities and European centers in the United States, the Center brings European scholars, artists and professionals to Ann Arbor. The Center has administered the Netherlands Visiting Professorship (NVP) since 1947 and hosts the Program in British Studies.

The Center has two main aims:

A. To inform faculty, students, and the general public of the events and social forces reshaping Europe – from European integration to growing regionalism; from the weakening of sovereign national states to the increasing interdependence created by globalization.

B. To insert European scholars and their interpretations of European issues in the American academic and public debate, thus enriching the local discussion, and at the same time giving European scholars the opportunity to start a conversation with Europeanists on campus.

Modern Western European Studies Academic Minor

Not a concentration program

The academic minor in Modern Western European Studies is open to students who wish to better understand the recent political, economic, and social transition taking place in western Europe from the industrial revolution to the present day and/or gain insight into cultural and artistic developments in western Europe during the same period.

Constraints: Not open to those electing a concentration or academic minor in the department of History. Those electing a concentration or academic minor in the departments of Classical Studies, English Language and Literature, Germanic Languages and Literatures, or Romance Languages and Literatures may pursue an academic minor in Modern Western European Studies only if they do not count courses in those departments toward satisfying the requirements for the Modern Western European Studies academic minor.

Advising: The Director of CES, supported by the CES Program Associate, will assume responsibility for advising students. Advising appointments are scheduled at the Program Office, 1080 South University, Suite 2630, (734) 763-9154.

Prerequisites to the Academic Minor: Fourth-term proficiency in a western European language other than English (Dutch, French, German, Italian, Modern Greek, Portuguese, Spanish, or Swedish).

Academic Minor Program: At least 18 credits of courses from the following categories, chosen in consultation with and approved by a CES academic advisor.

At least two courses must be upper-level, and courses must be distributed over three of the following departments and programs: History, Political Science, Economics, Anthropology, Comparative Literature, English Language and Literature, Film and Video Studies, Germanic Languages and Literatures, History of Art, Modern Greek, Musicology, Philosophy, Residential College, Romance Languages and Literatures, and Sociology.

1. Modern European History sequence. Two courses chosen from one grouping, either Group A or Group B
   A. History 318 and 319; or
   B. History 111 and one of the following:
      German 171, History 171, 319, 320, 321, 386, or 419.
2. **Elective courses**: Three courses chosen from one of the following groupings, either Group A, Group B, or Group C:
   
   **A. Politics, Society, Economics**
   - Cultural Anthropology 309
   - Economics 453
   - Philosophy 385
   - Political Science 441, 443, 463
   - RC Social Science 301 (section entitled *Social Science Theory in Bourgeois Europe*)

   **B. Literature and Culture of Western Europe**
   - Comparative Literature 350 (appropriate sections), 410 (appropriate sections), 495 (section entitled *Literature and Anthropology*)
   - Dutch 492

   **C. Art and Culture of Western Europe**
   - Architecture 212, 323, 473
   - History of Art 102, 212, 271, 272
   - Musicology 341, 346
   - RC Humanities 385
   - Other courses concerning 19th/20th-century European art and culture chosen in consultation with and approved by the program advisor

3. **Capstone**. A fourth elective course (3 credits), chosen at the discretion of the student and the advisor, that offers an opportunity to synthesize what the student has learned about modern western Europe. It may arise from a Directed Reading course in a relevant department. It should involve researching and writing a paper of at least 12 pages in length.

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**Film and Video Studies**

May be elected as an interdepartmental concentration program

**Prerequisite to Concentration**: Film-Video 230 or 236.

**Concentration Program**: 36 credits minimum. A grade of C- or better must be achieved in any course taken to satisfy the concentration requirements.

1. **Core Required Courses** (21 credits).

   **A. General concentration requirements**:  
   - F/V 350 The History of American Film  
   - F/V 360 The History of World Film  
   - F/V 370 Television History  
   - F/V 414 Film Theory and Criticism

   **B. Production component requirements**:  
   1. F/V 200 Introduction to Film, Video and Television Production
   2. Two of the following, upon completion of F/V 200:  
      - F/V 300 Filmmaking I  
      - F/V 301 Video Art I  
      - F/V 302 Television Studio I  
      - F/V 310 Screenwriting  
      - F/V 311 Writing for Television

**Film-Video Studies**

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 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-making and criticism, in creative film, video-making, and studio television work, and for advanced study in graduate programs in moving image media.

**James Gindin Visiting Artists Series**. The James Gindin Visiting Artists Series provides screenwriting students with the unique opportunity to work regularly in small seminars with some of the most respected screenwriters in filmmaking. The series is named in memory of James Gindin, the popular late U-M professor of English who was an acclaimed scholar of 19th-century British literature and modern fiction.

**Donald Hall Screenwriting Collection**. The Donald Hall Screenwriting Collection, an extensive DVD media and script library, has been established by Four Friends Foundation to serve University of Michigan students interested in studying great films and film scripts. The collection is named for Donald Hall, the renowned poet and author who taught at Michigan from 1957 to 1975 and who is at present New Hampshire Poet Laureate.
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 330, 331, 340, 361, 365, 366, 380, 400, 401, 402, 404, 405, 406, 410, 417, 420, 422, 423, 427, 440, 441, 442, 450, 451, 455, 460, 461, 470. With the exception of English 330 and 331, 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 (734) 764-0147.

Honors Concentration. 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 members 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 (734) 764-0147.

Scholarships and Awards. Numerous scholarships and prizes are available to students in the Program in Film & Video Studies at the University of Michigan.

The Avery and Julie Hopwood Awards in Creative Writing. Under the terms of the will of Avery Hopwood, a member of the Class of 1905, the annual income from a generous endowment fund is distributed in prizes for creative work in four fields: dramatic writing, fiction, poetry, and the essay. Competition is open to qualified students enrolled in any school or college of the University. Entrants must, however, be enrolled in a designated writing course elected through the Department of English Language and Literature, Residential College, the Program in Film and Video Studies, or the Department of Theatre. For full information about the conditions of competition contact the Hopwood Program Associate, 1006 Angell Hall, (734) 764-6296.

The Arthur Miller Award of the University of Michigan Club of New York Scholarship Fund. The University of Michigan Club of New York has generously agreed to sponsor a scholarship award in honor of distinguished playwright and U of M graduate Arthur Miller. The contest is open to currently enrolled University of Michigan students, of sophomore or junior standing, who have demonstrated writing talent in the area of drama, screenplay, fiction, or poetry.

The Eileen and Leonard Newman Award in Dramatic Writing. The winner will receive an award of $1,000.

The Kasdan Scholarship in Creative Writing. The Kasdan Scholarship in Creative Writing was established by University of Michigan graduates Lawrence and Meg Kasdan. The recipient of the award will be selected on the basis of financial need and promise in the writing of screenplays, drama, or fiction. Manuscripts will be judged by a member of the University of Michigan faculty. Contestants may submit manuscripts in one of the areas of screenplay, drama, or fiction. For further information, inquire at the Hopwood Room, 1176 Angell Hall.

The Trueblood Fellowship. Awards of up to $750 given to support students involved in the performance aspects of film, television, or video art.

The Leo Burnett Foundation Grants Program. Awards of up to $750 given to research and production projects that explore and illuminate the role of film or television in a market economy.

The Garrett Garrison Scholarship. Awards of up to $1500 which help support Film and Video Studies Honors students to defray the costs of preparing their Honors thesis, production, or screenplay.

United Talent Agency Scholarship for Screenwriting. A competitive scholarship for screenwriting in which the winning screen play will receive $2500 and possible representation by the United Talent Agency upon completion of a satisfactory re-write of the screenplay.

The Sidney J. Winer Scholarship Award for Internship Support. This $2000 award is intended to help defray the cost of a summer internship in the entertainment industry.

Global Media Studies

The academic minor in Global Media Studies is not open to students with a concentration in Film and Video Studies or in Dramatic Writing. Independent Studies (F/V 399) may not be used toward the academic minor.

Students interested in the academic minor in Global Media Studies should develop a specific plan for its completion in consultation with one of Film and Video Studies’ designated advisors. Appointments are scheduled at 2512 Frieze Building, phone 764-0147.

The Global Media Studies academic minor exists for students interested in the study of film and electronically based visual media as national, regional, and global phenomena. This course of study is intended to aid students in obtaining culturally specific as well as cross-cultural understanding of the global impact of moving image media. The academic minor contributes to an understanding of the unique qualities of textual expression derived from specific cultural and historical contexts as well as to effects of more globalized developments in media technology, narrative and stylistic forms. Students will have the opportunity to study specific cultural modes of media production and reception including, but not limited to the familiar U.S. cultural/industrial model. The coursework in this academic minor provides students with the opportunity to reflect on the expansive geographical scope and cultural diversity of film and moving image electronic media (television, single-camera video, digital).
Prerequisites to the Academic Minor:
None.

Academic Minor Program: At least 16 credits (and five courses), to be chosen from the following three categories as stated below, with at least two courses at the 300-level or above:

1. Required Core Courses: seven credits from the following:
   A. F/V 230 Introduction to the Moving Image or F/V 236 The Art of the Film
   B. F/V 360 The History of World Cinema

2. Electives
   A. Moving Image Media in National & Regional Contexts. Two courses totaling at least six hours are to be chosen from the following approved electives, with no more than one course centered on U.S. media or in a single, non-U.S. national cinema
   B. Comparative Media Studies. One course of at least three credit to be chosen from among the following approved electives:

   Courses in Film and Video Studies (FILMVID)

350. The History of American Film. (3). (HU). Laboratory fee ($35) required.
360. The History of World Film. (3). (HU). Laboratory fee ($35) required.
361 / WOMENSTD 361. Women and Film. (3). (HU). 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.
380 / SPANISH 380 / AMCULT 380. Studies in Transnational Media. Prior coursework in Film and Video Studies, Communications (television studies) or Latino Studies. A knowledge of Spanish is not required. (3). (Excl). Laboratory fee ($35) required.
399. Independent Study. Permission of instructor. (1-4). (Excl). Does not count toward film-video concentration requirements. Laboratory fee may be required. (INDEPENDENT). May be repeated for credit.
400. Filmmaking II. F/V 300 or equivalent experience in filmmaking and permission of instructor. (3). (Excl). Laboratory fee ($35) required.
401. Video Art II. F/V 301 or equivalent experience with video production and permission of instructor. (3). (Excl). Laboratory fee ($35) required.
402. Television Studio II. F/V 302 and permission of instructor. (3). (Excl). Laboratory fee ($35) 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; and permission of instructor. (1-4). (Excl). Laboratory fee ($35) required.
405. Computer Animation I. F/V 200, and permission of instructor. (3). (Excl). Laboratory fee required.
406. Computer Animation II. F/V 405 or equivalent experience with video production, and permission of instructor. (3). (Excl). Laboratory fee required.
410. Screenwriting II. F/V 310. (3). (Excl). Laboratory fee ($35) required. May be repeated for a total of six credits.
414. Film Theory and Criticism. (3). (Excl). Laboratory fee ($35) required.
417. Screenwriting Master Class. F/V 310, current enrollment in F/V 410, and permission of the instructor. Limited to students whose screenwriting work is judged as outstanding. (1-3). (Excl). May be repeated for a total of six credits.
422. Topics in Avant-Garde Film. (3). (Excl). Laboratory fee ($35) required.
423. Practicum for the Screenwriter. F/V 200, 310, and 410. (3). (Excl). Laboratory fee may be required. May be repeated for a total of six credits.
427. Screenwriting III. F/V 310, 410, and permission of the instructor. Limited to students whose work is judged as showing outstanding potential in writing for the screen. (3). (Excl).
441. National Cinemas. F/V 360. (3). (Excl). Laboratory fee ($50) required. May be repeated for a total of six credits.
442 / CAAS 442. Third World Cinema. CAAS 202 recommended. (3). (Excl). Laboratory fee ($35) required.
450. Television Theory and Criticism. F/V 230 or 236. (3). (Excl). Laboratory fee ($35) required.
2534 C.C. Little Building
425 East University
(734) 764-1435 (phone)
(734) 763-4900 (fax)
http://www.geo.lsa.umich.edu/
Professor Joel D. Blum, Chair
Professor Stephen E. Kesler, Associate Chair

Geological Sciences

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
Lynn M. Walter, Geochemistry of natural waters, experimental low-temperature geochemistry
Bruce H. Wilkinson, Sedimentary geology, ancient lacustrine and marine carbonates

Associate Professors
Thomasz R. Baumiller, Paleontology, biomechanics
Robyn J. Burnham, Paleobotany
Rebecca Lange, Igneous petrology, volcanology
Larry J. Ruff, Geophysics, seismology
Youxue Zhang, Mineral physics, chemical thermodynamics

Assistant Professors
Maria Clara Castro, hydrogeology, noble gas geochemistry
Carolina M. Lithgow-Bertelloni, Geophysics, geodynamics
Lars P. Stixrude, Geophysics, mineral physics
Peter van Keken, Geophysics, geodynamics

Adjunct Professors
John W. 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. Pares (Res. Council, Spain) Paleomagnetism, tectonics

Adjunct Assistant Professor
Karen L. Webber (Univ. New Orleans), Petrology, volcanology

Adjunct Assistant Research Scientist
Roland C. Rouse, Mineralogy

Visiting Assistant Professors
Peter D. Wilf, Paleobotany, paleontology
Jeffrey A. Wilson, Paleontology

Visiting Research Scientist
Edward H. Poindexter, Mineralogy

Professors Emeriti

The Department of Geological Sciences offers: (1) an Earth Sciences Concentration Program 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; (2) a Geological Sciences Concentration Program, for those seeking professional training in geological sciences; more specialized professional training through (3) an Environmental Geosciences 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.

Upper-Level 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 concentrator should obtain from the Geological Sciences writing program coordinator, Professor Stephen E. Kesler [4022 C.C. Little Building, (734) 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 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 L&SE 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 teaching major in earth science or general science. An outline with specific information about the teaching 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 (GS 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 (GS 440 and 441) are also offered at Camp Davis. These courses provide training and 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 GS 440 of students in the professional program.

GS 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.

Michigan Undergraduate Geology Club is an active group of students concentrating in the Geological Sciences at the University of Michigan and students with a strong interest in geology and who want to learn more about this exciting field. Its mission is to increase the involvement of undergraduate geology students within the department of geological sciences and to introduce new students to the department in a fun and casual setting. Programs: Internship and Graduate Program, Group Recreational / Educational Camping Trips, Social and Professional Networking.

Earth Sciences

May be elected as a departmental concentration program

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.

1. Preparation in two basic sciences, chosen from two of the following:
   a. an introductory course in Mathematics, typically Math. 105;
   b. an introductory course in Chemistry, typically Chem. 130; and
   c. GS 130 / Chem. 108 / Physics 109.

2. An Introductory Course in Geology: GS 116, 117, 120, 201, 205/206, 280, or 284.

The prerequisites should be completed as soon as possible.

Concentration Program. The concentration requires a minimum of 30 credits, including:

1. Earth Science Core courses. Two courses chosen from among GS 231, 232, 305, 310, 351, and 442.

2. Geological Science electives. 13 additional credits in Geological Science at the 200-level and above, of which at least 6 are in 300-level or higher.

3. Cognates. 8 credits of science cognate courses, chosen in consultation with and approved by the concentration advisor;

4. Turner Lecture Seminar. Enrollment in a one-term, senior level one-credit course, linked to attendance and discussion on weekly Turner Lecture topics, and a short paper prepared on a topic of interest.

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.

Geological Sciences

May be elected as a departmental concentration program

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 (GS 231).

Concentration Program. The concentration program requirements are:

1. Core Courses: GS 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: GS 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,
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 Geosciences

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 (GS 116, 117, 120, or 201) 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 (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), 424, and 477.
2. Geochemistry. One of GS 478, 422, or 425.
3. 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.)
4. 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. Introductory Geology (116, 117, or 120) and GS 231; Biology 162 (or equivalent); Mathematics 115 and 116; Physics 140/141 and 240/241; and two of three from Chemistry 125/130, 210/211, and 230.

Concentration Program. All concentrators must complete GS 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 GS 449 and the remaining credits chosen from 305, 310, 351, 415, 418/419, 420, 422, 430, 455, 466, 467, 470, 478, 479, 485, Biology 380, Chemistry 365, Natural Resources and Environment (NR&E) 438, and AOS 440.
2. Marine Geophysics. 16-18 credits that must include GS 449 and the remaining credits chosen from 305, 310, 351, 483, 484, 485, 487, 488, Chemistry 365, Mathematics 405, 450, 454, 471, and NR&E 438.
3. Marine Geology. 16-18 credits that must include GS 478 and the remaining credits chosen from 305, 310, 415, 422, 430, 449, 455, 466, 473, 474, 479, 485, Chemistry 210/211, 215/216, 302, 340, 365, Biology 380, and NR&E 438.

Honors Concentration

The Honors concentration consists of a series of special academic opportunities supplementary to any of the regular Concentration Programs listed above. The Honors concentration is tailored to fit the needs and interests of individual students. GS 490 is elected for one credit during each of the four terms of the junior and senior years for:

1. reading and discussion of the professional literature;
2. library research and reporting on a special research problem;
3. research as an assistant to a faculty member or as part of a graduate seminar; or
4. individual research and reporting on a problem or graduate seminar.

A thesis is required to complete the program. The Honors concentration offers well-qualified students an opportunity to increase the breadth and depth of their undergraduate experience. To be eligible for the Honors concentration, students must have at least: (1) a 3.3 grade point average in geological sciences courses elected in the department; and (2) a cumulative grade point average of at least 3.0 at the time of acceptance. Students admitted to the Honors concentration must complete the requirements for their principal concentration program.

Ideally, the selection of candidates for Honors concentration is made at the beginning of the junior year, but qualified students may be admitted to the program as late as the end of the junior year. Interested students should contact the departmental office for referral to the Honors advisor, 2534 C.C. Little Building, (734) 764-1435.

Geological Sciences

Academic Minors

Academic minors in Geological Sciences are not open to students with any concentration or any other academic minor in Geological Sciences.

Students wishing to pursue an academic minor in Geological Sciences must develop a specific plan for its completion in consultation with the department's designated advisor. Appointments are scheduled at 2534 C.C. Little Building.

Earth Sciences – General

Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 15 credits of courses, to be chosen from the following three categories as stated:

1. One introductory Geology course (including laboratory) must be taken from one of the following two groups:
   - Group 2. Courses without laboratory (GS 119, 135, 205+206, or 284) plus a laboratory course (GS 118 or 207).
2. Introductory courses and courses for non-concentrators. No more than four additional credits may be elected from the “Group A” courses listed for Geological Sciences in the LS&A Bulletin (Introductory Courses and Courses for Non-concentrators). This second category excludes the courses listed in Category One above. One first-year seminar and one mini-course may be included in the credits from Category Two.

3. Courses Primarily for Concentrators. The remainder of the credits for the Academic Minor must be elected from the “Group B” courses listed for Geological Sciences in the LS&A Bulletin (Courses Primarily for Concentrators).

Environmental Geology
Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 15 credits of courses, to be chosen from the following three categories as stated:

1. One introductory Geology course (including laboratory) must be taken from one of the following two groups:
   - Group 2. Courses without laboratory (GS 119, 135, 205+206, or 284) plus a laboratory course (GS 118 or 207).

2. Core courses: GS 280 and 442 are required.

3. Elective courses: GS 425, 477, or 478. One first-year seminar and one mini-course may be included, with the departmental advisor's approval, in this category.

Geochemistry
Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 15 credits of courses, to be chosen from the following three categories as stated:

1. One introductory Geology course (including laboratory) must be taken from one of the following two groups:
   - Group 2. Courses without laboratory (GS 119, 135, 205+206, or 284) plus a laboratory course (GS 118 or 207).

2. Core courses: GS 231 and 422 are required.

3. Elective courses: The remaining credits for the Academic Minor are to be elected from GS 426, 455, or 478.

Oceanography
Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 15 credits of courses, to be chosen from the following three categories as stated:

1. One introductory Geology course (including laboratory) must be taken from one of the following two groups:

Courses in Geological Sciences (GEOSCI)

A. Introductory Courses and Courses for Non-concentrators
GS 100-115 are short (half-term) courses. They consist of detailed examinations of restricted geologic topics. The department lists the specific courses from this series in the Time Schedule for the terms they are offered (fall and winter terms only). Each course, when offered, meets twice weekly for half of the term (first half or second half), and the specific dates for each course are printed in the Time Schedule. These courses are designed primarily for students with no prior geologic training and they are open to all interested persons. GS 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. Continental Drift. No credit granted to those who have completed or are enrolled in GS 205 or 146 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 205, 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).

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. IIB at Camp Davis, Wyoming. (8). (NS). (BS).

117. Introduction to Geology. No credit granted to those who have completed or are enrolled in GS 116, 119, or 120. Those with credit for GS 205 may only elect GS 117 for 4 credits. I and II. (5). (NS). (BS).

118. Introductory Geology Laboratory. Prior or concurrent enrollment in GS 119, or 205 and 206, or 135. Credit is not granted for GS 118 to those with credit for an introductory course in geology (GS 116, 117, or 218). I and II. (1). (NS). (BS).

119. Introductory Geology Lectures. No credit granted to those who have completed or are enrolled in GS 116, 117, 120. No credit granted to those who have completed both 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. High school science highly recommended. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS).

Courses with laboratory: GS 116, 117, 120, and 201.

Group 2. Courses without laboratory (GS 119, 135, 205+206, or 284) plus a laboratory course (GS 118 or 207).

2. Core courses: GS 222, 223, and 449 are required.

3. Elective courses: to be elected from one of GS 100, 101, or 110; one of GS 151, 152, or 154; or any of GS 305, 430, and 479.

Paleontology
Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 15 credits of courses, to be chosen from the following three categories as stated:

1. Entry courses (0-4 credits required). The “entry point” into the Academic Minor may, but need not, include two, but no more than two courses (no more than 4 credits) chosen from GS 103, 106, 116, 117, 118, 120, 125, 135, 149, 150, 201, 205, 206, 207, and RC Natural Sciences 232.

2. Core courses (4 credits required). GS 418 and 419 are required.

3. Elective courses (at least 8 credits required). Students may choose from GS 416, 437, 438, 439, 498 (for 1-3, but no more than 3 credits), Biology 390, and Biology 461.
141. How to Build a Habitable Planet. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. (3). (NS). (BS).

142. From Stars to Stones. High school math and science recommended. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. No credit granted to those who have completed three of GS 105, 107, and 205. Those with credit for one of GS 105 and 107 may only elect GS 142 for 2 credits. Those with credit for GS 205, or both GS 105 and 107, may only elect GS 146 for one credit. (3). (NS). (BS).

143. Evolution of the Earth. High school math and science recommended. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. (3). (NS). (BS).

144. Seminar: Environmental Geology. High school math and science recommended. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. (3). (NS). (BS).

145. Ocean Resources. Oceanography recommended. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. 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 2 credits. I. (4; 3 in the half-term). (NS). (BS).

204 / AOS 204 / ASTRO 204. The Planets: Their Geology, Climatic and Historical Geology. Prior or concurrent enrollment in Math. 125/130 or 210/211. Those with credit for GS 231 may elect GS 232 for only 2 credits. I. (4). (Excl). (BS).

208. How the Earth Works: A Hands-On Experience. No credit granted to those who have completed or are enrolled in GS 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).


311. 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. (3). (NS). (BS).

313. Marine Geology. 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. (4). (Excl). (BS).

314. Environmental Geology. No credit granted to those who have completed or are enrolled in Geol. 431. 2 credits. (4). (NS). (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).

315. Structural Geology. GS 117 or 119. No credit granted to those who have completed or are enrolled in GS 451. (4). (Excl). (BS).


2021. Introductory Geography: Water, Climate, and Mankind. No credit granted to those who have completed or are enrolled in GS 414 and 268. Those with credit for GS 411 may only elect GS 201 for 3 credits. I. (4; 3 in the half-term). (NS). (BS).

427. Environmental and Technological Applications of Mineralogy. GS 231/232, comparable courses in the solid-state, or the approval of the instructor. (3). (Excl). (BS). May be repeated for credit.


441. Field Course in Environmental Geology. One of GS 116, 117 or 119; or GS 205 and 206, 212. I. (4). (Excl). May be repeated for a total of six credits.

442. Earth Surface Processes and Soils. Upper-class standing; an introductory course in physical geology is recommended but not required. I. (4). (Excl). (BS).


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

450 / BIOLOGY 485 / NRE 450 / NAVARCH 450. Aquatic Science Field Studies. Junior science engineering concentrators. Those with credit for GS 223 may only elect GS 450 for 5 credits. II. (4). (Excl). (BS).

514. Introductory Earth Structure, Permission of Instructor. No credit granted to those who have completed or are enrolled in GS 351. I. (3). (Excl). (BS). Geology and oceanography concentrators should not enroll in GS451, but elect GS 351.


492. Research or Special Work. Permission of instructor. (1-6). (Excl). (BS). (INDEPENDENT). May be repeated for a total of six credits.

499. Research or Special Work. Permission of instructor. (1-6). (Excl). (BS). (INDEPENDENT). May be repeated for a total of six credits.


525. Tectonophysics. A basic knowledge of mathematics and physics is required; Permission of instructor. (4). (Excl). (BS).
Germanic Languages and Literatures

3110 Modern Languages Building
812 East Washington Street
(734) 764-8018 (phone)
(734) 763-6557 (fax)
http://www.lsa.umich.edu/german/
Associate Professor Frederick Amrine, Chair

Professors
Robert L. Kyes, Germanic Linguistics, Language Learning and Pedagogy
Andrei S. Markovits, German and European Politics, Comparative Political Sociology, Sociology of Culture and Sports

Associate Professors
Frederick Amrine (Arthur F. Thurnau Professor), Age of Goethe, Philosophy, Literature and Science
Julia Hell, Twentieth-Century German Literature and Culture; Literary and Cultural Theory; Psychoanalysis and Feminist Theory
Scott Spector, Cultural History, Intellectual History, Film, German-Jewish Culture
George Steinmetz, Social Theory, Historical Sociology, German Colonialism, Political Sociology

Assistant Professors
Vanessa Agnew, Postcolonial Studies, German and Music, Eighteenth-Century German Literature and Culture
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
Harmut Rastalsky, Language Pedagogy, Comparative Literature
Johannes von Molke, 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, Literature, and Culture
Johanna Eriksson, Swedish Language, Literature, and Culture
Karl-Georg Federhofer, Foreign Language Acquisition, Postmodern Literature
Janet Van Valkenburg, Business German, 19th-Century Literature

Professors Emeriti
Roy C. Cowen, Mary Crichton, Gerhard Dünnhaupt, Werner Grilk, Hans Fabian, Erich Höfacker, Robert Paslick, Hansjoerg Schelle, Harald Scholler, Ingo Scidler, Hermann F. Weiss

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 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 concentration proper. These special topics include courses on German politics and economics, history, music, art, anthropology, film, 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 who go each year 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 in all areas of German Studies. These courses often are populated by concentrators (majors), but are open to all students who meet prerequisites regardless of concentration area.

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 all areas of today’s global economy, and in the traditional areas of application of language study, such as international relations, teaching, translating, and the tourism industry. 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 and Retroactive Credit.
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 is advisory: students may attempt a higher course than their placement indicates without departmental permission, but must obtain departmental permission to take a lower-level course than their score indicates. 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. Students whose first German course at the U of M is German 232 are normally eligible for four additional retroactive credits if they complete the course with a grade of “B” or better. Students whose first course is at or above the 300-level are normally eligible for 8 additional retroactive credits. For details, consult the “Guidelines for Retroactive Credits” in Chapter IV of this Bulletin.

Questions regarding placement and the placement test should be directed to Professor Hartmut Rastalsky.

German Studies in Translation.
In the spirit of the Great Books courses, the German department regularly 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 departmental website and the Time Schedule.

**Prizes.** The Bronson-Thomas Prize is awarded annually to an undergraduate student enrolled in junior-level German courses. The Kather- Hildner fund provides two or more prizes in a competition open to students enrolled in second- and third-year German. The German Department’s 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 honor 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**

*MAY BE ELECTED AS A DEPARTMENTAL CONCENTRATION PROGRAM*

**Prerequisites to Concentration.** German 232, or the equivalent.

**Concentration Program.** Required are (1) 30 credits in German beyond German 232, and (2) six credits in cognate areas. Courses in German must include 325 or 326; two 300-level courses selected from 381, 382, 383, 384, 385, and RC 321; 425 or 426 or the equivalent; two 400-level German courses selected from 414, 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 (734) 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.

**Internships.** Germanic Languages offers its students help in finding internships in German-speaking countries. We attempt to find jobs that match students' abilities, interests, and career choices, ranging from auto companies to biotech firms to law offices and an art auction house. Most internships are three-month, paid summer positions.

We also work with the International Cooperative Education Program (ICEP), which has an excellent track record placing students.

**Study Abroad.** The Department and the Office of International Programs offer two study abroad programs for students of German, the Academic Year in Freiburg, Germany, and the Summer Program in Graz, Austria. The Office for International Programs also offers a six-week Summer Program in Graz, Austria. Students can take intermediate-level German and learn about Austrian culture and history while earning in-residence credit for their coursework. The program offers only fourth and fifth semester German to students with at least sophomore standing and a minimum GPA of 2.75.

**Exchanges.** Two Michigan students and two Tübingen students trade places for an academic year and earn approximately 15 credits per term in this exchange program. Participants may enroll in the full range of courses with German students at the University of Tübingen, and will be fully integrated into student life. Students begin the program in mid-September with two weeks of preparatory language classes and then enroll in regular university courses in mid-October. Students wishing a more intensive language program may enroll in a month-long orientation program (beginning the first of September) for a fee. An official at the Auslandsamt of the University serves as liaison officer for U of M students. In-residence credit is awarded for participation in this program.

Please note that the Tübingen program is intended for students who are already quite proficient in German, since it provides a minimum of American-style advising.

**Advising.** A concentration plan in German is developed in consultation with and must be approved by Karl-Georg Federhofer, the concentration advisor. Appointments are scheduled by calling (734) 764-8018. German Department faculty are also available to students during regularly scheduled office hours which are posted on the bulletin board outside 3110 Modern Languages Building.

**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 1970’s. The program offers both language and literature courses. 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 most 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

*Not a concentration program*
Courses in Dutch (DUTCH)

100. Intensive First-Year Speaking and Reading. Graduate students should elect 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 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 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. Taught in English. (3). (HU).

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:

- English 407, Reading Old English
- F/V 330, Major Directors (Bergman)
- F/V 441, National Cinemas
- Philosophy 371, Existentialism (Kierkegaard)

Yiddish

Not a concentration program

There is no concentration in Yiddish, but students can select courses from the beginning level, 101-102, through 201-202, as well as a Yiddish literature course in English translation (Judaic Studies 333).

Germanic Languages and Literatures Academic Minors

An academic minor in the Department of Germanic Languages and Literatures is not open to students with a concentration or another academic minor in the Department of Germanic Languages and Literatures.

Students wishing to pursue an academic minor in German Studies must develop a specific plan for its completion in consultation with one of the department's designated advisors, Prof. Robert L. Kyes or Prof. Karl-Georg Federhofer. Students wishing to pursue an academic minor in Scandinavian Studies must develop a specific plan for its completion in consultation with the Swedish lecturer. Appointments may be scheduled at 3110 Modern Languages Building or by calling (734) 764-8108.

German Studies

Prerequisites to the Academic Minor: German 231 or equivalent, as determined by the departmental placement examination.

Academic Minor Program: 18 credits of courses at the level of German 232 or higher, but German 305, 306, 405, and 406 may not be counted towards the Academic Minor. The 18 credits must include either German 325 or German 326, and at least four courses within the 18 credits must be taught in German, with at least one of these numbered 400 or above.

Scandinavian Studies

Prerequisites to the Academic Minor: Swedish 234 or equivalent, as determined by the departmental placement examination.

Academic Minor Program: At least 15 credits and five courses, to be chosen from the following categories as stated below.

1. Required Scandinavian courses: Scandinavian 331, 349, and 375.

2. Electives: Two courses chosen from among:
- Scandinavian 351, 413, 421, 430, 442, 460, 480.
- Appropriate (Scandinavian topic) sections of: English 407, F/V 330, and F/V 441.
- Philosophy 371.

Courses in German (GERMAN)

German Literature and Culture in English

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

172. History of German Cinema. (3). (HU). Laboratory fee ($50) 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. Taught in English. No knowledge of German is required. (3). (HU).

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

243(442). Faust. (3; 2 in the half-term). (HU).

250. Literature and Culture of War in Germany. (3). (HU).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>230</td>
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<tr>
<td>221</td>
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<td>206</td>
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<td>466</td>
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<td>375</td>
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<tr>
<td>331</td>
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<td>401 / HIST 416</td>
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<td>444</td>
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<td>517</td>
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<tr>
<td>100</td>
<td>Elementary German Course.</td>
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<tr>
<td>101</td>
<td>Elementary Course.</td>
</tr>
<tr>
<td></td>
<td>All students with prior coursework in German must take the placement test.</td>
</tr>
<tr>
<td></td>
<td>No credit granted to those who have completed or are enrolled in German 100</td>
</tr>
<tr>
<td></td>
<td>or 103. (LR).</td>
</tr>
<tr>
<td>102</td>
<td>Elementary Course.</td>
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<tr>
<td></td>
<td>All students wishing to count this course toward a concentration in German</td>
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<tr>
<td></td>
<td>must simultaneously elect German 422.</td>
</tr>
<tr>
<td>517</td>
<td>LING 517 / ANCRIUL 519. Principles and Methods of Historical Linguistics.</td>
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<tr>
<td>100</td>
<td>Elementary Swedish.</td>
</tr>
<tr>
<td>101</td>
<td>Elementary Swedish.</td>
</tr>
<tr>
<td></td>
<td>No credit granted to those who have completed or are enrolled in Swedish 104</td>
</tr>
<tr>
<td></td>
<td>or 100. (LR).</td>
</tr>
<tr>
<td>102</td>
<td>Elementary Swedish.</td>
</tr>
<tr>
<td></td>
<td>No credit granted to those who have completed or are enrolled in Swedish 104</td>
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<tr>
<td></td>
<td>or 100. (LR).</td>
</tr>
<tr>
<td>104</td>
<td>Elementary Swedish.</td>
</tr>
<tr>
<td></td>
<td>No credit granted to those who have completed or are enrolled in Swedish 104</td>
</tr>
<tr>
<td></td>
<td>or 100. (LR).</td>
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<tr>
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<td>203</td>
<td>Intensive Second-Year Course.</td>
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<td>351</td>
<td>Practice in Business German.</td>
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<tr>
<td></td>
<td>Internship in a German-speaking country. (3). (EXPERIENTIAL).</td>
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<tr>
<td>381</td>
<td>Eighteenth to Nineteenth-Century Drama.</td>
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<td>382</td>
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<td>383</td>
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<td>Short Fiction: Romanticism to Realism.</td>
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<td>385</td>
<td>Short Fiction: Naturalism to the Present.</td>
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<td>405</td>
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<td>406</td>
<td>Conversation Practice.</td>
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<td>415</td>
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<td>419</td>
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<td>511</td>
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<td>512</td>
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<td>515</td>
<td>Working in Germany.</td>
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<td>520</td>
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<td>521</td>
<td>Practice in Business German.</td>
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<tr>
<td></td>
<td>Internship in a German-speaking country. (3). (EXPERIENTIAL).</td>
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<tr>
<td>522</td>
<td>Sixteenth to Eighteenth Century Drama.</td>
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<td>523</td>
<td>Nineteenth to Twentieth Century Drama.</td>
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<tr>
<td>524</td>
<td>Short Fiction: Romanticism to Realism.</td>
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<tr>
<td>525</td>
<td>Short Fiction: Naturalism to the Present.</td>
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<tr>
<td>526</td>
<td>Conversation Practice.</td>
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<td>527</td>
<td>Conversation Practice.</td>
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<td>528</td>
<td>Conversation Practice.</td>
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<tr>
<td>529</td>
<td>Conversation Practice.</td>
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<tr>
<td>531</td>
<td>Practice in Business Swedish.</td>
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<td>532</td>
<td>Independent Study.</td>
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<td>Permission of instructor. (3). (Excl).</td>
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<td>533</td>
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<td>Permission of instructor. (3). (Excl).</td>
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<tr>
<td>534</td>
<td>Courses in Scandinavian (SCAND)</td>
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<tr>
<td>536</td>
<td>Elementary Swedish.</td>
</tr>
<tr>
<td></td>
<td>No credit granted to those who have completed or are enrolled in Swedish 104</td>
</tr>
<tr>
<td></td>
<td>or 100. (LR).</td>
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<tr>
<td>537</td>
<td>Elementary Swedish.</td>
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<tr>
<td></td>
<td>No credit granted to those who have completed or are enrolled in Swedish 104</td>
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<tr>
<td></td>
<td>or 100. (LR).</td>
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<tr>
<td>538</td>
<td>Elementary Swedish.</td>
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<tr>
<td></td>
<td>No credit granted to those who have completed or are enrolled in Swedish 104</td>
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<tr>
<td></td>
<td>or 100. (LR).</td>
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<tr>
<td>539</td>
<td>Intermediate Study.</td>
</tr>
<tr>
<td>540</td>
<td>Practice in Business Swedish.</td>
</tr>
<tr>
<td></td>
<td>Internship in a Scandinavian country. (3). (EXPERIENTIAL).</td>
</tr>
<tr>
<td>541</td>
<td>Colloquium in Scandinavian Literature.</td>
</tr>
<tr>
<td></td>
<td>Reading knowledge of Swedish. (3). (Excl).</td>
</tr>
<tr>
<td>542</td>
<td>Scandinavian Courses in English</td>
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<tr>
<td></td>
<td>Introduction to Scandinavian Civilization. (3). (HU).</td>
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<tr>
<td>543</td>
<td>Independent Study.</td>
</tr>
<tr>
<td></td>
<td>Permission of instructor. (2-4). (Excl). May be repeated for credit.</td>
</tr>
<tr>
<td>544</td>
<td>Introduction to Scandinavian Literature.</td>
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<tr>
<td></td>
<td>Reading knowledge of Swedish. (3). (Excl).</td>
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<tr>
<td>545</td>
<td>German Courses in Yiddish (YIDDISH)</td>
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<tr>
<td>101</td>
<td>JUDAIC 101. Elementary Yiddish I.</td>
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<td>102</td>
<td>JUDAIC 102. Elementary Yiddish II.</td>
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<tr>
<td>201</td>
<td>JUDAIC 201. Intermediate Yiddish I.</td>
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<tr>
<td>202</td>
<td>JUDAIC 202. Intermediate Yiddish II.</td>
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</tbody>
</table>
Global Change Program

The University of Michigan’s Global Change Project is a novel approach in undergraduate science and social science education, offering an interdisciplinary three-semester, introductory course sequence that investigates the causes and potential impacts of global change, from physical and human perspectives, using a combination of traditional lecture-based and modern web-based teaching methodologies, and hands-on exercises. Theoretical background, case studies, and computer simulations are used to explore various conditions for sustainability. These courses are aimed at first- and second-year students who want to understand the historical and modern aspects of Global Change. The course development was funded through a grant from the National Science Foundation’s Program for the Institutions-Wide Reform of Undergraduate Education and the University Space Research Association’s Earth System Science Education, ESSE Program, funded by NASA. Currently, the project is funded through the Hewlett Foundation’s Program for the Institution-Wide Reform of Undergraduate Education and the Provost’s office.

In order to develop our understanding of the processes that sustain life on Earth, it is necessary to draw on the knowledge and viewpoints of several schools and departments at the University of Michigan, including the departments of Anthropology, Biology, Geology, Sociology in the College of LS&A, the department of Atmospheric, Oceanic and Space Science in College of Engineering, the School of Public Health, and the School of Natural Resources and Environment.

Global Change Academic Minor

An academic minor in Global Change is not open to students pursuing an academic minor in Biology or Environmental Studies.

Students wishing to pursue an academic minor in Global Change must develop a specific plan for its completion in consultation with the Global Change Program Director, Prof. Ben van der Pluijm (e-mail: vdpluijm@umich.edu).

The academic minor in Global Change provides a broad understanding of the problems and challenges that humanity faces as it wrestles with the urgent need to develop a more sustainable relationship with the Earth and its resources, the complex issues involved in global change and global sustainability, as well as exposure to some of the approaches and strategies for effective economic development and resource management.
Great Books

G220 Angell Hall
435 South State Street
(734) 647-2274 (phone)
Professor H.D. Cameron (Classical Studies),
Director

Not a concentration program

The Great Books Program embraces a small number of courses in world literature in translation that do not conveniently fit within the traditional departments. Originally conceived as a first-year humanities sequence, the program has evolved to serve several special purposes. But the core of the program consists of great works of literature, history, and philosophy from various traditions and languages, which have had an enduring general influence.

Courses in Great Books

Courses in Great Books (GTBOOKS)

157 / PHIL 157. Great Books in Philosophy. Students are strongly advised not to take more than two Philosophy Introductions. (3; 2 in the half-term.) (HU).

191. Great Books. Open to Honors first-year students only. No credit granted to those who have completed or are enrolled in Gt. Bks. 201 or Classical Civ. 191. (4; HU).

192. Great Books. Open to Honors first-year students only. (4; HU).

201. Great Books of the Ancient World. No credit granted to those who have completed or are enrolled in Gt. Bks. 191 or Classical Civ. 191. (4; HU).


204 / PHYSICS 204. Great Books in Physics. (4; NS).

221 / ASIAN 221 / CHIN 221. Great Books of China. A knowledge of Chinese is not required. II (in even years). (4; HU).

222 / ASIAN 222 / JAPANESE 222. Great Books of Japan. A knowledge of Japanese is not required. II (in odd years). (3; HU).


320. Great Books on the Hopes and Fears of Modernity. (3; HU).

331 / SPANISH 331. Great Books of Spain and Latin America. Open to students at all levels. A knowledge of Spanish is not required. II (in even years). (3; HU).

350 / AMCOLT 360 / HISTORY 350. Debates of the Founding Fathers. Open to sophomores, juniors, and seniors. (3; Excl).


Great Books

History

1029 Tisch Hall
435 South State Street
(734) 764-6305 (phone)
(734) 647-4881 (fax)
http://www.lsa.umich.edu/history/
e-mail: unhistory@umich.edu
Professor Frederick Cooper, Chair
Associate Professor Valerie Kivelson,
Associate Chair

Professors

Francis X. Blouin, Archives administration
Jane Burbank, Russian intellectual
Chun-shu Chang, Ancient and early imperial China, early modern, Chinese historical literature
David W. Cohen, Pre-colonial and 20th-Century Africa – eastern and southwestern Africa
Juan R. Cole, Modern Middle East, Muslim South Asia, social, cultural
Frederick Cooper, East Africa
Mamadou Diouf, Africa, urban political, colonialism, nationalism
Geoffrey Eley, Modern Europe, Germany, nationalism and socialism
Todd M. Endelman, Modern Jewish
John V. A. Fine, Medieval and modern Balkans, Byzantium
Dena Goodman, French Culture, Gender
Thomas A. Green, England, U.S. constitutional and legal
Joel D. Howell, History of medicine
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), Late antiquity, Spanish Empire
Michael MacDonald, Early modern England, social and cultural, history of medicine
Terrence McDonald, U.S. political, urban, historiography
Jeffrey Mirel, History of American urban education
Regina Morantz-Sanchez, women, gender, family, sexuality, medicine
Martin Pernick, History of medicine
Sonya Rose, Modern Britain, labor, women
William G. Rosenberg (Alfred G. Meyer Collegiate Professor of History, Richard Hudson Research Professor of History), Russia, comparative revolutionary movements
Rebecca J. Scott, Latin America, slavery and emancipation, labor systems
Carroll Smith-Rosenberg (Alice Freeman Palmer Professor of History), 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
J. Mills Thornton, U.S. South, U.S. 1815-1877
Thomas R. Trautmann (Mary Fair Croushore Professor of Humanities, Marshall Sahlin Professor of History and Anthropology), Ancient India, kinship, history of anthropology
Raymond Van Dam, Roman and early medieval history
Martha J. Vicinus (Eliza M. Mosher Distinguished University Professor of English), British women’s history
Maris A. Vinovskis, U.S. social, family, demographic

Associate Professors

Michael Bonner, medieval Islamic history
Richard Cândida Smith, U.S. Intellectual, oral history
Kathleen M. Canning (Arthur F. Thurnau Professor), Modern German and European social history, gender/women’s history
Sueann Caulfield, Modern Latin America, Brazil, gender studies
Fernando Coronil, Latin America, cultural, political history, state formation, post coloniality
Laura Lee Downs, Modern Europe, labor, women
Kevin Gaines, African American, Progressive Era
David J. Hancock, early America, economic history
Gabrielle Hecht, technology, colonialism
Diane O. Hughes, Medieval
Nancy Hunt, Africa, women’s history, history of medicine
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 (Arthur F. Thurnau Professor), Early modern Russia
Howard Markel, U.S. medical history and health policy
Tomoko Masuzawa, Religion, European intellectual
Rudolf Mrazek, Southeast Asia
Leslie Pincus, modern Japan, intellectual, cultural
Brian Porter, East Europe, intellectual
Sumathi Ramaswamy, colonial, modern South Asia, ancient India
Margaret Somers, comparative history
Scott Spector, German intellectual
Hitomi Tonomura, Premodern Japan, East Asia, social, women’s history
Penny Von Eschen, African-American, U.S. Empire

Assistant Professors

Liza Black, American Indian history, film, cultural, social
John Carson, American intellectual culture
Matthew Connelly, international history, U.S. diplomatic, race and ethnicity
James Cook, 19th-Century U.S.
Matthew Countryman, African American, American culture
Philip Deloria, 19th and 20th-Century U.S., cultural history
Beate Dignas, ancient Greek history
Scott Kurashige, Asian/Pacific American, comparative ethnic, social movements
Matthew Lassiter, 20th-Century U.S.
Michele Mitchell, African American History
Maria Montero, American West, environmental, Latino
Stephanie Platz (Alex Manoogian Assistant Professor of Modern Armenian History), 19th- and 20th-century Armenian history and culture
Helmut Puff, early modern Europe, history of sexuality
Julius Scott, African American, early America, the Atlantic
Stefanie Siegmund, Jewish studies, medieval, early modern Europe
Paolo 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.

History

May be elected as a departmental concentration program

Prerequisites to Concentration. One of the six introductory survey sequences: History 110-111, 121-122, 151-152, 160-161, 200-201, 246-247 (or 446 and 448). AP credit may not be used to satisfy the prerequisite to concentration.

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 if elected at the 200-level and above.

The concentration program must include:
1. at least one junior-senior colloquium (History 396 or 397).
2. at least one course in American history
3. at least one course in European history from ancient to modern times
4. at least two courses in “Africa, Asia, Latin America, and the Middle East.” One of these two courses must be in transregional or comparative history, or courses that cover more than one of the regions listed as well as North America or Europe. 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.
5. chronological distribution: at least one course that covers the period before 1800. Courses taken to satisfy the prerequisites requirement may not be used to satisfy this chronological requirement.
6. Finally, concentrators must elect six credits of cognate courses. 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. For the purposes of history concentration credit, no more than 6 credits may be elected from History 394 and 395.

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. Admissions 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 exceptional student, however, the Honors Committee is willing to waive this requirement when the student is abroad during the second term of junior year but wishes to write a thesis nonetheless. 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 advisor.

Advising. Appointments with concentration and history Honors advisors are scheduled at the History department, 1029 Tisch Hall, (734) 764-6305. Students should see an advisor as soon as they decide on their concentration or minor.

Teaching Certificate. A teaching certificate with a teaching major in History requires at least 30 credits of history and must include 8 credits of U.S. history (colonial or national period) and 8 credits 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 8 credits 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 Association. History concentrators with an average of 3.5 or better in their history courses are encouraged to join the history honor 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.

**History Academic Minor**

An academic minor in History is not open to students with any concentration or any other academic minor in the Department of History, nor to those pursuing an academic minor in Modern Western European Studies.

Students wishing to pursue an academic minor in History must develop a specific plan for its completion in consultation with the department’s designated advisor. Appointments are scheduled in 1029 Tisch Hall.

The academic minor allows students to explore the history of a geographic area, time period, or thematic subject in depth. Students are encouraged to shape their own course of study in consultation with the concentration advisor. Examples of options within the academic minor:

**Broad Area Studies:** Africa, Asia, Europe, Latin America and Caribbean, Near and Middle East, U.S., etc.

**Time Period:** Ancient, Medieval, or Renaissance History, etc.

**Focused Thematic Studies:** women’s/gender history; history of science, technology, or medicine; Jewish history; history of religion; intellectual history, etc.

**Prerequisites to the Academic Minor:**

None.

**Academic Minor Program:** At least 18 credits and six courses, to be chosen from the following categories as stated below.

**Category A: Two-Course Survey Sequence.** A survey sequence relevant to the field of study chosen in consultation with a concentration advisor.

AP credit may be used to satisfy the survey requirement in place of History 160/161, or half of the survey in place of History 111.

**Category B: Additional History courses.**

- Four additional 3- or 4-credit History courses relevant to the proposed track of focus.
- If AP credit is used to satisfy the entire survey requirement, the number of required courses is increased to five.

**Constraints:** At least three courses beyond the survey sequence must be numbered 300-level or above, beyond the survey sequence, and four of the six courses must be taken in residence at the University of Michigan–Ann Arbor or must count as satisfying the residency requirement of UM. Relevant courses taken in UM programs abroad will automatically count toward the academic minor.

**Medieval and Early Modern Studies (MEMS)**

1029 Tisch Hall
435 South State Street
(734) 763-2066 (phone)
(734) 647-4881 (fax)
Professor Michael Schoenfeldt (English), Director

**Executive Committee** Babayan (Near Eastern Studies), Brown (Romance Languages and Literatures), Brusati (History of Art) Hughes (History), McCracken (Romance Languages and Literatures), Schoenfeldt (English) Simons (History of Art), Squatriti (History), Trautman (History), Wintroub (History)

May be elected as an interdepartmental concentration program

Medieval and Early Modern Studies (MEMS) is an interdisciplinary Honors concentration administered by the History Department.

MEMS offers cross-listed courses at all levels in history, philosophy, religion, history of art and architecture, archaeology, literature, law, music, anthropology, and sociology pertinent to the period from late Antiquity through early modern times in Europe, Asia, the Middle East, Africa, and the Americas. MEMS develops awareness of cultural connections among the diverse cultural zones of the pre-industrial world.

The MEMS concentration is a liberal arts concentration that allows students to exploit the extraordinary richness of courses about this time period at the University of Michigan. MEMS fosters geographic and cross-cultural breadth of its concentrators, but also allows them to specialize their learning, especially through the senior thesis. By focusing on a defined historical period, but requiring interdisciplinary study of it, the MEMS concentration has both the coherency and the breadth necessary to advance students in the humanities and social sciences.

The MEMS concentration will often be selected as part of a double concentration. It is designed to accommodate study abroad, either at University of Michigan programs or elsewhere; one of this program’s goals is to provide an education that will make study abroad an especially rewarding experience.

The required courses are intended to deepen familiarity with pre-modern history, art, and literature, while leaving to concentrators the ability to focus on the discipline they prefer (literary studies, archaeology, etc.). The requirement includes the obligation to reach beyond a single geographical zone, and to develop understanding of the medieval and early modern period in three cultural areas. Students will be induced to see connections between major cultures of this time period, as well as singling out original developments. The required courses will contribute to the breadth of their comprehension and to the subtlety of the understanding of individual cultures. The requirement that students take a course each in history and art history, combined with the literature prerequisite, will encourage organic visions of past cultures as wholes, rather than the fragmentary vision which ensues from isolating a single aspect of past cultures for study (only art, or only literature).

**Prerequisites to Concentration**

1. Successful completion of two three- or four-credit introductory courses from a long, interdisciplinary list (for example):
   - AAPTIS 262, 296, 473;
   - Anthropology, 222;
   - Asian Studies 220, 221, 222, 223, 224;
   - Classical Archaeology 221, 222;
   - Classical Civilization 101, 102;
   - English 267, 350, 367, 370;
   - Great Books 191, 192, 201;
   - History 121, 151, 152, 210, 211, 213, 220, 225, 250, 263, 286, 287;
Disciplinary courses.

1. **Geographic courses** or higher.
   - A minimum of five must be 300-level.
   - Eight (8) three- or four-credit.

2. **Language proficiency** (4th term college-level) in a language directly pertinent to the geographic area on which students choose to focus (for example, Latin, French, Arabic, Hebrew for Europe and the Middle East; Chinese, Sanskrit, or Japanese for Asia) by the beginning of the senior year; plus two upper-level literature courses in that same language or a related one.

### Concentration Program

Eight (8) three- or four-credit courses in the medieval and early modern periods. A minimum of five must be 300-level or higher.

1. **Geographic courses.** Select one course from three of the five areas listed below:
   - a. At least three credits in African cultures.
   - b. At least three credits in American cultures.
   - c. At least three credits in Asian cultures.
   - d. At least three credits in European cultures.
   - e. At least three credits in Middle Eastern cultures.

2. **Disciplinary courses.**
   - a. At least three credits in historical studies.
   - b. At least three credits in art historical or archaeological studies.

3. **The MEMS Thesis.** In the Fall term of the senior year, the MEMS concentrator is required to register for MEMS 491. A senior thesis of at least 30 pages, written under the direction of an appropriate faculty member, is due at the end of the student’s final term. The MEMS director serves as the second reader. If the MEMS Director is the thesis director, another faculty member will be asked to serve as second reader. This requirement obliges students to delve into individualized projects of research on subjects of their fashioning. They thus develop data-retrieval and data-analysis skills, and develop their own approach to one aspect of medieval or early modern cultures. Working with a specialist in their chosen field, and receiving advice also from the program director, ensures that timely progress is made and that the work is carried out according to exacting standards of scholarship.

### Honors Concentration

Concentrators who maintain a 3.0 GPA overall, and a 3.5 in the MEMS concentration courses, are eligible to be considered for graduation with Honors. The grades of Highest Honors, High Honors, and 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 MEMS, and the grade on the thesis.

### Advising

MEMS Honors concentrators will have academic advising by the program director (Prof. Michael Schoenfeld) to support their individually constructed programs of study. A full-time administrator, housed in the department of history, will be the primary point of contact for students in MEMS.

### 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 concentration advisor works with each student to determine what courses can be counted for concentration. Because of MEMS’ historical and interdisciplinary identity, most study-abroad programs offer a wide variety of courses that can be counted for a MEMS concentration.

### Double Concentration

Students often will combine concentration in MEMS 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 concentration should see the concentration advisor early to work out a plan for completion of requirements.

### Student Association

The MEMS Society is student run and cooperates with the Program in planning academic and social events. There is a social gathering of all MEMS concentrators and friends near the beginning of each term in which general policy questions are discussed.

### Courses in History (HISTORY)

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


111. Modern Europe. Hist. 110 is recommended as prerequisite. (4; 3 in the half-term). (SS).

121 / ASIAN 121. East Asia: Early Transformations. (4; 3 in the half-term). (HU).

122 / ASIAN 122. Modern East Asia. (4; 3 in the half-term). (SS).

132 / AAPTIS 100 / ACABS 100 / HJCS 100. Peoples of the Middle East. (4; 3 in the half-term). (HU).

141 / CHIN 150 / ASIAN 151. Chinese Civilization. No knowledge of Chinese required. (3). (HU). May be repeated for a total of six credits.


144(249) / KOREAN 150 / ASIAN 154. Introduction to Korean Civilization. (4; 3 in the half-term). (HU).

151 / ASIAN 111. Indian Civilization. (4; 3 in the half-term). (HU).

152 / ASIAN 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 to 1865. (4; 3 in the half-term). (SS).

171 / GERMAN 171. Coming to Terms with Germany. (4). (HU). 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 / MEMS 210. Early Middle Ages, 300-1100. (4; 3 in the half-term). (SS).

211 / MEMS 211. Later Middle Ages, 1100-1500. (4). (SS).

212 / MEMS 212. The Renaissance. (3). (HU).

213 / MEMS 213. The Reformation. (3). (HU).


220. Survey of British History to 1688. (4; 3 in the half-term). (Excl).

225. Europe and the New World. (4; 3 in the half-term). (Excl).


241. War in the Twentieth Century Middle East. (4). (SS).

246(446) / CAAS 246. Africa to 1850. (3). (SS).


250. China from the Oracle Bones to the Opium War. (3). (HU).
358(393). Topics in Latin American History. (Excl).
374 / AMULT 374. The Politics and Culture of the “Sixties.” (4; 3 in the half-term). (SS).
379 / AMULT 315. History of Latinos in the U.S. No credit granted to those who have completed or are enrolled in Hist. 377. (3). (SS). (Excl).
381 / MEMS 381. History of the Jews from the Muslim Conquests to the Spanish Expulsion. (3). (Excl).
383. Modern Jewish History to 1800. (3). (Excl).
386. The Holocaust. (4). (Excl).
389. Topics in European History. (3). (Excl). May be elected for credit twice.
392(392). Topics in Asian History. (3). (Excl). May be elected for credit twice.
393(393). Topics in U.S. History. (3). (Excl). May be elected for credit twice.
394. Reading Course. Open only to history concentrators by written permission of instructor. (1-4; 1-3 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit only with permission of the Associate Chairman. A maximum of six credits can be elected through Hist. 394 and 395.
395. Reading Course. Open only to history concentrators by written permission of instructor. (1-4; 1-3 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit only with permission of the Associate Chairman. A maximum of six credits can be elected through Hist. 394 and 395.
396. History Colloquium. History concentrators are required to elect Hist. 396 or 397. (4; 3 in the half-term). (SS). May be repeated for a total of twelve credits.
397. History Colloquium. History concentrators are required to elect Hist. 396 or 397. (4; 3 in the half-term). (HU). May be repeated for a total of twelve credits.
399. Honors Colloquium, Senior. Honors students, Hist. 398, and senior standing. (4). (Excl). May be repeated for a total of six credits.
400. Problems in Greek History I. (3). (Excl).
401. Problems in Greek History II. (3). (Excl).
402. Problems in Roman History I. (3). (Excl).
403. Problems in Roman History II. (3). (Excl).
408. Byzantine Empire, 284-867. (3; 2 in the half-term). (Excl).
409. Byzantine Empire, 867-1453. (3; 2 in the half-term). (Excl).
414 / MEMS 428. Northern Renaissance and Reformation. (3). (Excl).
416 / GERMAN 401. Nineteenth-Century German and European Thought. (3; 2 in the half-term). (Excl).
417 / GERMAN 402. Twentieth-Century German and European Thought. (3; 2 in the half-term). (Excl).
419. Twentieth-Century Germany. No credit granted to those who have completed or are enrolled in Hist. 420. (3). (Excl).
420. Modern Germany. No credit for those who have completed or are enrolled in Hist. 418 or 419. (3). (Excl).
430. History of the Balkans from the Sixth Century to 1878. (3; 2 in the half-term). (Excl).
432. Medieval and Early Modern Russia. (3). (Excl).
433. Russia Under the Tsars: From Peter the Great to the Revolutions of 1917. (3). (Excl).
443 / AAPTIS 487. Modern Middle East History. (3). (Excl).
444. Topics in African History. (3). (Excl). May be repeated for credit.
449. Topics in Middle Eastern History. (3). (Excl).
History of Art

May be elected as a departmental concentration 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 the 200-level and above. 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 (at the 200 or higher level) must meet the Chronological and Geographical distribution requirements described below. Students are otherwise free to choose whatever they wish to make up their concentration.

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

1. 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 geographic 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 satisfy 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.

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).
2. 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.

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 courses 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 fulfillment of the many and varied LS&A distribution requirements should be monitored by an LS&A academic advisor (1255 Angel 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.

History of Art Academic Minor

An academic minor in History of Art is not open to students with a concentration in History of Art.

An academic minor in History of Art is developed in consultation with an undergraduate advisor in History of Art. Appointments are scheduled through the Department office (110 Tappan Hall).

Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 15 credits (and five courses), to be chosen from the following three categories as stated below:

1. Required Survey Course: one introductory course chosen from the “10X” sequence of survey courses (History of Art 101, 102, 103, 108, etc.).

2. Electives: at least 12 credits at the 200-level or above. At least two courses must be elected at the 300-level or above, and at least one course (3 credits) must be a seminar.

Courses in History of Art (HISTART)

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). (H.U).
113 / ARDES 113. Introduction to the Visual Arts. This course is for non-art majors only. (3; 2 in the half-term). (Excl).
151. Art: Program: East/West. (3). (H.U). Laboratory fee ($45) required.
194. First Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (H.U). May be elected twice for credit.
211 / WOMENSTD 211. Gender and Popular Culture. (4). (H.U).
221 / CLARCH 221. Introduction to Greek Archaeology. (4; 3 in the half-term). (H.U).
222 / CLARCH 222. Introduction to Roman Archaeology. (4; 3 in the half-term). (H.U).
251 / MEMS 251. Italian Renaissance Art, II. (4). (H.U).
284. Introduction to Asian Painting. (3). (H.U).
292. Introduction to Japanese Art and Culture. No credit granted to those who have completed or are enrolled in Hist. of Art 495. (3). (H.U).
293. Sophomore Seminar in History of Art. (3). (H.U). May be repeated for a total of six credits.
324 / CLARCH 324. Practicum in Field Archaeology. Upperclass standing, and Hist. of Art 221 and 222, (1-3). (Excl). Special fee required. May be repeated for a total of six credits.
Upperclass standing. (3). (HU).

314. The Gothic Age. Upperclass standing. (3).


375. Art of the 60’s. Upperclass standing. (3). (Excl).

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


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

384(431) / CLARCH 384. Principal Greek Archaeological Sites. Upperclass standing, and a course in archaeology. (3). (Excl).


394. Special Topics. Upperclass standing. (3). (Excl). May be elected for academic credit more than once.


399. Independent Study. Upperclass standing, and Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be elected for credit more than once.

Open to Juniors, Seniors, and Graduate Students. Sophomores by special permission.


405. Artists and Patrons. Upperclass standing, and Hist. of Art 101. (3). (Excl). May be elected for credit more than once with permission of chair.


415 / WOMENSTD 415. Studies in Gender and the Arts. Upperclass standing, and one course in women’s studies or history of art. (3). (Excl). May be repeated for a total of nine credits.


422 / CLARCH 422. Etruscan Art and Archaeology. Upperclass standing, and Hist. of Art 221 or 222. (3). (Excl).

424 / CLARCH 424. Archaeology of the Roman Provinces. Upperclass standing, and Hist. of Art 221 or 222. (3). (Excl).


436 / CLARCH 436. Hellenistic and Roman Architecture. Upperclass standing, and Hist. of Art 221 or 222. (3). (Excl).


440 / CLARCH 440. Cities and Sanctuaries of Classical Greece. Upperclass standing; one course in archaeology. (2; 2 in the half-term). (Excl).

442 / CLARCH 442. Late Antique and Early Christian Art and Architecture. Upperclass standing, and Hist. of Art 101 or 222. (3). (Excl).

443 / CLARCH 443. The Art and Archaeology of Greek Colonization. Upperclass standing, and Hist. of Art 221. (3). (Excl).


450. Topics in High Renaissance Art in Italy. Upperclass standing, and Hist. of Art 101 or 250. (3). (Excl).

451. Topics in High Renaissance Art in Italy. Upperclass standing, and Hist. of Art 102 or 250. (3). (Excl).


458. Florentine Sculpture of the Renaissance. Upperclass standing, and Hist. of Art 102 or 250. (3). (Excl). Rackham credit with additional work.

462. Baroque Art in Italy. Upperclass standing, and Hist. of Art 102 or 266. (3). (Excl).


493. Art of India. Upperclass standing, and Hist. of Art 103. (3). (Excl). Laboratory fee ($15) required.

499 / AMCLT 499. The Arts in American Life. Prior coursework in History of Art or American Culture or American history; and permission of instructor. (3). (Excl). May be elected for credit twice.


525. Graphic Arts from 1660 to the Present. Upperclass standing, Hist. of Art 102, and permission of instructor. (3). (Excl).

531 / CLARCH 531 / ANTHRCL 587. Aegean Art and Archaeology. Upperclass standing, and Hist. of Art 221 or 222. (3). (Excl).

536 / CLARCH 536. Hellenistic and Roman Sculpture. Upperclass standing, and Hist. of Art 101 or 222. (3). (Excl).


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

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

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


Honors Program

1228 Angell Hall
455 South State Street
(734) 764-6274 (phone)
(734) 763-6553 (fax)
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. Michigan Honors has two tiers. In each term of the first and second years, students elect two Honors courses from a total of four courses normally comprising their schedules. The second tier begins junior year when students are admitted to an Honors concentration ("major") from among approximately forty departments and programs in the College.

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.

Admission. Students are admitted to the Honors Program by invitation of the Director, though inquiries are welcomed from any highly motivated student. Approximately 10% of incoming first-year students are invited into the program, but continuance is based on academic accomplishment. Students may jointly enroll in Honors and other LS&A programs, such as the Residential College, the Comprehensive Studies Program, or other MLCs, or in LS&A/Honors and another school, such as Music or Engineering.

Honors Admissions considers a number of factors when reviewing students: the high school GPA; the difficulty of the curriculum; teacher and counselor recommendations; the student's intellectual interests, enthusiasms, and goals; achievement test scores, SAT and ACT scores, and the student's essay. The Honors student body is diverse, with a range of backgrounds, scores, and grades. Above all, we look for evidence of exceptional intellectual engagement and energy.
Students who are not invited to participate in the fall of their first year may request admission for the winter of the first year or the fall of the second year. This should be done shortly after grades for at least one semester's work have been reported and prior to the beginning of a new term so that, if admitted, they can be enrolled in the appropriate Honors courses. Only students with distinguished academic performance in a full set of challenging classes are admitted at the second year level.

**Honors Housing.** Honors Housing is open to all students who are admitted to the Program, but no student is required to live there. Honors Housing allows students to live near others who are taking some of the same classes, and promotes intellectual interchange and a feeling of community. Some sections of Honors courses may be designated for students living in Honors Housing. This promotes even richer interchange. At the same time, students have access to all of the facilities in the residence hall and can participate in its many programs and activities. Students gather for the Honors Round Table every week in the South Quad Dining Hall where they have lunch together and discuss a wide variety of interesting issues. Information about Honors Housing is sent to all admitted students.

**Honors Advising.** Perhaps the most valuable aspect of the Honors Program that students consistently mention is the high quality of academic advising they receive from the directors, the entire Honors staff, faculty, and peer advisors. Advising helps students make informed decisions. These decisions range from selection of courses to choosing a concentration, from setting up an independent study to choosing a graduate or professional school, from going abroad to focusing on potential careers. This kind of continual and intimate dialogue assures that the individual student comes first. Students also profit from discussions with Honors concentration advisors.

**Honors Courses.** The Honors Program believes that challenging work, including research opportunities, should be available to superior students from the onset of their college education. Several types of Honors courses are offered for first and second year students:

- courses offered by various departments intended only for Honors students
- sections of regular courses for Honors students
- courses sponsored by the Honors Program.

Small seminars (College Honors 250, 251, and 252) enable students to discuss matters of intellectual substance with a senior faculty member on a variety of topics. These seminars enroll a maximum of 15 students.

Some upper level courses also count as Honors courses for first and second year students and many courses may be converted to Honors courses with the agreement of the professor and the Honors Program.

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.

**Independent Study and Research.** Underlying all the coursework in Honors is the firm hope that students will take learning outside the classroom and engage in an independent study research project (for credit) under the direction of a faculty member. The Honors Program strongly encourages qualified and able students to do independent study or research. These options allow students to concentrate a considerable amount of time and effort in an area of particular interest, to develop intellectual relationships with members of the faculty and research staff, and to make more informed decisions about the Honors thesis and perhaps even long-range goals. Students are encouraged to look for a research placement when they have had adequate preparation to make their participation useful to the project and interesting for them. Honors academic advisors will be happy to talk with students about strategies for finding a project and a mentor.

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).

The Undergraduate Research Opportunity Program (UROP) is another avenue through which to find a research placement. Some departments (for example, chemistry and psychology) maintain lists of available research projects. Many of our students find research work by directly contacting faculty whose areas of specialization interest them.

**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 of 15 hours of Honors Summer Independent Reading credit may be counted in the 120 credits required for a degree.

Any appropriate course regularly offered by the College may be elected, pending departmental approval. A faculty member at the rank of assistant professor or higher must supervise the work; lecturers and teaching assistants may not supervise Honors Summer Independent Reading. Courses elected through this program are not correspondence courses even though the course work is completed off-campus. Credit earned in the program is considered in-residence credit and earns honor points. Students interested in Honors Summer Reading should schedule an appointment in the Honors Office.

**First and Second Year (Underclass) Honors.** General guidelines for underclass Honors students, if they are to remain in good standing in the Honors Program, are based on standards developed during the Program’s history. They are designed to provide a sound base for the undergraduate experience and to allow students to acquire knowledge, develop analytic skills, exercise creative abilities and critical faculties of mind.

The basic four requirements for an underclass Honors student are:

- an average of two Honors courses per term for the four full terms of underclass Honors
- a course load of 14-18 credit hours
- an overall grade point average (GPA) of 3.2 or better
- the Literature and Ideas requirement.

**Literature and Ideas.** The Honors Program has established special courses that satisfy the introductory composition requirement at Michigan. It is our firm belief that strong writing skills are best achieved by exposure to great works of literature, history, and philosophy, and by exposure to the range of critical approaches to those works.

Except in very rare circumstances, every first year Honors student must elect one of the following courses in each academic term of the first year: English Advanced Placement will not satisfy the Literature and Ideas requirement.

**Fall Term, First Year**

- Classical Civilization 101 (Honors section) or Great Books 191 (any section)

The readings for Great Books 191 and Classical Civilization 101 (Honors section) overlap considerably but they have somewhat different emphases. Both courses stress the writing of essays, and the instructors pay attention to writing techniques and problems.

**Winter Term, First Year**

- Classical Civilization 102 (Honors section) or Great Books 192 (any section) or an approved alternative

Prior to the registration period for each term, a list of courses which satisfy the second half of the Literature and Ideas requirement is published on the Honors website and is also available in the Honors office. This list will
vary from year to year as course offerings vary.

The Sophomore Honors Award. The Sophomore Honors Award was created to encourage students to take full advantage of the opportunities in the Program and to recognize outstanding achievement during the freshman and sophomore years. To be eligible for this award, students must:

1. Obtain a minimum grade point average of 3.7, with no grade below a “C” in any course.
2. Complete an average of two Honors courses per term during the first four full terms (fall/winter) they are at the University of Michigan, including two terms of Literature and Ideas courses.
3. Average 14 credits per term during the first four full terms they are at the University of Michigan.
4. Do some individual or small-group work on a reasonably advanced topic during the first two years. Independent research or enrollment in Honors 250, 251, or 252 will automatically satisfy this requirement. College seminars are also a good way to satisfy this requirement (a seminar need not be an Honors course).
5. Apply for the Award after the conclusion of the sophomore year. Applications are available online and in the Honors Office.

The Sophomore Honors Award is posted on the academic record and official transcript.

Junior/Senior (Upperclass) Honors. All departments and interdisciplinary programs offer Honors degrees. At the beginning of the third year, students may apply to a departmental Honors Concentration Program. Students who meet departmental criteria are eligible to apply whether or not they have previously been in the Honors Program. Admission of upperclass students is decided by Honors concentration advisors appointed by various LS&A departments and programs. Students who are accepted into an Honors concentration program automatically become LS&A Honors students.

Honors concentration programs are described under the relevant departmental listings in this Bulletin.

Students may also petition the Honors Program for approval of an Honors Individual Concentration Program (HICP). Information about the Honors Individual Concentration Program is available in 1228 Angell. Honors degree candidates must perform very well in courses and also demonstrate ability in original thesis work, and, in some concentrations, pass a comprehensive examination.

Senior Thesis. During the senior year, Honors concentrators carry out research and write a thesis under the direction of a faculty mentor. With only a few exceptions, such as Math and Computer Science, graduation with Honors requires the completion of a Senior Honors thesis. This consists of detailed, original research in a student’s chosen field. The thesis is normally completed during the senior year. Length and format requirements vary by department. Thesis research and writing is normally done under the direction of a professor who shares the student’s areas of interest.

Many departments require their Honors concentrators to register for special seminars and independent study research courses. Other departments do not have these courses, so their students can choose to enroll in Honors 490. Since thesis research and writing most often extends beyond one term, the course may be assigned a “Y” grade for the term or terms prior to completion. This simply means “extended course” or “work in progress.” At the completion of the thesis, one letter grade will be assigned for the terms involved. Unlike an “I” (for an incomplete), the “Y” does not remain on the record.

Honors students have the option of using their senior theses to satisfy the Upper-Level Writing Requirement. A Sweetland Writing Center Thesis Intent Form is available in the Honors Office, and must be filled out by the student and the thesis advisor. An Honors Director will then approve the request, and it will be forwarded to the Sweetland Writing Center for processing. This form should be completed within the first couple of weeks of the term the student plans to finish the thesis. Completion of the requirement hinges on satisfactory completion of the thesis.

After an evaluation of the thesis and the overall academic record, Honors concentration advisors recommend that students graduate with an Honors degree. Deadlines and procedures for evaluating senior theses vary by department. Some departments have a committee that evaluates all theses, whereas others are based primarily on the judgement of the student’s advisor and the departmental Honors advisor.

The department will then send one of four possible recommendations to the Honors Office: No Honors, Honors, High Honors, or Highest Honors. “No Honors” is given for work that does not meet departmental standards, and for students with GPAs under 3.2. The other three will be posted on the final transcript and diploma. These are separate from the Distinction awards, which are also posted on graduates’ diplomas and transcripts. Levels of Distinction are awarded on the basis of the student’s final cumulative GPA.

Deroy Visiting Honors Professorship. In 1981, the trustees of the Helen L. Deroy Testamentary Foundation of Detroit established the Helen L. DeRoy Visiting Professorship in Honors to invite distinguished persons in business, government, labor, law, writing and various scholarly disciplines to teach seminars for Honors students. Since enrollment in seminar classes is limited, there is usually an application process for these classes.

Thesis Grants. All seniors are eligible to apply for senior thesis and travel grants. These include the Graf Research Grant, the Hellman Family Grant, the Davidson Grant, and the Catchen Research and Travel Grants. Information is available in the Honors Office, and on the Honors website.

Prizes and Awards. Special prizes and awards are made at the time of graduation to recognize excellence in various fields. These include the Virginia Van Prize for Writing and the Alumni Prize for Outstanding Achievement. Otto Graf Scholarship, The Otto Graf Scholarship, named after a long-time early director of the Honors Program, is awarded to an outstanding Honors junior.

Jack Meiland Award for Academic Excellence, The Jack Meiland Award for Academic Excellence is a newly established scholarship to honor the memory of Prof. Jack Meiland, who was also Director of the Honors Program.

Courses in College Honors (HONORS)

290. Honors Introduction to Research. Open to Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits with permission of the Honors Program.
291. Honors Introduction to Scientific Research. Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits with permission of the Honors Program.
292. Honors Introduction to Scientific Research. Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits with permission of the Honors Program.
370. Junior Seminar on Research Methods. Open to upperclass Honors concentrators. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits with permission of the Honors Program.
490. Senior Honors Research. Open to upperclass Honors concentrators. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits with permission of the Honors Program.
Individual Concentration Program (ICP)

1255 Angell Hall
435 South State Street
(734) 764-0332 (phone)
(734) 764-2772 (fax)
http://www.lsa.umich.edu/saa/advising/icp.html
David R. Smith, ICP Advisor

May be approved 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 upper-level 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. Recent ICPs have included Community Studies, Computers and Cultural Animation, Environmental Studies, International Relations, Studies in Religion, Science and Society, Urban Studies, Health and Illness, Studies in Criminal and Social Justice.

Students interested in developing an ICP must meet with 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) a letter of recommendation from two 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. Only one course from an ICP may be used toward completing the requirements of an academic minor.

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, David R. Smith, 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.

Honors Individuated Concentration Program (HICP). The Honors ICP is intended for exceptional students who wish to undertake a liberal arts program of study not currently available in an existing departmental concentration or program. Most HICPs are interdepartmental or interdisciplinary in character and include courses from a variety of sources. While the HICP encourages diversity and flexibility, each HICP must have an identifiable academic focus within LS&A, an appropriate disciplinary base, and unifying theme, and culminate in the writing of an Honors thesis. An HICP should not be a specialization within an already existing concentration. It should include an adequate number of prerequisite courses.

Since HICPs require an unusual level of intellectual competence and maturity, an overall GPA of 3.5 and, in most cases, a 3.7 in courses related to the HICP subject are required for admission to the program. The Honors Academic Board reviews all proposals.

Graduation with “Honors”, “High Honors”, or “highest Honors” is granted upon recommendation of the thesis advisor and readers.

Students interested in submitting an HICP should schedule an appointment with Ms. Liina Wallin, Associate Director of the Honors Program, to discuss goals and procedures. A formal prospectus, developed in consultation with appropriate faculty advisor, is then submitted for review.

Institute for the Humanities

350 South Thayer, 2nd floor
(734) 936-3518 (phone)
(734) 763-5507 (fax)
http://www.lsa.umich.edu/humin/
e-mail: humin@umich.edu
Professor Thomas Trauttman, Director

Not a concentration program

The Institute for the Humanities is a center for innovative, collaborative study in the humanities and arts. Each year the Institute provides fellowships for Michigan faculty, students, and visiting scholars who work interdisciplinary projects. The Institute also offers a wide array of public and scholarly events including weekly brown bag talks, public lectures, conferences, art exhibits, and performances.

Courses in Institute for the Humanities (INSTHUM)

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).

104. First Year Seminar in Interdisciplinary Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (Introductory Composition).

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

211. Second-Year Seminar in Interdisciplinary Studies. (1-3). (HU).

212. Second-Year Seminar in Interdisciplinary Studies. (1-3). (SS).

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

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

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 Asian Studies
• Center for 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
• Office of International Programs,* which coordinates study-abroad programs.

(* described elsewhere in this Bulletin).

International Programs

G513 Michigan Union
1530 South State Street
(734) 764-4311 (phone)
(734) 764-3229 (fax)
http://www.umich.edu/~inet/oip/
e-mail: oip@umich.edu
Dr. Carol W. Dickerman, Director

The Office of International Programs administers University of Michigan academic year and summer study abroad programs in countries throughout the world. It also provides academic advising regarding official University of Michigan programs, formal matriculation at foreign institutions, and study abroad opportunities sponsored by other colleges and universities.

Students interested in earning credit toward a degree in the College by participating in a study abroad program should study carefully the material on the College’s “Residence Policy” in Chapter IV and on “Non-LS&A Course Work” in Chapter III.

Programs Abroad Sponsored and Administered by the University of Michigan. All of the programs listed in this section earn in-residence credit. Students who attend University of Michigan programs are guaranteed that all course work taken abroad will appear on their academic record and will be calculated into their grade point average. Grades earned on direct-enrollment study abroad programs administered by the Office of International Programs are not calculated into students’ overall GPAs. This policy applies to all programs in which students are directly enrolled and participating in classes and other academic activities at the host university on the same basis as their fellow students.

Applicants for these programs should have a good academic record (3.0 GPA is recommended). Programs involving enrollment in regular classes at foreign universities require junior or senior standing by the time the program begins. Students who qualify for financial aid through the University may apply this aid to any in-residence program. In addition, some scholarships are available through the Office of International Programs. Students should contact the OIP, G513 Michigan Union, for further information.

Study Abroad Sponsored by Other Educational Institutions. Students may also participate in study abroad programs administered by other colleges and universities (both American and foreign). Transfer credit for study abroad is granted only if the program is sponsored by and appears on a transcript furnished by a fully accredited institution of higher learning. Courses for which transfer credit is given must be in the liberal arts and sciences and must not duplicate courses for which credit has already been received; students must have earned a “C” or better in these courses. Those who contemplate study abroad sponsored by groups other than colleges and universities should consult in advance the Office of Undergraduate Admissions if transfer credit is desired.

Students planning to study abroad in any program not sponsored by the University of Michigan must complete a Statement of Intent to Study Abroad, obtainable from the Office of International Programs, G513 Michigan Union.

Courses in Study Abroad (STDABRD)

230. UM Summer at Université Stendhal, Grenoble, France. At least 3 semesters of college French. IIIb in Grenoble, France. (6). (LR). Students with intermediate and advanced level French enroll in a 4-credit class taught by a UM faculty member, and also classes at the Centre Universitaire d’Etudes Francaises at the Universite Stendhal in Grenoble. A UM faculty member will teach French 232 for those at 4th-semester level.

240. UM Summer at Universidad de Salamanca, Spain. IIIb in Madrid and Salamanca, Spain. (1-9). (LR). Students study intermediate or advanced Spanish while living with Spanish families in this old university town.

303. UM/School for Field Studies in Costa Rica. (4-16). (Excl). The study of Costa Rica’s efforts to protect its environment and to deal with the challenges of sustainable development is presented as a series of case studies on particular issues and problems. Specific cases are then used to address the broader issues of sustainable development in developing countries.

304. UM/CIEE in Bahia, Brazil. 2 years of college-level Portuguese or a combination of Portuguese and Spanish language. Bahia, Brazil. (1-8 in the half-term). (Excl). May be elected twice for credit. Students with intermediate levels of Portuguese will take courses in intensive language and Brazilian contemporary culture. On-site support and housing (homestays) are provided the Brazil Staff of the Council on International Educational Exchange.

305. UM/UTexas in Belo Horizonte, Brazil. 2 years of college-level Portuguese, or a combination of Portuguese and Spanish language. Brazil. (1-8 in the half-term). (Excl). May be elected twice for credit. This summer language program, administered by the U. Texas, offers students the opportunity to improve their Portuguese language skills and study Brazilian culture.
Institutional Cooperation, a consortium of the Big Ten in Britain. This program is sponsored by the Committee on UM/CIC London Parliamentary Internship.

345. UM at Kyoto Center for Japanese Studies. One year of Japanese language instruction and sophomore standing, I, II in Kyoto, Japan. (12-16). (Excl). May be repeated for a total of 32 credits. Kyoto Center for Japanese Studies, Kyoto, Japan. This undergraduate program is sponsored by a consortium of nine American universities, including the University of Michigan. Developed in cooperation with the University of Kyoto, the Kyoto Center offers an academically challenging program of study in Japanese language and culture. For further information, contact Professor Ken Ito, 3095 Frieze Building (764-2023).

346. UM at Université d’Aix Marseille, France. (1-16). (Excl). May be repeated for a total of 16 credits. Semester blends academic lectures, readings, and research with active experiences and supervised field studies to provide exposure to intellectual scholars.

347. UM History and Culture of the Caribbean. Junior standing, Caribbean. (3). (Excl). May be repeated for a total of six credits. Seminar blends academic lectures, readings, and research with active experiences and supervised field studies to provide exposure to intellectual scholars.

348. UM at Kyoto Center for Japanese Studies. One year of Japanese language instruction and sophomore standing, I, II in Kyoto, Japan. (12-16). (Excl). May be repeated for a total of 32 credits. Kyoto Center for Japanese Studies, Kyoto, Japan. This undergraduate program is sponsored by a consortium of nine American universities, including the University of Michigan. Developed in cooperation with the University of Kyoto, the Kyoto Center offers an academically challenging program of study in Japanese language and culture. For further information, contact Professor Ken Ito, 3095 Frieze Building (764-2023).

349. UM at University of Wisconsin. One year proficiency in Japanese, I, II in Hokkaido, Utsunomiya, Japan. (12-16). (LR). May be repeated for a total of 32 credits. This under-graduate program is sponsored by a consortium of nine American universities, including the University of Michigan. Developed in cooperation with the University of Kyoto, the Kyoto Center offers an academically challenging program of study in Japanese language and culture. For further information, contact Professor Ken Ito, 3095 Frieze Building (764-2023).

350. UM at Université d’Aix Marseille, France. (1-16). (Excl). After a special 4-week intensive program, students enroll directly in classes at the University of Provence, Aix-Marseille. Students choose from a wide variety of courses in disciplines such as economics, political science, and literature taught in French.

351. UM at Universität Freiburg, Germany. (1-16). (Excl). Study German language and social sciences in German at the University of Freiburg, with supplemen-tary courses offered at the program center. Administered jointly with the University of Wisconsin.

352. UM at the Intercollegiate Center for Classical Studies, Rome, Italy. (1-16). (Excl). Students concentrations in classics, classical history, or archeology take classes at the Intercollegiate Center for Classical Studies.

353. UM at the Intercollegiate Center for Classical Studies, Rome, Italy. (1-16). (Excl). Students concentrations in classics, classical history, or archeology take classes at the Intercollegiate Center for Classical Studies.


355. UM at Universität Tübingen, Germany. A maximum of 16 credits can be earned in any one term. Tübingen, Germany. (1-16). (Excl). 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 refreshers course, students register for a full year’s coursework at the University. It is recommended that students have completed at least five terms of college-level German.

356. UM-Middlebury in Russia. Advanced competence in Russian (3 years). I, II in Russia. (1-12). (Excl). Students with advanced level competence in Russian study at the Russian State Universities of Moscow, Yaroslavl, Voronezh, or Irkuns. Classes may be chosen from a wide range of disciplines.

357. UM History and Culture of the Caribbean. Junior standing, Caribbean. (3). (Excl). May be repeated for a total of six credits. Seminar blends academic lectures, readings, and research with active experiences and supervised field studies to provide exposure to intellectual scholars.

358. UM at the Intercollegiate Center for Classical Studies, Rome, Italy. (1-16). (Excl). Students concentrations in classics, classical history, or archeology take classes at the Intercollegiate Center for Classical Studies.

359. UM/CIC at Université Laval, Quebec, Canada. (1-9). (Excl). On a program administered by the University of Iowa, students study French language and literature.

360. UM/CIEE at National Chengchi University, Taiwan. (1-16). (Excl). Sponsored by the Council on International Educational Exchange, this program enables University of Michigan students to study Chinese language and area studies in Taiwan while earning UM in-residence credit.

361. UM/CIEE in Indonesia, Thailand, Vietnam. (1-16). (Excl). 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 language and area studies in Indonesia, Thailand, and Vietnam while earning in-residence credit.

362. UM/CIEE at University of St. Petersburg, Russia. (1-16). (Excl). The University of Michigan is a member of several study abroad consortia sponsored by the Council on International Educational Exchange. This program enables University of Michigan students to study Russian language and area studies at St. Petersburg State University while earning UM in-residence credit.

363. UM at Pontificia Univ Catolica de Chile, Santiago. (1-16). (Excl). Program participants take classes alongside Chilean students at the host university, La Pontificia Catolica. Administered jointly with the University of Wisconsin.

364. UM at Sussex University, England. (1-16). (Excl). UM Programs at British Universities. By virtue of formal agreement with the University of Sussex, a limited number of Michigan students are admitted each year to regular study for up to a year. They earn Michigan in-residence credit.

365. UM at Pontificia Univ Catolica del Ecuador, Quito. (1-16). (Excl). UM Programs at British Universities. By virtue of formal agreement with the University of Sussex, a limited number of Michigan students are admitted each year to regular study for up to a year. They earn Michigan in-residence credit.

366. UM/CIC Health & Nutrition, Dominican Republic. Admission is by application to the Office of International Programs. Students are admitted each year to regular study for up to a year. They earn Michigan in-residence credit.

367. UM at University of Western Australia, Perth. (1-16). (Excl). Students study in-residence credit.

368. UM/CIC at University of Ghana, Accra. (1-16). (Excl). CIEE Program in Russia. 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 language and area studies in Russia while earning UM in-residence credit.

369. UM/CIC at Koç University, Istanbul, Turkey. (1-16). (Excl). Through a reciprocal exchange, students attend classes taught in English at Koç University, Istanbul.

370. UM at Koç University, Istanbul, Turkey. (1-16). (Excl). Through a reciprocal exchange, students attend classes taught in English at Koç University, Istanbul.

371. UM/UCalif at Peking University, Beijing, China. One year of college level Chinese at 3.0 GPA overall and in Chinese language classes. (1-16). (Excl). May be repeated for a total of twelve credits. Students have completed at least five terms of college-level Chinese. Students are admitted each year to regular study for up to a year. They earn Michigan in-residence credit.

372. UM/UCalif at Peking University, Beijing, China. One year of college level Chinese at 3.0 GPA overall and in Chinese language classes. (1-16). (Excl). May be repeated for a total of twelve credits. Students have completed at least five terms of college-level Chinese. Students are admitted each year to regular study for up to a year. They earn Michigan in-residence credit.

373. UM at Koç University, Istanbul, Turkey. (1-16). (Excl). Through a reciprocal exchange, students attend classes taught in English at Koç University, Istanbul.

374. UM/UCalif at Peking University, Beijing, China. One year of college level Chinese at 3.0 GPA overall and in Chinese language classes. (1-16). (Excl). May be repeated for a total of twelve credits. Students have completed at least five terms of college-level Chinese. Students are admitted each year to regular study for up to a year. They earn Michigan in-residence credit.

375. UM at Koç University, Istanbul, Turkey. (1-16). (Excl). Through a reciprocal exchange, students attend classes taught in English at Koç University, Istanbul.


378. UM at King’s College London, England. (1-16). (Excl). After an intensive Russian language program, students go on to study at the European University. Two semesters of previous language study required. Sponsored by the University of California.

379. UM/UC at Universidad de Granada, Spain. Students are expected to have the equivalent of at least 5 semesters of college Spanish. Spain. (1-16; 1-8 in the half-term). (Excl). May be repeated for a total of twelve credits. Students participate in liberal arts courses at the University and courses in Spanish at the Centro Granadí de Espanol. Administered by the University of Illinois.

380. UM at Butler University, Indiana. (1-16). (Excl). Students take liberal arts courses at the University and courses in Spanish at the Centro Granadí de Espanol. Administered by the University of Illinois.

381. UM/Butler at Oxford University, England. Oxford University, England. (1-16). (Excl). Through a program sponsored by Butler University, Michigan students take classes at Oxford University.


383. UM at Leiden University, the Netherlands. Leiden University, the Netherlands. (1-16). (Excl). An exchange program with Leiden University offers courses in Dutch language and culture, government, European politics, and global studies.

384. UM Spring in Florence – Art and Music. Florence, Italy. (1-16; 1-8 in the half-term). (Excl). Students and faculty live and study at the Villa Corsi-Salvati. Courses focus on music, art history and more. Taught in English.

385. UM at St. Peter’s College, Oxford, England. English 125 and one of the M-ARC prerequisites. III in Oxford, England. (8). (Excl). May be repeated for a total of twelve credits. Medieval and Renaissance Studies and Environmental Studies are taught at St. Peter’s College, Oxford. Students choose a core course as well as a tutorial in one of these two fields.

386. UM at the Intercollegiate Center for Classical Studies, Rome, Italy. (1-16). (Excl). Students concentrations in classics, classical history, or archeology take classes at the Intercollegiate Center for Classical Studies.
453. UM Semester in Florence, Italy. (1-16). (Excl). Students live and study at the Villa Corli-Salvati. Classes, taught in English, focus on art history, Italian politics, and literature. An Italian language class is required.

455. UM at University of Essex, England. (1-16). (Excl). UM Programs at British Universities. By virtue of formal agreements with the University of Essex, a limited number of UM students are admitted each year to regular studies for up to a year. They earn in-residence Michigan credit.

456. UM at London School of Economics, England. London, England. (1-16). (Excl). The University of Michigan Programs at British Universities. By virtue of formal agreement with the London School of Economics, a limited number of University of Michigan students are admitted each year to regular studies for a full academic year. They earn Michigan in-residence credit.

457. UM at University of York, England. (1-16). (Excl). UM Programs at British Universities. By virtue of formal agreement with the University of York, a limited number of Michigan students are admitted each year to regular studies for up to a full academic year. They earn in-residence Michigan credit.

458. UM at University of St. Andrews, Scotland. (1-16). (Excl). UM Programs at British Universities. By virtue of a formal agreement with the University of St. Andrews, a limited number of students are admitted each year to regular studies for up to a full academic year. They earn in-residence Michigan credit.

459. UM at Universidad de Sevilla, Spain. (1-16). (Excl). Students take classes in all disciplines at the University of Seville, as well as courses at the program center. Students are expected to have taken five semesters (or the equivalent) of college-level Spanish.

460. UM at Uppsala University, Sweden. (1-16). (Excl). An exchange with Uppsala University allows students to live in dorms with Swedish classmates and take liberal arts classes offered in Swedish and English.

463. UM/CIEE in the Czech Republic, Hungary, Poland, Prague, Budapest or Warsaw. (15; 6 in the half-term). (Excl). This CIEE program administers study abroad programs at: Charles University, Prague; Budapest University of Economics; Warsaw School of Economics. At each site, students enroll for 1 or 2 terms in courses in economics, history, culture, politics, or language.

464. UM at University of Turku, Finland. Admission is by application to the Office of International Programs. Turku, Finland. (1-16). (Excl). Exchange program with the University of Turku. Students take classes — many of them taught in English — in business; economics; and Scandinavian, Baltic, and East European studies.

465. UM at Université de Lausanne, Switzerland. Admission is by application to the Office of International Programs. Lausanne, Switzerland. (1-16). (Excl). Through a reciprocal exchange program with the University of Lausanne, two or three Michigan students with advanced French are admitted each year and take a wide variety of courses.

466. UM at Kyushu University, Fukuoka, Japan. Japan. (1-16; 1-6 in the half-term). (Excl). Michigan students participate in an exchange program with Kyushu University in Fukuoka, studying Japanese language and taking elective courses taught in English.

467. UM at University of Tokyo, Japan. Tokyo, Japan. (1-16; 1-6 in the half-term). (Excl). Students participate in an exchange program with the University of Tokyo, studying Japanese language and taking elective classes taught in English.

468. UM at University of New South Wales, Australia. Sydney, Australia. (1-16; 1-6 in the half-term). (Excl).

469. UM at Bilkent University, Ankara, Turkey. (1-16; 1-12 in the half-term). (Excl). Through a reciprocal exchange, Michigan students attend classes taught in English at Bilkent University, in Ankara.

471. UM at Middle East Technical University, Ankara, Turkey. (1-16; 1-12 in the half-term). (Excl). Through a reciprocal exchange, Michigan students attend classes taught in English at Middle East Technical University, in Ankara.

473. UM/Penn State University in Athens, Greece. Athens, Greece. (1-16; 1-12 in the half-term). (Excl). This winter semester program in classical and contemporary Greek studies is run by Pennsylvania State University’s Office of Education Abroad Programs. The curriculum includes courses on modern Greek language and on Greek history, architecture, and philosophy; PSU faculty teach six to nine credits.

475. UM/U Wisconsin in Hyderabad, India. Hyderabad, India. (1-12). (Excl). Wisconsin’s OISP administers this summer and academic year program focusing on three of India’s main linguistic subcultures (Hindi/Urdu, Telugu, Tamil). Students undergo 10 weeks of intensive language training and cultural orientation during the summer in Madison, and follow up with eight months of further language study, various subject tutorials, and writing a long paper based on field research. UW faculty design and monitor program content; UW graduate students advise and coordinate at site, while local faculty teach the language classes and oversee the tutorials.

476. UM/U Wisconsin in Varanasi, India. Varanasi, India. (1-12). (Excl). Wisconsin’s OISP administers this summer and academic year program focusing on three of India’s main linguistic subcultures (Hindi/Urdu, Telugu, Tamil). Students undergo 10 weeks of intensive language training and cultural orientation during the summer in Madison, and follow up with eight months of further language study, various subject tutorials, and writing a long paper based on field research. UW faculty design and monitor program content; UW graduate students advise and coordinate at site, while local faculty teach the language classes and oversee the tutorials.

477. UM/U Wisconsin in Madurai, India. Madurai, India. (1-12). (Excl). Wisconsin’s OISP administers this summer and academic year program focusing on three of India’s main linguistic subcultures (Hindi/Urdu, Telugu, Tamil). Students undergo 10 weeks of intensive language training and cultural orientation during the summer in Madison, and follow up with eight months of further language study, various subject tutorials, and writing a long paper based on field research. UW faculty design and monitor program content; UW graduate students advise and coordinate at site, while local faculty teach the language classes and oversee the tutorials.

478. UM/U Wisconsin in Kathmandu, Nepal. Kathmandu, Nepal. (1-12). (Excl). Wisconsin’s OISP administers this summer and academic year program, providing an in-depth, ethnographic introduction to Nepalese and Tibetan cultures, and similar in design and direction to UW’s India programs. However, student’s take language classes (in Nepali or Tibetan) and tutorials (performing and fine arts, humanities and social sciences) during the first semester only, and devote themselves full-time during the second semester to field work in a Nepalese or Tibetan village, where they reside for part of the period, and write a major paper reflecting their experience.

479. UM/U Wisconsin at Université de St Louis, Senegal. St. Louis, Senegal. (1-16; 1-12 in the half-term). (Excl). Wisconsin OISP academic year program. Students live and attend classes, all taught in French, with Senegalese at the Université de Saint Louis. Four faculties offer courses in French and African languages (especially Wolof) and literature, the humanities, social sciences, law, and business.

480. UM at King’s College London, England. London, England. (1-16; 1-12 in the half-term). (Excl). UM Programs at British Universities. By virtue of a formal agreement with King’s College, London, a limited number of Michigan students are admitted each year to regular studies. Virtually any field may be pursued for Michigan in-residence credit.

481. UM at Queen Mary and Westfield College, England. London, England. (1-16; 1-12 in the half-term). (Excl). UM Programs at British Universities. By virtue of a formal agreement with Queen Mary and Westfield College, a limited number of Michigan students are admitted each year to regular studies. Virtually any field may be pursued for Michigan in-residence credit.

482. UM at Royal Holloway, University of London, England. London, England. (1-16; 1-12 in the half-term). (Excl). UM Programs at British Universities. By virtue of a formal agreement with University of London, Royal Holloway, a limited number of Michigan students are admitted each year to regular studies. Virtually any field may be pursued for Michigan in-residence credit.

483. UM at University College London, England. London, England. (1-16; 1-12 in the half-term). (Excl). UM Programs at British Universities. UCL offers a wide range of disciplines: humanities, social sciences, physical and biological sciences, and fine arts (at the Slade School, which is a part of UCL). Its particular strengths are in English literature, history, history or art, economics, and the biological sciences. By virtue of formal agreement, a limited number of Michigan students are admitted each year to regular studies. Virtually any field may be pursued for Michigan in-residence credit.

484. UM at University of Lancaster, England. (1-16; 1-12 in the half-term). (Excl). UM Programs at British Universities. By virtue of a formal agreement with University of Lancaster, a limited number of students are admitted each year to regular studies for up to a full academic year. They earn in-residence Michigan credit.

485. UM at Institut d’Etudes Politiques, Paris, France. Junior standing. (Paris, France). (1-16). (Excl). One of France’s grandes écoles, the Institut d’Études Politiques trains young men and women for positions in international business, multilateral organizations, and public affairs. It offers a very specialized curriculum in the social sciences, with small classes taught by a core of full-time tenured professors and a larger group of adjunct faculty whose primary employment is in those fields for which Sciences Po prepares its graduates.

486. UM at University of Cape Town, South Africa. (Cape Town, South Africa). (1-16). (Excl). The University of Cape Town is considered one of South Africa’s two finest universities, with faculties of arts and sciences, medicine, engineering, fine arts, music and architecture. The university is also able to provide good support services for visiting international students.

487. UM at University of Natal, South Africa. (Durban, South Africa). (1-16). (Excl). The University of Natal is a fine university that is able to provide good support services for visiting international students. Particular strengths in its undergraduate program include history, gender and development, and a Zulu-language course designed for study abroad students.

489. UM at University of Melbourne, Australia. (Melbourne, Australia). (1-16). (Excl). The University of Melbourne’s Faculty of Arts offers courses in a wide range of disciplines including Women’s Studies, Australian and Asian Studies, and English Literature. The Australia Centre, part of the Faculty of Arts, has developed a course for study abroad and other international students entitled “Australia Now,” which provides students with an introduction to Australian history and politics and requires them to develop a research project on some aspect of modern-day Australia.

490. UM at Universidade Federal de Minas Gerais, Belo Horizonte, Brazil. Brazil. (1-16). (Excl). May be elected twice for credit. Through reciprocal exchanges, students attend classes taught in Portuguese at the Federal University of Minas Gerais in Belo Horizonte.

491. UM at Universidade Federal de Bahia, Brazil. Brazil. (1-16). (Excl). May be elected twice for credit. Through reciprocal exchanges, students attend classes taught in Portuguese at the Federal University of Bahia.
Judaic Studies

3032 Frieze Building
105 South State Street
(734) 763-9047 (phone)
(734) 936-2186 (fax)
http://www.umich.edu/~judstud/
Professor Zvi Gitelman, Preston R. Tisch
Professor of Judaic Studies (Political Science), Director

Professors
Coffin (Near Eastern Studies)
Endelman (History)
Gitelman (Political Science), Preston R. Tisch
Professor of Judaic Studies
Krahmalkov (Near Eastern Studies)
Lauffer (Social Work)

Associate Professors
Ginsburg (Near Eastern Studies)
Nortich (English Language and Literature)
Schmidt (Near Eastern Studies)
Spector (Germanic Languages and Literatures and History)

Assistant Professors
Bardenstein (Near Eastern Studies)
Boccaccini (Near Eastern Studies)
Eliav (Near Eastern Studies), Jean and Samuel
Frankel Assistant Professor of Rabbinic Literature
Levinson (English Language and Literature),
Samuel Shetzer Assistant Professor of American Jewish Studies
Siegmund (History)
Tsoffar (Near Eastern Studies)

Lecturer
Nysenholc (Judaic Studies)

Adjunct Associate Professor
Schoem (Sociology)

The Jean and Samuel Frankel Center for Judaic Studies at the University of Michigan

The Jean and Samuel Frankel Center for Judaic Studies at the University of Michigan offers students an interdisciplinary approach to the study of Jewish civilizations and thought. The program explores the rich culture and historical experience of the Jewish people, their unique traditions, interactions with other cultures, and impact on world civilizations. It draws on the academic excellence and expertise of faculty in many disciplines, including history; political science; Near Eastern studies; Germanic, English and comparative literatures; sociology; and religious studies.

The Harlan Hatcher Graduate Library

houses an extensive collection of Judaica materials in Hebrew, Yiddish, English, and other European languages. Book funds contributed by the Lucius N. Littauer Foundation, Bruce and Lois Zenkel, Jerold Solovy, and Hubert and Francis Brandt, as well as acquisitions funded by the University of Michigan, have expanded the library's Judaica holdings. A curatorship of Judaica in the Library has been established in memory of Irving Hermelin.

The Martin Salinger Resource Center, located at 3040 Frieze Building, was established in 1985. It includes a reference library, a reading room, and a collection of video and audio materials. The Center was created through the generosity of the Martin Salinger family, in his memory, with the assistance of the College of Literature, Science, and the Arts.

The Jewish Heritage Video Collection, donated to the Frankel Center for Judaic Studies by Hubert Brandt and Eugene Grant, was created to explore the heritage of American Jews through the unique resources of film and television. The JHVC covers areas ranging from American Jewish experience to relation and identity, and includes features and documentaries, American and foreign productions. Many of the tapes are not generally available in video stores. The JHVC is housed in the Salinger Resource Center.

Study Abroad. Many Judaic Studies concentrators at the University of Michigan spend all or part of an academic year studying in Israel where they have an opportunity to hone their language skills and participate in the daily life of the Jewish state. The Center for Judaic Studies encourages this experience abroad and offers advising about educational institutions and programs as well as assistance in tailoring an overseas academic curriculum that will help meet the degree requirements at Michigan.

Judaic Studies

May be elected as an interdepartmental concentration program

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:

1. Three terms of Jewish history survey courses, selected from:
a. ACABS 321-322 / History 306-307
b. History 381-382
2. One term of rabbinic literature (Judaic Studies 270, or appropriate sections of HJCS 491).

3. Other courses chosen from the list below of courses approved for the concentration in Judaic Studies, to bring concentration credits to 27.

English Language and Literature: 383, appropriate sections of English 313, 317, 318, 417, 430.

Germanic Languages and Literatures (German) 322.


Law 642.

Near Eastern (Ancient Civilizations & Biblical) Studies: 200, 201, 202, 277, 301, 322, 483, 484, 542, 543, 544, 581, 582, appropriate sections of 591, 592.

Near Eastern (Arabic, Armenian, Persian, Turkish, and Islamic) Studies: 277.


Political Science: 353, 451, 452.

Social Work: 600, 645.

Sociology: 410, 412.


Other courses, at the 200-level and above, may be approved by the concentration advisor. 100-level courses may not be included in a concentration plan.

Students may include 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. Graduation 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.

Judaic Studies Academic Minor

An academic minor in Judaic Studies is not open to students with a concentration in Judaic Studies or in Hebrew and Jewish Cultural Studies from the Department of Near Eastern Studies.

Students wishing to pursue an academic minor in Judaic Studies must develop a specific plan for its completion in consultation with Prof. Gitelman. Appointments are scheduled at 3032 Frieze Building, (734) 763-9047.

Prerequisites to the Academic Minor: None

Academic Minor Program: At least 15 credits of courses, including Judaic Studies 205 (Introduction to Jewish Civilizations and Culture); two courses in Jewish history, chosen from among History 306, 307, 381, 382, 383, 384, and 386; and two other courses chosen from among those listed in the Judaic Studies Concentration (list available from the Frankel Center for Judaic Studies, 3032 Frieze or in the LSA’s A Bulletin under Judaic Studies).

Courses in Judaic Studies

JUDAIC

103. Jewish Civilization in Eastern Europe. (3). (HU).
205 / HJCS 276. Introduction to Jewish Civilizations and Culture. No credit granted to those who have completed or are enrolled in Judaic Studies 505. (4). (HU).
270 / HJCS 270. Introduction to Rabbinic Literature. (3). (HU).
317. Topics in Judaic Studies. (3). (Excl). May be repeated for a total of nine credits.
373 / HJCS 373. Israel Society and Culture. (3). (SS).
451 / POLSCI 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 in Poland. (3). (Excl).
467 / HJCS 577 / RELIGION 471. Seminar: Topics in the Study of Judaism. (3), (Excl). May be repeated for a total of nine credits.
500. Independent Study in Judaic Studies. Graduate standing and permission of instructor. (1-3). (Excl). (INDEPENDENT). May be elected three times.

Latin American and Caribbean Studies

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.

Faculty Advisors

Arroyo (Romance Languages and Literatures), Behar (Anthropology), Benamou (Romance Languages and Literatures), Caulfield (History, Residential College), Colás (Romance Languages and Literatures), Coronil (History /Anthropology), Ekotto (Romance Languages and Literatures), Finn (Anthropology), Frisancho (Anthropology), Frye (Anthropology), Herrer-Olazola (Romance Languages and Literatures), Kottak (Anthropology), Levine (Political Science), MacCormack (History), Mannheim (Anthropology), Marcus (Anthropology), Nwankwo (English), Owusu (Anthropology), Paige (Sociology), Parsons (Anthropology), Pedraza (Sociology), Sanjines (Romance Languages and Literatures), J. Scott (History), R. Scott (History), Suarez (Romance Languages and Literatures), Verdesio (Romance Languages and Literatures)

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: 347 (Latin America: The Colonial Period), or History 348 (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 preregistration 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, (734) 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 stu-
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, (734) 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.

Latin American and Caribbean Studies

Academic Minor

An academic minor in Latin American and Caribbean Studies is open to students with a concentration in Latin American and Caribbean Studies.

Students wishing to pursue an academic minor in Latin American and Caribbean Studies must develop a specific plan for its completion in consultation with the LACS Student Advisor. Appointments are scheduled in the LACS office [(734) 763-0553 or lacs@umich.edu].

Prerequisites to the Academic Minor:

Spanish 232 or Portuguese 232.

Academic Minor Program: At least 15 credits in courses at the 300-level and above on Latin America and the Caribbean, to be chosen from among courses listed in the Latin American and Caribbean Studies Concentration.

Constraints: Courses must be drawn from at least three different departments, with not more than six credits in any one department.

Courses in Latin American and Caribbean Studies (LACS)


400 / HISTORY 578 / CAAS 478. Ethnicity and Culture in Latin America. CAAS 202 recommended. (3). (Excl). May be repeated for a total of six credits.

455. Topics in Latin American Studies. (3). (Excl).

490. Topics in Latin American and Caribbean Studies Mini-course. Permission of Instructor. (1-2). (Excl). May be repeated for a total of four credits.

499. Reading and Research in Latin American and Caribbean Studies. Permission of Instructor. (1-3). (Excl). (INDEPENDENT). May be elected for a total of six credits.

Course in Quechua


476. Advanced Quechua, II. Quechua 475. (4). (Excl).

Courses in Other Departments

The office of the Program makes available, during pre-registration, a list of many other upper-level courses related to Latin America and the Caribbean offered by several departments and professional schools of the University.

Latin American / Latino Studies (see American Culture)

Linguistics

1076 Frieze Building, 1285
105 South State Street
(734) 764.0353 (phone)
(734) 936.3406 (fax)
http://www.lsa.umich.edu/ling/
e-mail: linguistics@umich.edu
Professor Marilyn Shatz, Chair
Professor Lesley Milroy, Associate Chair

Professors

Madhav Deshpande, Sanskrit, Pali, and Pahlavi, linguistic traditions of Indian grammarians

Steven Dworkin, historical linguistics, diachronic Romance, etymology, lexicology, morphology

Jeffrey Heath, historical linguistics, morphology, Arabic, linguistic anthropology

Peter E. Hook, syntax-semantics interface, typology, Indo-Aryan languages, semantics, sociolinguistics

Deborah Keller-Cohen, discourse, literacy, language and gender, conversational analysis

Lesley Milroy, sociolinguistics, discourse, bilingualism, conversation analysis, dialectology

Joan Morley, second language acquisition, English phonetics and phonology, applied phonetics

Marilyn Shatz, first language acquisition, discourse

Vitaly Shevoroshkin, historical linguistics, distant relatedness of languages, Anatolian, phonetics, semantics, typology

John Swales, English for specific purposes, discourse, second language acquisition

Richard H. Thomason, semantics, pragmatics, computational linguistics, logic, artificial intelligence

Sarah G. Thomason, historical linguistics, languages in contact, pidgins & creoles, typological universals, Native American linguistics (especially Salishan)

Associate Professors

William Baxter, Chinese linguistics, historical phonology, semantics, Montague Grammar

Patrice Bedder, phonetics, phonology, psycholinguistics (speech perception)

San Duanmu, phonology, phonology-syntax interface, Chinese dialects, phonetics, morphology

Samuel Epstein, syntax, first and second language acquisition

John Lawler, cognitive grammar, semantics, computational linguistics, applied linguistics

Thomas Toon, historical linguistics, old Germanic languages and dialects, paleography

Assistant Professors

José Benkő, phonetics, phonetics-phonology interface

Diana Cresti, semantics, syntax, syntax-semantics interface

Robin Queen, sociolinguistics, intonation, language contact, language and gender, Germanic linguistics

Christina Tortora, Italian dialectology, syntax, syntax-semantics interface

Visiting Assistant Professors

Stefan Frisch, Language learning

Emeriti

Linguistics investigates all aspects of spoken and written human language. It is especially concerned with the general principles of language structure, with the structure and history of particular languages and groups of languages, with the role of language in human experience, and with the techniques employed in analyzing and describing language. The 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 Department of 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 department offers several first-year seminars in 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.

**Linguistics**

May be elected as an interdepartmental concentration program

**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 – Aspects of 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 Department of 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.

**Honor 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 Department of 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 are required to take Ling 350 and three other courses from the following list (in addition to
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 Department of 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 relation 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 370, Language and Discrimination;
- Ling 374, Language and Culture;
- Ling 473, Ethnicpolitics;
- Ling 542, Introduction to Sociolinguistics;
- Ling 562, Conversation Analysis and the Dynamics of Interactive Discourse;
- Anthro 475, Ethnography of Writing.

This concentration program is ideal as a double concentration with English.

7. Linguistic Analysis

Students who desire a more intensive program in the analysis of language can complete their concentration with courses such as:

- Ling 318, Types of Languages;
- Ling 416, Field Methods in Linguistics;
- Ling 512, Phonetics;
- Ling 513, Phonology;
- Ling 514, Semantics and Pragmatics;
- Ling 515, Generative Syntax;
- Ling 517, Principles and Methods of Historical Linguistics;
- Ling 518, Linguistic Typology.

This concentration program works well as part of a double concentration with a number of fields, including mathematics or any of those listed under the profiles above.

Advising. Advising appointments can be made by contacting: John Lawler (jlawler@umich.edu) or Joan Morley (hjmorley@umich.edu).

Academic Minor in Linguistics

An academic minor in Linguistics is not open to students with a concentration in the Department of Linguistics. Students wishing to pursue an academic minor in Linguistics must develop a specific plan for its completion in consultation with a faculty member of the Undergraduate Committee of the Linguistics Department.

Prerequisites to the Academic Minor. Ling 210, 211, or 212 is a prerequisite for a linguistics academic minor.

Academic Minor Program. 15 credits in Linguistics or in courses cross-listed with Linguistics, distributed as follows:

a. Linguistics core: Two courses chosen from Ling. 313, 314, and 315.

b. Linguistics electives: Nine credits in Linguistics, chosen in consultation with and approved by the academic minor advisor.

Courses in Linguistics (LING)

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). (S).

104. First Year Seminar (Introductory Composition). Only first-year students, including those with

112. Languages of the World. (3). (S).
114. A World of Words. (3). (S).
119. Conversation. (3). (S).
140. Introduction to Deaf Culture. (3). (Excl).
211. Introduction to Language. (3). (S).
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. Aspects of Meaning. Ling. 210 or 211. (3). (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. No credit granted to those who have completed or are enrolled in Ling. 518. (3). (Excl).


340. Introduction to Sociolinguistics. 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. No credit granted to those who have completed or are enrolled in Ling. 450. (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. (EXPERIENTIAL). May be repeated for a total of six credits.

395. Individual Research. Permission of instructor. (1-4). (Excl). Required credit/no credit. May be repeated for a total of six credits.


408 / ENGLISH 408. Varieties of English. (3; 2 in the half-term). (Excl).


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. Arabic 431, and Arabic 102 or 103. (3). (Excl).


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

492. Topics in Linguistics. (3; 2 in the half-term). (Excl). May be elected for credit twice.

493. Undergraduate Reading. Permission of the concentration advisor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit with permission of concentration advisor.

494. Undergraduate Reading. Permission of the concentration advisor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit with permission of concentration advisor.

495. Senior Honors Reading Course. Permission of concentration advisor. (1-3). (Excl). (INDEPENDENT).

496. Senior Honors Reading Course. Permission of concentration advisor. (1-3). (Excl). (INDEPENDENT).

505. Rhetoric. (3). (Excl).


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


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

518. Linguistic Typology. Graduate standing; undergraduates with permission of department. No credit granted to those who have completed or are enrolled in Ling. 318. (3; 2 in the half-term). (Excl).

519. Discourse Analysis. (3; 2 in the half-term). (Excl).

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


541 / CMPTSC 595 / ECECS 595. Natural Language Processing, Senior standing. (3). (Excl). (INDEPENDENT). May be repeated for credit with permission of concentration advisor.

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

555. Introduction to Cognitive Grammar. Graduate standing or permission of instructor. (3; 2 in the half-term). (Excl).

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**Lloyd Hall Scholars Program**

100 South Observatory
Alice Crocker Lloyd Residence Hall
(734) 764-7521 (phone)
(734) 764-5312 (fax)
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, many by instructors who 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 fall 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 280 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. A total of 20 credits of LHSP courses may be counted toward the minimum 120 credits required for an LS&A degree.

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**Lloyd Hall Scholars Courses (LHSP)**

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. (1). (Excl). 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/
e-mail: macromolecular@umich.edu
Professor David C. Martin, Interim Director

Not a concentration program

Professors Arthur J. Ashe, III (Chemistry), M. David Curtis (Chemistry), Frank E. Filisko (Materials Science & Engineering), Erdogan Gulani (Chemical Engineering), Jerzy Kanicki (EECS), Samuel Krimm (Physics), Ronald G. Larson (Chemical Engineering), Paul G. Rasmussen (Chemistry), Richard E. Robertson (Materials Science & Engineering), Alan S. Wineman (Mechanical Engineering & Applied Mechanics), Albert F. Yee (Materials Science & Engineering), Robert Zand (Biological Chemistry), Robert M. Ziff (Chemical Engineering)

Associate Professors Mark M. Banaszak Holl (Chemistry), Stacy G. Bike (Chemical Engineering), Richard M. Laine (Materials Science & Engineering, Chemistry), David C. Martin (Materials Science & Engineering), David J. Mooney (Biologic and Materials Sciences, Biomedical Engineering)

Assistant Professors Ellen M. Arruda (Mechanical Engineering & Applied Mechanics), Zhan Chen (Chemistry), Jay Guo (EECS), Katsuo Kurabayashi (Mechanical Engineering & Applied Mechanics), Peter X. Ma (Biologic & Materials Sciences), Adam Matzger (Chemistry), A. Ramananoothy (Chemistry), Michael J. Solomon (Chemical Engineering), Shuichi Takayama (Biomedical Engineering)

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 (MACROMOL)


512 / CHE 512 / MATSCIE 512. Polymer Physics. Senior or graduate standing in engineering or physical science. (3). (Excl). (BS). CAEN lab access fee required for non-Engineering students.


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


Mathematics

2074 East Hall
525 East University
(734) 764-0337 (phone)
(734) 763-0937 (fax)
http://www.math.lsa.umich.edu/
e-mail: math.ugrad@umich.edu
Professor B. Alan Taylor, Chair

Professors

David E. Barrett, Complex Analysis
Hyman Bass, Algebra, Topology

Andreas Blass, Combinatorics, Logic and Foundations
Anthony Bloch, Differential Equations
Morton Brown, Topology
Daniel M. Burns, Jr., Complex Analysis, Algebraic and Differential Geometry
Joseph G. Conlon, Mathematical Physics
Charles Doering, Applied Mathematics, Mathematical Physics

Igor V. Dolgachev, Commutative Algebra / Algebraic Geometry
Peter L. Duren, Analysis / Functional Analysis
Paul Federbush, Mathematical Physics
John Erik Fornaess, Several Complex Variables, Analysis / Functional Analysis
William Fulton, Commutative Algebra / Algebraic Geometry
Robert L. Griess, Group / Lie Theory
Thomas Hales, Lie / Representation Theory
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 admission 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 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 taught through the Math Lab and directed toward 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 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. Students they need not be enrolled in the LS&A Honors Program to enroll in any of these courses but must have the permission of an Honors advisor. 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 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 problem 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. 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 course 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, student 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 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 Equation) – 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 to optimal treatment of differential equations in Math 316. Math 216 is not intended for mathematics concentrators.

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.

Keeler Undergraduate Scholarships – a gift from alumnus and long-time friend of the department, Mike Keeler.

Margaret S. Huntington Scholarship. The Margaret S. Huntington Scholarship has the goal of broadening awareness of the Actuarial profession among freshman mathematics students. The competition for these $1,000 scholarships is in January of each year, and to be eligible you must be a first year student who has received an ‘A’in your first semester mathematics course. To apply, students must provide the name of their course instructor and fill out an application that requires they correctly answer 5 questions about the actuarial profession.

We also have several other endowed scholarship funds, almost all of which honor faculty and alumni. These include the Glover, Shields, Van Eemae, Wolfson, Cottrell, Newcomer, Fischer, Davis and Poorman funds. Some of these funds have been in existence for a long time. The oldest is the Glover fund, established in 1938. Glover was the faculty member who established the Michigan Actuarial program in 1903. One sees a virtual record of departmental history by reviewing the scholarship funds.

Each year when scholarship awards are made, we notify each recipient of the source of funds and, when possible and appropriate, the names and addresses of nearest living relatives.

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 ASUP for further details.

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.

Mathematics

May be elected as a departmental concentration program

Prerequisites to Concentration. Most programs require completion of one of the sequences ending with Math 215-217, 285-295, or 359-396. 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 contact the department’s office for Undergraduate Programs Office (ASUP), 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 ASUP 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 Math 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 Math Programs”

Advising. Appointments are scheduled in the Academic Services and Undergraduate Programs Office, 2084 East Hall. Students are strongly urged to consult with a concentration advisor each term before selecting courses for the following term.

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.

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 prerequisites: 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
   Mathematical Biology

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, 531, or 590

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 prerequisites: 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 Krause (LS&A) or Professor Herbst (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. Eight specific Education courses, totaling 30 credits. Consult the Undergraduate Programs pamphlet for the list of courses.

c. A teaching 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 Herbst in their sophomore year to be admitted to the certification program and to schedule practice teaching.

Mathematics Academic Minor

An academic minor in Mathematics is not open to students with any concentration in Mathematics.

Students wishing to pursue an academic minor in Mathematics must develop a specific plan for its completion in consultation with the department's designated advisor. Appointments are scheduled at the Academic Services / Undergraduate Program Office in 2084 East Hall.

Prerequisites to the Academic Minor: One of the sequences Mathematics 115-116, 175-176, 185-186, or 295-296; or Mathematics 156. These all provide a thorough grounding in the calculus of functions of one variable.

Advanced Placement credits in Mathematics 120 and 121 also meet the prerequisite requirement.

Academic Minor Program: 15-18 credits of courses, including either two courses from category A and three courses from category B, or one course from category A and four courses from category B. No more than one course may be elected from each of the three areas of category A. The courses in category B must be selected from exactly two of the six listed areas.

Category A: Second-year courses:

- Multivariable Calculus: Math 215, 255, or 285
- Linear Algebra: Math 214, 217, 417, or 419
- Differential Equations: Math 216, 256, 286, or 316

Category B: Upper-level courses:

- Algebra / Number Theory: Math 312, 412, 420, 475, 561, 575
- Geometry / Topology: Math 431, 433, 490, 531
- Discrete Mathematics: Math 416, 425, 475, 481, 561, 566, 567, 582
- Financial / Actuarial Mathematics: Math 422, 423, 424, 523

Courses in Mathematics (MATH)

A maximum total of 4 credits may be earned in Mathematics courses numbered 110 and below. A maximum total of 16 credits may be earned for calculus courses Math. 112 through Math. 396, and no credit can be earned for a prerequisite to a course taken after the course itself.

103. Intermediate Algebra. Only open to designated summer half-term Bridge students. 112. (2 in the half-term). (Excl).

105. Data, Functions, and Graphs. Students with credit for Math. 103 can elect Math. 105 for only 2 credits. No credit granted to those who have completed any Mathematics course numbered 110 or higher. (4). (M.S.A). (QR/1).

110. Pre-Calculus (Self-Study). See Elementary Courses. Credit is granted for only one course. A student 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). (Excl).

115. Calculus I. Four years of high school mathematics. See Elementary Courses above. Credit usually is granted for only one course from among Math. 112, 115, 185, and 295. No credit granted to those who have completed Math. 175. (4). (M.S.A). (QR/1).


117. 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). (M.S.A). (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). (M.S.A). (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). (M.S.A). (QR/1).

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). (M.S.A). (QR/1).

175. Combinatorics and Calculus. Permission of Honors advisor. No credit granted to those who have completed a 200-level or higher Mathematics course. (4). (M.S.A). (QR/1).

176. Dynamical Systems and Calculus. Credit is granted for only one course from among Math. 116, 119, 156, 176, 186, and 296. (4). (M.S.A). (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). (M.S.A). (QR/1).

186. Honors Calculus II. Permission of the Honors advisor. Credit is granted for only one course from among Math. 114, 116, 156, 176, 186, and 296. (4). (M.S.A). (QR/1).

214. Linear Algebra and Differential Equations. Math. 115 and 116. Credit can be earned for only one of Math. 214, 217, 417, or 419. No credit granted to those who have completed or are enrolled in Math. 513. (4). (M.S.A).


217. Linear Algebra. Math. 215, 255, or 285. Credit can be earned for only one of Math. 214, 217, 417, or 419. No credit granted to those who have completed or are enrolled in Math. 513. (4). (M.S.A). (QR/1).

255. Applied Honors Calculus III. Math. 156. Credit can be earned for only one of Math. 215, 255, or 285. (4). (M.S.A).

285. Honors Calculus III. Math. 176 or 186, or permission of the Honors advisor. Credit can be earned for only one of Math. 215, 255, or 285. (4). (M.S.A).


288. Math Modeling Workshop. Math. 216 or 316, and Math. 217 or 417. (1). (Excl). (BS). Offered mandatory credit/no credit. May be repeated for a total of three credits.

289. Problem Seminar. (1). (Excl). (BS). May be repeated for credit with permission.

295. 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. 115, 113, 115, 185, and 295. (4). (M.S.A). (QR/1).


333. Directed Tutoring. Math. 385 and enrollment in the Elementary Program in the School of Education. (1-3). (Excl). (EXPERIENTIAL). May be repeated for a total of three credits.


354. Fourier Analysis and its Applications. Math. 216, 256, 286, or 316. No credit granted to those who have completed or are enrolled in Math. 454. (3). (Excl). (BS).


385. Mathematics for Elementary School Teachers. One year each of high school algebra and geometry. No credit granted to those who have completed or are enrolled in Math. 485. (3). (Excl).


471. Introduction to Numerical Methods. Math. 216, 256, 286, or 316; and 217, 417, or 419; and a working knowledge of one high-level computer language. (3). (Excl). (BS).

475. Elementary Number Theory. At least three terms of college mathematics are recommended. (3). (Excl). (BS).

476. Computational Laboratory in Number Theory. Prior or concurrent enrollment in Math. 475 or 475S. (1). (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. 312 rather than 412. One credit granted to those who have completed Math. 312. (3). (BS).


398. Topics in Modern Mathematics. Math. 215, 256, or 286. (3). May be repeated for a total of 6 credits. (3). (Excl). (BS).

399. Independent Reading. (1-6). (Excl). INDEPENDENT. May be repeated for credit.

404. Intermediate Differential Equations and Dynamics. Math. 216, 256 or 286, or Math. 316. No credit granted to those who have completed Math. 256, 286, or 316. (3). (Excl). (BS).


419. Linear Spaces and Matrix Theory. Four terms of college mathematics beyond Math. 110. Credit can be earned for only one of Math. 214, 217, 417, or 419. No credit granted to those who have completed or are enrolled in Math. 513. (3). (Excl). (BS).


MIDDLE EASTERN AND NORTH AFRICAN STUDIES / 119

Prerequisites to Concentration.

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)
- Armenian (AAPTIS 171 and 172; or 173; AAPTIS 181 and 182; or 183)
- Hebrew (HJCS 101 and 102)
- Persian (AAPTIS 141 and 142; or 143)
- Turkish (AAPTIS 151 and 152; or 155)

Strongly recommended:

- AAPTIS 100 (Peoples of the Middle East)
- AAPTIS 204 (Introduction to Islam)
- History 240 (Introduction to Near Eastern History).

**Concentration Program.** A minimum of 30 credits at the 200-level and above, 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.
4. One year of an appropriate language of the area (Arabic, Armenian, Hebrew, Persian, Turkish) beyond the first year level. For Arabic a student may count AAPTIS 201 and 202 or one year of colloquial Arabic (Egyptian, Syrian) as the second year of language study.
5. Two approved electives, selected in consultation with the advisor, with appropriate Middle East content from the departments of Anthropology, History, History of Art, Modern Middle East and North African Studies, Political Science, and Sociology.

**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 and should enroll in one of the senior Honors thesis courses approved by the advisor.

**Advising.** Prospective concentrators are encouraged to work closely with the area concentration advisor not only to ensure completion of the program requirements, but also to provide support in planning for future opportunities. Academic advising appointments are scheduled at 1080 South University, Suite 4640.

**Middle Eastern & North African Studies (MENAS)**

334 / HISTORY 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). May be repeated for a total of eight credits.

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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 (MUSMETH)**

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.
406 / MEDILLUS 406. Special Problems in Museum Methods. Permission of instructor. II. (2-4). (Excl). $45 laboratory fee. May be elected for credit twice.

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**Museum Practice**

107 Alumni Memorial Hall
(Museum of Art)
(734) 647-0513 (phone)
(734) 764-3731 (fax)
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

Not a concentration program

**Courses in Museum Practice (MUSPRACT)**

400. Independent Museum Study. Upperclass standing and permission of instructor. (1-4; 1-3 in the half-term). (Excl). (EXPERIENTIAL).
Music

Advising. A concentration plan is developed in consultation with and must be approved by the concentration advisor, Professor Travis Jackson. Appointments are scheduled at the Academic Advising Center, 1255 Angell Hall.

Music Performance Courses. Students of advanced ability may elect instruction on instruments or in voice through the School of Music when teaching assistant or faculty time is available. This instruction, which consists of half-hour weekly lessons for two credits, is not available to beginners.

Request forms for performance instruction are available at the Information Office, Room 2249, School of Music, North Campus. See the Time Schedule for information concerning procedures, deadlines, and registration. Assignments are posted in the main lobby of the School of Music not later than the end of the third day of classes. It is the student’s responsibility to initiate contact with the assigned instructor. Students enrolled in performance courses must provide their own instruments (except organ and piano); practice facilities are available at the School of Music.

When registering, students should note that: 1) there is a different division number for each instrument (see Time Schedule); 2) LS&A students should use course number 150; and 3) there is a different section number for each instructor. Questions concerning registration for performance instruction should be directed to Associate Dean Lehman’s Office.

Because it is usually impossible to accommodate all students who seek instruction in a particular instrument category, the following priorities have been established. In general, juniors and seniors are given a higher priority than first- and second-year students. First priority is granted to Bachelor of Arts students with a concentration in music who must take performance as a degree requirement. Second priority is granted to all other students who can earn degree credit by electing music performance courses. Students who cannot earn degree credit for performance courses cannot be accommodated by this program.

A wide variety of music performing ensembles are available to LS&A students. Principal among these, for instrumentalists, are Ensemble 344 (University Campus Orchestra) and 346 (Campus Band), as well as 348 (U of M Marching Band), for which an audition is required. Other instrumental ensembles, both orchestras and bands, are designed primarily for School of Music students, but LS&A students with a performance background are encouraged to audition for these groups as well. Vocalists may audition for the University Arts Chorale (designated for the LS&A population), but may also audition for the School of Music vocal ensembles, including the University Choir (349), the University Chamber Choir (350), the Choral Union (354), the Men’s and Women’s Glee Clubs (353 and 356) and the Gospel Chorale (357). In addition, many LS&A students have participated in performing ensembles sponsored by the ethnomusicology faculty: [the Javanese gamelan (405)] for which no prior background is required. No music performing ensemble carries LS&A credit.

Credit Policies. The courses listed below count as LS&A courses for LS&A degree credit. Other courses in Music Theory, Composition, and Music History-Musicology are also counted as LS&A courses for LS&A degree credit. All other courses from the School of Music are counted as non-LS&A courses.

Courses in Music

Music Composition (COMP)

221. Introduction to Elementary Composition. For non-School of Music students only. (3; 2 in the half-term). (CE). May be repeated for credit.

222. Composition. For non-School of Music students only. Music Composition 221. (3; 2 in the half-term). (CE). May be repeated for credit.


Music History and Musicology (MUSICOL)

139. Introduction to Music. Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU).

140. History of Western Art Music: Music of the U.S. and Euro-American Music Since World War I. Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU).

239. History of Western Art Music: Middle Ages through the Baroque. Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU).

240. History of Western Art Music: Classic Era Through World War I. Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU).

306. Special Course. Non-music only. (3). (Exc).

341. Introduction to the Art of Music. For non-School of Music students only. (3). (HU).

342. Introduction to World Music. For non-School of Music students only. (3). (HU).

345. The History of Music. For non-School of Music students only. (3). (HU).

346. The History of Music. For non-School of Music students only. (3). (HU).

347. Opera of the Past and Present. For non-School of Music students only. (3). (HU).

405. Special Course. (1-3; 1-2 in the half-term). (Exc). May be repeated for credit.

406. Special Course. (2-4; 1-2 in the half-term). (Exc). May be repeated for credit.

407. Special Course. (1-3; 1-2 in the half-term). (Exc). May be repeated for credit.

408. Special Course. (1-3; 1-2 in the half-term). (Exc). May be repeated for credit.


413. History of Opera. (3; 2 in the half-term). (Exc).

414. Nineteenth and Twentieth Century Opera. (3). (Exc).

420. Music of the Baroque. (3; 2 in the half-term). (Exc).

421. Music of the Classic Period. (3; 2 in the half-term). (Exc).

http://www.music.umich.edu/

May be elected as an interdepartmental concentration program

Music Concentration Program. A minimum of 32 credits are required, including:

A. Music History and Musicology (MHM): one term of introduction to music (MHM 341 or MHM 342); two terms of instruction in the history of Western or World Music (MHM 345, 346, or the equivalent).

B. Music Theory (MT): two terms of basic music theory (MT 137 and 238 or the equivalent) and one additional music theory course selected from MT 239/249, 240/250, 351, 371, 405, 406, and 473.

C. Music Composition: Composition 221 or equivalent.

D. Music Performance: a total of four terms of private instruction 150 and/or ensemble. At least two terms of private instruction are required. The general limit of 12 credits elected in performance that may be counted as part of a music concentration plan (non-LS&A credit) may be extended to 20 credits with the permission of the concentration advisor.

Students in the music concentration program may select the balance of their music courses in accordance with their personal interests. Students should acquaint themselves with graduate school requirements if they plan to do graduate work in composition, music history and musicology, or theory. The concentration advisor can assist students in arranging the best program in preparation for graduate studies.
Native American Studies (see American Culture)

Natural Resources and Environment (NR&E)

http://www.snre.umich.edu/

Not a concentration program

The School of Natural Resources and Environment pre-professional undergraduate program is interdisciplinary in scope, providing students with a strong background in the liberal arts and sciences as well as interdisciplinary coursework in natural resources. Students completing the program receive a Bachelor of Science in Natural Resources and Environment. Issues such as acid rain, conservation biology, toxic and hazardous waste management, global change, tropical rainforests, and air and water pollution are examined in courses as diverse as natural resource economics, applied social and behavioral science, forest ecology, biology of conservation and extinction, and environmental law policy. The curriculum provides excellent academic preparation for graduate work and careers in many fields including law, environmental science, medicine, wildlife biology, public health, urban and environmental planning, 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, (734) 764-6453.

Courses in Natural Resources and Environment (NRE)

The following course counts as an LS&A course for LS&A degree credit.


Near Eastern Studies

Trevor LeGassick, Arabic writings: imaginative, poetic, and non-fictional, 19th and 20th centuries
Piotr Michalowski, Sumerian and Akkadian languages, literatures, and history; literary theory
Raji M. Rammuny, Arabic language, culture, and teacher training
Gene Schramm, Semitic languages and linguistics
Anton Shamma, Middle Eastern literature
Gernot L. Windfuhr, Persian and Iranian linguistics and literature
Norman Yoffee, Assyriology, Mesopotamian civilizations, Near Eastern archaeology, anthropology

2068 Frieze Building
105 South State Street
(734) 764-0314 (phone)
(734) 936-2679 (fax)
http://www.umich.edu/~nearcast/
Professor Alexander Knysh, Chair

Professors
Gary Beckman, Hittite and Mesopotamian studies, ancient history
Edna Amir Coffin, modern Hebrew language and literature
Alexander Knysh, Islamic studies and Arabian Peninsula
Charles Krahmalkov, ancient Near Eastern languages

Associate Professors
Kevork Bardakjian (Marie Manoogian Professor of Armenian Language and Literature), Armenian language, literature, and culture
Michael Bonner, medieval Islamic history
Elliott Ginsburg, Jewish thought
Sherman Jackson, medieval Islamic law and theology
Brian Schmidt, Ancient Near Eastern cultures and the Hebrew Bible

Assistant Professors
Kathryn Babayan, Iranian history and culture
Carol Bardenstein, Arabic language, literature, and culture
Gabriele Boccaccini, middle Judaism
Terry Wilfong, Ruth Tsoffar, Hebrew Language and Culture

The Department of Near Eastern Studies offers instruction in the languages, literatures, histories, and cultures of the ancient Near East and the medieval and modern Middle East. The department’s language offerings provide the foundation for the academic study of the literatures, histories, and cultures of the region. The ancient language offerings include Sumerian, Egyptian, Akkadian, 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 (AAP-TIS); or Hebrew and Jewish Cultural Studies (HJCS). 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 East and medieval and modern Middle Eastern studies:

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 (AAP-TIS); or Hebrew and Jewish Cultural Studies (HJCS). 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. Near Eastern Studies also offers an academic minor in Near Eastern Languages and Cultures.

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 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, AAP-TIS, 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).

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
- The 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)
- The Program in Comparative Literature

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 language options:

- one year of Akkadian followed by one year of Sumerian
- one year of Classical Hebrew followed by one term of Aramaic and another of Ugaritic
- one year of Classical Hebrew followed by one year of Classical Greek
- one year of middle Egyptian and one year of one of the following languages: Classical Greek, Classical Hebrew, or Akkadian.

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 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. These 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 106. 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, although petitions for exceptions can be made to the director of undergraduate studies.

To declare this concentration, the student must obtain prior approval from the director of undergraduate studies and the concentration advisor. Please contact the departmental secretary to make an appointment with the concentration advisor.

NEC Requirements in summary:

A. Prerequisites to the Concentration
1. Approval of director of undergraduate studies
2. 100: Peoples of the Middle East

B. Divisional Distribution
1. Six of ten courses in one division
2. A minimum two other courses with one in each of the other two divisions

C. Levels Distribution
1. Five of ten at 400-500 level
2. Three at 400-500 level in division where the six courses are selected
3. At least one each at 100-, 200-, and 300-level

Near Eastern Languages and Cultures

An academic minor in Near Eastern Languages and Cultures is not open to students with a concentration in the Department of Near Eastern Studies.

Students interested in the academic minor in Near Eastern Languages and Cultures should develop a specific plan for its completion in consultation with the appropriate advisor. Appointments are scheduled in 2068 Frieze Building.

The academic minor in Near Eastern Languages and Cultures provides students with the opportunity of gaining fundamental knowledge of Near East civilizations, through the study of lower and upper level language and humanities courses in one of the three divisions of the Near Eastern Studies Department, Ancient Civilizations and Biblical Studies (ACABS), Arabic, Armenian, Persian, Turkish, and Islamic Studies (AAPTIS), and Hebrew and Jewish Cultural Studies (HJCS).

Prerequisites to the Academic Minor:
1. AAPTIS 100 / ACABS 100 / HJCS 100, Peoples of the Middle East
2. First three terms of a Near Eastern language Akkadian and Sumerian, Biblical...
Ancient Civilizations and Biblical Studies (ACABS)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>100 / AAPTIS 100 / HJCS 100 / HISTORY 132</td>
<td>Peoples of the Middle East. (4; 3 in the half-term). (LR).</td>
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<tr>
<td>121 / RELIGION 121. Introduction to the Tanakh/Old Testament. (4; 3 in the half-term.). (HU).</td>
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<tr>
<td>221 / RELIGION 280. Jesus and the Gospels. (4; 3 in the half-term). (HU).</td>
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<td>266. Before the Bible: The Phoenicians. (3). (HU).</td>
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<tr>
<td>277 / HJCS 277 / AAPTIS 277 / JUDAIC 277 / HISTORY 277 / RELIGION 277. The Land of Israel/Palestine through the Ages. (4; 3 in the half-term). (HU).</td>
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<tr>
<td>291. Topics in Ancient Civilizations and Biblical Studies. (3). (Excl).</td>
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<tr>
<td>382 / HISTART 382 / ANTHRCUL 381. Introduction to Egyptian Archaeology: Upperclass standing. (4; 3 in the half-term). (HU).</td>
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<tr>
<td>393 / AAPTIS 393 / RELIGION 393. The Religion of Zoroaster. (3). (HU).</td>
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<tr>
<td>411. Introduction to Akkadian. Permission of instructor. (3). (Excl).</td>
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<tr>
<td>412. Akkadian Texts. ACABS 411. (3). (Excl).</td>
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<td>415. Elementary Hititte. (3). (Excl).</td>
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<td>483. ARMENIAN 181. Western Armenian. (3). (Excl).</td>
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Arabic, Armenian, Persian, Turkish, and Islamic Studies (AAPTIS)

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<th>Course Code</th>
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<tbody>
<tr>
<td>100 / ACABS 100 / HJCS 100 / HISTORY 132</td>
<td>Peoples of the Middle East. (4; 3 in the half-term). (HU).</td>
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<tr>
<td>141. Elementary Persian, I. No credit granted to those who have completed or are enrolled in Persian 143. (4). (LR).</td>
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<tr>
<td>142. Elementary Persian, II. Persian 141. No credit granted to those who have completed or are enrolled in Persian 143. (4). (LR).</td>
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<tr>
<td>143. Intensive 1st Year Persian. No credit granted to those who have completed or are enrolled in Persian 142. (8 in the half-term). (LR).</td>
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<tr>
<td>151. Elementary Turkish, I. No credit granted to those who have completed or are enrolled in Turkish 155. (4). (LR).</td>
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<tr>
<td>152. Elementary Turkish, II. Turkish 151. No credit granted to those who have completed or are enrolled in Turkish 155. (8 in the half-term). (LR).</td>
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<tr>
<td>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).</td>
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<td>171 / ARMINIAN 171. Western Armenian. No credit granted to those who have completed or are enrolled in AAPTIS 173. (4). (LR).</td>
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</tbody>
</table>

Courses in Near Eastern Studies

485. Introduction to Middle Egyptian, I. Permission of instructor. (3). (Excl). |
486. Introduction to Middle Egyptian, II. ACABS 485. (3). (Excl). |
487 / WOMENSTD 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. Tanannite Literature. HJCS 302. (3). (Excl). |
581. Ugaritic, I. ACABS 102. (3). (Excl). |
582. Ugaritic, II. ACABS 581. (3). (Excl). |
585. Advanced Middle Egyptian. ACABS 486. (3). (Excl). |
587. Seminar in Ancient Egyptian History and Culture: Selected Topics. ACABS 281 or 392. (3). (Excl). May be repeated for a total of six credits. |
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). |

2. Culture / Society courses: at least three courses in the same division as the language chosen for the prerequisite, one of which must be at the 400- or 500-level. Because of the great variety of divisions in Near Eastern Studies, and the diversity of its curriculum, there is no pre-set sequence, but courses are chosen from the set of courses open for concentration. Each student determines his or her course work in consultation with the departmental undergraduate advisor at the beginning of the program. Student progress will be regularly monitored by the appropriate undergraduate advisor. |
Interdisciplinary Program on Organizational Studies

Organizational Studies

May be elected as an interdepartmental concentration program

Prerequisites to concentration. Students must complete the following three courses:

1. Economics 101 Principles of Economics I
2. Psychology 111 Introduction to Psychology
3. Sociology 100 Principles of Sociology

Application. Students must apply for and be accepted into the concentration program. Students are declared into the concentration by the concentration advisor only.

Application for the concentration will be made in the winter term of the sophomore year. Students should have completed or be enrolled in courses meeting prerequisites at the time of application. Admission will be competitive and enrollment in the concentration will be limited to assure a high quality educational experience. Program faculty will make admission decisions based on grade point in the overall transcript at the time of application with special attention to grades in the three prerequisite courses.

Concentration Program: The concentration requires a minimum of 39 credits, distributed as follows:

1. Core requirements. Two courses are required from the three listed below. [Minimum 7 credits]
   - Economics 401 Intermediate Macroeconomic Theory
   - Psychology 360 Organizational Psychology
   - Sociology 420 Complex Organizations

2. Cluster Requirement. Minimum of five courses total, across both clusters, with at least 2 courses in each cluster listed below. [15 credits minimum]. The cluster requirements are designed to provide disciplinary variety in the study of organizations, drawing on courses in a number of fields, and ranging across multiple levels of organizational analysis.
   - A. Cluster A: Organizations and Individuals
     - Anthropology 330 Culture, Thought, and Meaning
     - Linguistics 305 Advertising Rhetoric
     - Communication 361 Mediated Communication
     - Psychology 380 Social Psychology
   - B. Cluster B: Organizations and Society
     - Economics 330 American Industries
     - Economics 431 Industrial Organization and Performance
     - Economics 432 Government Regulation of Industry
     - Economics 491 / History 491 History of the American Economy
     - History 491 / Economics 491 History of the American Economy
     - Sociology 415 Economic Sociology
     - Sociology 442 Occupations and Professions
     - Political Science 431 Public Administration
     - Political Science 463 International Organization and Integration

3. Field Research and Quantitative Skills Requirements: Analysis, Research and Practice in Organizations [8 credits]. The field research and quantitative skills requirement is designed to provide both quantitative analytic and experiential learning opportunities for research, analysis, and practice in a wide range of organizational settings.
   - A. Quantitative Skills: One course from the following: Sociology 210, Statistics 350 or 400, Economics 404
   - B. Field Research: Psychology 361 Field Research in Organizations. Prior or concurrent enrollment in the quantitative skills requirement is strongly recommended.

4. Electives [minimum of 9 credits]
   - Afroamerican and African Studies 329 African American Leadership
   - Afroamerican Studies 450 Law, Race, and the Historical Process I
   - Economics 451 Comparative Analysis of Economic Systems
   - Economics 453 The European Economy
   - Economics 454 Economics of Japan
   - Economics 455 Economics of the People’s Republic of China
   - History 569 / LHC 412 American Business History
   - Math 427 / Human Behavior 603 Retirement and other Employee Benefits
   - Organizational Behavior 314 Managing Change
   - Organizational Behavior 315 Management of Personnel
Philosophy

2215 Angell Hall
435 South State Street
(734) 764-6285 (phone)
(734) 763-8071 (fax)
http://www.lsa.umich.edu/philosophy/
Professor Stephen Darwall, Chair

Professors

Elizabeth Anderson, Moral and Political Philosophy, Feminist Philosophy, Philosophy of the Social Sciences
Edwin Curley (James B. and Grace J. Nelson Professor of Philosophy), 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 (James B. and Grace J. Nelson Professor of Philosophy), Ethics, Philosophy of Science, Political Philosophy
Lawrence Sklar (William K. Frankena Collegiate Professor of Philosophy), Philosophy of Physics, Philosophy of Science, Epistemology
Richmond H. Thomason, Logic, Philosophy of Language, Linguistics, Artificial Intelligence
J. David Velleman, Philosophy of Action, Ethics, Philosophy of Mind
Kendall Walton (James B. and Grace J. Nelson Professor of Philosophy, Charles L. Stevenson Collegiate Professor of Philosophy), Aesthetics, Philosophy of Mind, Metaphysics, Philosophy of Language

Associate Professors

Philip J. Ivanhoo, East Asian Philosophy and Religion, Ethics
James Joyce, Decision Theory, Epistemology, Philosophy of Science
Eric Lormand, Philosophy of Mind, Philosophy of Cognitive Science, Epistemology
Jason Stanley, Philosophy of Language, Philosophical Logic, Philosophy of Mind, Early Analytic Philosophy, Metaphysics

Assistant Professors

Thomas Hofweber, Metaphysics, Epistemology, Philosophy of Language, Logic
Rachana Kamtekar, Ancient Philosophy, History of Ethics, Political Philosophy

• Organizational Behavior 317 Interpersonal Processes and Teamwork
• Organizational Behavior 322 Management-Union Relations
• Organizational Behavior 324 Organizational Design
• Psychology 561 Advanced Topics in Organizational Psychology
• Sociology 440 Sociology of Work

• Sociology 452 Law and Social Psychology
• Sociology 454 Law and Social Organization
• Theater & Drama 385 Performing Arts Management
• Women's Studies 419 Gender and Group Process in a Multicultural Context

• Women's Studies 230 Women's Movements
• Women's Studies 342 Gender and Society: Hierarchies in Social Organization

Advising: Appointments may be scheduled with the concentration advisor, Prof. Richard Price, 3016 East Hall, by calling (734) 647-3887.

Philosophy

Michelle Kosch, Nineteenth- and Twentieth-Century Continental Philosophy, Kant
Ian Proops, Analytic Philosophy, Kant, Metaphysics, Philosophy of Language
Jamie Tappenen, Philosophy of Language, Philosophy and History of Mathematics, Philosophical Logic
Jessica Wilson, Metaphysics, Philosophy of Mind

Proffessors Emeriti

Fritjof Bergmann, Arthur Burks, George Mavrodes, Donald Munro

Philosophy is the systematic study of questions any thoughtful human being faces concerning the nature of knowledge, reality, thought, and value. What is valuable and what is basic? What gives thought and language meaning? What is truth, and how can we know it? The main value of philosophy lies in its contribution to a liberal arts education. It can, however, also provide excellent preparation for a wide variety of professions (notably, law), because of the training it provides in rigorous thinking and incisive and clear writing. Philosophy cuts across other academic disciplines by examining their concepts, methods, and presuppositions. So a concentration or academic minor in Philosophy can also be a superb complement to a concentration in another field. A brochure, “The Undergraduate Program in Philosophy,” is available from the Department Office and on the Department’s web page: http://www.lsa.umich.edu/philosophy/.

Departmental Awards.

Elsa L. Halter Prize, Scholarships, which carry an award of $200, are awarded periodically for essays of exceptional merit written in conjunction with intermediate and advanced courses in Philosophy. Individual faculty nominate outstanding papers for consideration.

The William K. Frankena Prize, which carries a stipend of $500, is awarded yearly in the spring for excellence in the concentration.

Philosophy

May be elected as a departmental concentration program

Prerequisites to Concentration. One of Philosophy 181, 182, 202, 232, 234, or 297.

None of these courses counts toward the concentration requirements.

Concentration Program. 25 credits of philosophy are required, including the following:

1. Logic Philosophy 303, 296, or 414
2. History of Philosophy: Two courses from among: Philosophy 388, 389, 405, 406, 458, 461, 462, 463, and 492
3. Value: Either Philosophy 361 (Ethics) or Philosophy 366 (Political Philosophy)
4. Mind and Reality: Either Philosophy 345 (Language and Mind) or Philosophy 383 (Knowledge and Reality)
5. Advanced Undergraduate Seminar: (Either Philosophy 401 (Honors Seminar) or Philosophy 402 (Undergraduate Seminar)
6. Two additional courses:
   a. One 400-level course in addition to any used to satisfy the foregoing requirements. This requirement must be met with a 400-level course other than Philosophy 401, 402, 419, 455, 498, or 499
   b. One additional course at the 300-level or higher, such as Philosophy 345 (Language and Mind), Philosophy 383 (Knowledge and Reality), and Philosophy 385 (Continental Philosophy Since 1900).

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 can 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 Program by appointment with the departmental concentration advisor as early as possible.
Academic Minor Program: At least 15 credits in one “stream” to be chosen from the following streams, as described below.

A. General Philosophy
1. One general introduction to philosophy (Philosophy 181, 182, 196, 202, 232, 234, or 297)
2. Logic (Philosophy 180, 201, 296, 303, or 414)
3. Two courses from the following: Philosophy 345 (Language and Mind), 383 (Knowledge and Reality), 361 (Ethics), 366 (Political Philosophy), 388 (History of Ancient Philosophy), 389 (History of Modern Philosophy)
4. One course at the 400-level.

B. History of Philosophy
1. One general introduction to philosophy (Philosophy 181, 182, 196, 202, 232, 234, or 297)
2. Either Philosophy 361 (Ethics) or 366 (Political Philosophy)
3. One course from: Philosophy 388 (History of Philosophy: Ancient), 389 (History of Philosophy: 17th and 18th Centuries), 405 (Plato), 406 (Aristotle), 460 (Medieval Philosophy), 458 (Philosophy of Kant), 461 (Continental Rationalism), 462 (British Empiricism)
4. One further course in the history of philosophy, to be drawn from those listed in (3), plus: Philosophy 371, 375, 385, 433, 442, 463, 465, 466, 468, 496, 487, or 492
5. Either Philosophy 345 (Language and Mind) or 383 (Knowledge and Reality) or a course at the 400-level other than Philosophy 455
6. One of the courses used to satisfy the foregoing requirements must be a 400-level course other than Philosophy 455.

C. Moral and Political Philosophy
1. One general introduction to philosophy: Philosophy 181, 182, 196, 202, 232, 234, or 297
2. Either Philosophy 361 (Ethics) or 366 (Political Philosophy)
3. Three further courses from the following, at least one of which must be at the 400-level:
   Philosophy 355 (Contemporary Moral Problems), 356 (Issues in Bioethics), 359 (Law and Philosophy), 361 (Ethics) 366 (Political Philosophy), 369 (Philosophy of Law), 429 (Ethical Analysis), 431 (Normative Ethics), 433 (History of Ethics), 442 (Topics in Political Philosophy), and 443 (Foundations of Rational Choice Theory).

D. Asian and Comparative Philosophy
1. One general introduction to philosophy: Philosophy 181, 182, 196, 202, 232, 234, or 297
2. Introduction to Chinese Philosophy (Asian Studies / Philosophy 263)
3. Either a course in logic (Philosophy 180, 201, 296, 303, or 414) or Philosophy 345 (Language and Mind) or 383 (Knowledge and Reality)
4. Either Philosophy 361 (Ethics) or 366 (Political Philosophy)
5. Either Philosophy 456 (Interpreting the Zhuangzi) or 469 (Buddhist Philosophy).

E. Mind and Meaning
1. One general introduction to philosophy: Philosophy 181, 182, 196, 202, 232, 234, or 297
2. One course in symbolic logic: Philosophy 296, 303, 414
3. Philosophy 345 (Language and Mind) or 383 (Knowledge and Reality)
4. Two other courses from:
   Philosophy 345 (Language and Mind), 383 (Knowledge and Reality), 409 (Philosophy of Language), 450 (Philosophy of Cognition), 477 (Epistemology), 481 (Metaphysics), 482 (Philosophy of Mind).

Courses in Philosophy (PHIL)

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 Phil. 182, 202, 231, 232, 234, or 297. (3; 2 in the half-term). (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 Phil. 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 Phil. 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 Phil. 181, 192, 202, 231, 232, or 297. (4; 2 in the half-term). (HU).

263 / ASIAN 263 / CHIN 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/1).

279. Honors Introduction to Philosophy. Honors students or permission of instructor. Credit is granted to those who have completed or are enrolled in Phil. 181, 182, 202, 231, 232, or 297. (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. One philosophy introduction. 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. Intefflex 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 Phil. 455. (4; 2 in the half-term). (HU).
356. Issues in Bioethics. No prerequisites; one philosophy introduction is recommended. (4; 3 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).
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).
397. Topics in Philosophy. Permission of concentration advisor and instructor. (1-4; 2 in the half-term). (Excl), (INDEPENDENT). 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).
403 / AMCULT 403 / RELIGION 403. American Philosophy. (3) One philosophy introduction. (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. Phil. 345 or 383. (3; 2 in the half-term). (Excl).
410. Formal Semantics for Natural Language. Phil. 296 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).
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. Phil. 414 or the equivalent. (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.
420. Philosophy of Science. A course in logic, and either Phil. 345 or 383. (3). (Excl). (BS).
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).
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).
432. History of Ethics. Phil. 361. (3; 2 in the half-term). (Excl).
437 / MUSC 437. Philosophy of Music. An introductory course in philosophy; or previous course work in music. (3). (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. 355. (4; 2 in the half-term). (Excl). Does not meet the Philosophy Department's 400-level course requirement for Philosophy concentrators.
456 / CHIN 466 / ASIAN 466. Interpreting the Zhuangzi. Phil. 263 or another introductory philosophy course is recommended. (3). (Excl).
457 / BUDDH 480 / ASIAN 480 / RELIGION 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).
466. Topics in Continental Philosophy. One of Phil. 371, 375, 385, or 399. (3; 2 in the half-term). (Excl).
467 / CHIN 467. Confucianism. Upper-class standing; no knowledge of Chinese required. (3; 2 in the half-term). (Excl).
468 / CHIN 468 / ASIAN 468. Classical Chinese Thought. Upper-class standing; no knowledge of Chinese required. (3; 2 in the half-term). (Excl).
469 / CHIN 469 / ASIAN 469. Later Chinese Thought. Upper-class standing; no knowledge of Chinese required. (3; 2 in the half-term). (Excl).
477. Theory of Knowledge. Phil. 345 or 383. (3; 2 in the half-term). (Excl).
480. Philosophy of Religion. One philosophy introduction. (3; 2 in the half-term). (Excl).
481. Metaphysics. Phil. 345 or 383. (3; 2 in the half-term). (Excl).
482. Philosophy of Mind. Phil. 345 or 383. (3; 2 in the half-term). (Excl).
485. Philosophy of Action. Two courses in philosophy. (3). (Excl).
486 / WOMENSTD 486. Topics in Feminist Philosophy. Two courses in either Philosophy or Women's Studies. (3). (Excl).
492. Frege, Russell, and Wittgenstein. Phil. 414. (3; 2 in the half-term). (Excl).
498. Senior Honors in Philosophy. By departmental permission only. (3; 2 in the half-term). (Excl). (INDEPENDENT).
499. Senior Honors in Philosophy. By departmental permission only. (3; 2 in the half-term). (Excl). (INDEPENDENT).

**Physics**

2477 Randall Laboratory
500 East University
(734) 764-4437 (phone)
(734) 763-9694 (fax)
http://www.physics.lsa.umich.edu/
e-mail: physics.sso@umich.edu
Professor Citrad Uher, Chair
Professor Fred Adams, Associate Chair for Graduate Program
Professor Greg Tarlé, Associate Chair for Undergraduate Studies
Professor Dave Ridley, Associate Chair for Computing, Research & Facilities

**Professors**

Fred C. Adams, Theoretical astrophysics
Carl Akrelöf, Experimental high-energy physics, Astroparticle physics
Ratindranath Akhoury, Theoretical physics, elementary particles
James W. Allen, Experimental condensed matter physics
Dante E. Amidei, Experimental high energy physics, elementary particles
Daniel Axelrod, Experimental biophysics, physics of membranes
Frederick D. Becchetti, Jr., Experimental nuclear physics, heavy ion physics
Paul Berman, Theoretical atomic physics
Michael Breit, Experimental physics, low temperature, condensed matter physics
Philip H. Bucksbaum (Otto Laporte Professor of Physics), Experimental atomic physics
Myron K. Campbell, Experimental high-energy physics
J. Wehrle Chapman, Experimental high-energy physics, electron-positron colliding beam experiments
Timothy E. Chupp, Experimental atomic, molecular, and optical physics
Roy Clarke, Applied physics, experimental physics, solid state and condensed matter
Steven B. Dierker, Experimental condensed matter, applied physics
Michael J. Duff (Oscar Klein Professor of Physics), Theoretical physics, elementary particles
Martin B. Einhorn, Theoretical physics, elementary particles
August Evard, Theoretical astrophysics
Katherine Freese, Theoretical astrophysics
David W. Gidley, Experimental atomic physics, fundamental low energy research, positrons and positronium
Dennis J. Hegyi, Experimental high-energy physics, prompt neutrino production and pp collider experiments
Leonard M. Sander, Experimental high-energy physics, prompt neutrino production and pp collider experiments
Marc H. Ross, Experimental high-energy physics, prompt neutrino production and pp collider experiments
Victor K. Wong, Experimental atomic, molecular, and optical physics

Research Scientist
H. Richard Gustafson, Experimental high energy physics, astrophysics

Associate Research Scientists
Alexander Borissov, Experimental high energy physics
Edward Diehl, Experimental high energy physics
Sue Inderhees, Experimental Condensed Matter Physics
Eric James, Experimental High Energy Physics
Dennis Sivers, Experimental High Energy Physics
Victor K. Wong, Theoretical condensed matter physics

Assistant Professor
Christopher Monroe, Experimental Atomic, Molecular, and Optical Physics
Franco M. Nori, Theoretical condensed matter physics
Jiannming Qian, Experimental high-energy 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
Çagliyan Kurdak, condensed matter physics
James T. Liu, Theoretical physics, elementary particles
Jens-Christian P. Meiners, Experimental biophysics
Georg Raithel, Experimental atomic, molecular, optical physics

Research Scientist
H. Richard Gustafson, Experimental high energy physics, astrophysics

Associate Research Scientists
Tofigh Azemoon, Experimental high-energy physics
Ralph Conti, Experimental atomic physics: positronic physics
Kevin Coulter, Experimental atomic physics
Boris Dubetsky, Theoretical atomic, molecular, and optical physics
Daniël S. Levin, Experimental astrophysics
Ali M.T. Lin, Experimental high energy physics: spin physics, polarized proton beams
Vladimir G. Luppov, Experimental high energy physics
Donald Roberts, Experimental nuclear physics
Mark Skalsey, Experimental physics, atomic physics, nuclear physics: weak interactions, leptons

Assistant Research Scientists
Alexander Borissov, Experimental high energy physics
Edward Diehl, Experimental high energy physics
Sue Inderhees, Experimental Condensed Matter Physics
Eric James, Experimental High Energy Physics
Dennis Sivers, Experimental High Energy Physics
Victor K. Wong, Theoretical condensed matter physics

Faculty Recently Retired
Walter S. Gray, Samuel Krimm, T. Michael Sanders, John F. Ward

Professors Emeriti

Physics Help Room (1416 Randall Lab).
The Physics Help Room was created to help students in Introductory Physics classes. The Help Room is staffed (usually between the hours of 9 a.m. and 9 p.m. in the fall and winter) with graduate students on a full time basis who are available to answer questions on most all undergraduate physics courses. It also provides a central meeting place for GSIs of Introductory Physics to hold office hours. Services in the Physics Help Room are free to all U-M students.

The University of Michigan C. Wilbur Peters Chapter of Society of Physics Students.
The Society of Physics Students is an independent branch of the American Institute of Physics dedicated to serving physics undergraduates and graduate students and furthering interest in physics throughout the student body and the local community.

The Society sponsors seminars with guest speakers, student-faculty mixer lunches, Inreach / Outreach efforts with local elementary and middle schools and the Ann Arbor Hands-On Museum, research trips to major physics research centers. The group also provides tutoring sessions in the Physics Help Room.

All students with an interest in physics, regardless of discipline, are welcome to join.

Departmental Awards and Prizes
Bodine Scholarship.
The Bodine Scholarship is awarded to a declared physics concentrator of proven academic ability and covers the cost of tuition up to $10,000 for the junior year at the University of Michigan. This support continues for the senior year if the scholarship holder maintains a GPA of 3.2 during the junior year. It is awarded every second year.

The Addison-Wesley Book Award.
The Addison-Wesley Book Award is given to a graduating senior for outstanding physics achievement. The award is presented at the Undergraduate Awards Ceremony the day before graduation in April.

The Wiley Book Award.
Established in 1996, the Wiley Book Award is presented for outstanding achievement by an undergraduate physicist. The award is presented at the Un-
undergraduate Awards Ceremony the day before graduation in April.

The William L. Williams Award for a senior thesis. All graduating seniors writing a thesis are eligible for the Williams Award. This is a cash award established in memory of Professor William L. Williams. It is presented for the best thesis submitted by a graduating senior, to recognize students who "exhibit excellence in posing a question, conducting independent investigation, and determining an answer." The award is presented at the Undergraduate Awards Ceremony the day before graduation in April.

Summer support for thesis research. Each summer the physics department awards research participation salary grants to physics concentrators who are just beginning their thesis research. Students receiving these awards get three months of salary support so they can spend their summer laying the foundation necessary for a significant research project. Application for these awards is made during the first weeks of the winter term preceding the senior year.

Programs. The Department of Physics offers: (1) a Concentration Program in Physics; (2) a Concentration Program in General Physics; (3) a Concentration Program in Biophysics; (4) an academic minor in Physics.

A total of 60 credits of mathematics and natural science must be elected to receive the Bachelor of Science degree.

Physics 390, 401, 405, 406, and 453 must be completed with a minimum grade of a C in each course and a cumulative average of C or higher.

Physics (BS)

May be elected as a departmental concentration program

Prerequisites to Concentration. Mathematics through Mathematics 216 (or the equivalent); Physics 140/141, 240/241 (or 160/141 and 260/241); and Physics 340/341.

Concentration Program. At least 30 credits in Physics numbered 390 and above. A concentration plan must include:

1. Physics 390, 401, 405, 406, 453, and 465. Physics 401 and 405 should precede Physics 453; Physics 453 is a prerequisite to most courses numbered above.
2. Physics 441 and 442 (Advanced Laboratory).
3. Two courses from among Physics 402, 411, 413, 417, 435, 438, 452, 455, 457, 460, and 463.
4. Physics 451 or the equivalent.

Physics 419, 481, 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 teaching major in Physics requires 30 credits of physics; a teaching minor requires 20. Teaching 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 teaching 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 teaching 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 teaching major in Physical Science requires 16 credits of physics; a teaching minor requires 10 credits. Teaching 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 teaching 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 teaching 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

General Physics (AB or BS)

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, or 160/141 and 260/241); and Physics 340/341.

Concentration Program. At least 30 credits, including at least 24 in physics courses numbered 390 and above. A concentration plan must include:

2. Physics 401 and 405 should precede Physics 453; Physics 453 is a prerequisite to most courses numbered above 453.
3. Physics 451 or the equivalent.
4. Six credits from the following: Physics 402, 411, 413, 419, 435, 452, 455, 457, 460, 463, and 489.
5. Cognates: Six credits of courses from one cognate department, selected in consultation with and approved by the concentration advisor.

Honors Concentration. Students who have a cumulative grade point average of at least 3.2 are encouraged to elect an Honors concentration in General Physics. In addition to the regular departmental requirements for a General Physics concentration, candidates for an Honors concentration must elect an additional three credits of physics from courses numbered 401 and above which are not otherwise required and elect an additional 3 credit cognate course from the cognate department. They must also complete a senior Honors thesis based on research (Physics 498/499) done under the supervision of a faculty member. Some students in this degree
line are pursuing interdisciplinary or dual degrees. A physics faculty contact person will be arranged for students doing research under a faculty member in their cognate department.

**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 who also 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 and the Residential College, 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; Chemistry through 210, 211, 215, and 216; Mathematics 115, 116, 215, and 216; and Physics 140/141 and 240/241 (or 160/141 and 260/241).

**Concentration Program.** Must include:

1. Biology 305 or the equivalent; Biology 310 or 311 or Biological Chemistry 415 or Chemistry 451; and one additional 400-level biology course.

2. One 400-level mathematics course. Recommended courses include or Physics 451 or Mathematics 404, 412, 417, 425, 454, 463.


4. Physics 340, 390, 401, 405, 406 (or Chemistry 463), 417 (offered in Winter Terms, even-numbered years), either 402 or 413, and Physics 453 or Chemistry 461.

Advising. Prospective concentrators should consult with the Biophysics concentration advisor, Professor Daniel Axelrod. Appointments may be scheduled at the Physics Office of Student Services, 2464 Randall Lab, by e-mail: daxelrod@umich.edu, or by calling Professor Axelrod at (734) 764-5280.

**Biophysics (B.S.)**

*May be elected as an interdepartmental concentration program*

Biophysics is a highly interdisciplinary field that attempts to bridge the gap between biology and physics. The bridging of the two sciences can be either experimental (e.g., applying novel spectroscopies or microscopes to important problems in molecular or cellular biology) or the theoretical (e.g., applying soft condensed matter theories of mechanical, phase transition, or thermodynamic properties to biological membranes or complexity theory to understanding biological self-organization). Often in biophysics, both experimental and theoretical work is done in the same group. In the Department of Physics at the University of Michigan, a number of physics faculty devote all or much of their efforts to biophysics.

The undergraduate 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 the Academic Minor.** Mathematics through differential equations: Mathematics 216 or its equivalent. The prerequisites may be met by Advanced Placement credits.

**Academic Minor Program:** 18 credits of courses as follows:


**Courses in Physics (PHYSICS)**

102. The Physical Universe: motors, magnets & magnifiers. No credit granted to those who have completed or are enrolled in Phys. 126 or 240. (1). (NS). (BS). Laboratory fee ($10) required.


106. Everyday Physics. It is recommended that School of Education students take Physics 420. (3). (NS). (BS). Laboratory fee ($25) required.


112. Cosmology: The Science of the Universe. Although no science prerequisites are required, exposure to physics at high school level would be helpful. 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. General Physics: Mechanics and Sound. Two and one-half years of high school mathematics, including trigonometry. Phys. 125 and 127 are normally elected concurrently. No credit granted to those who have completed or are enrolled in Phys. 140, 145, or 160. (4). (NS). (BS). (QR/1).

126. General Physics: Electricity and Light. Phys. 125. Phys. 126 and 128 are normally elected concurrently. No credit granted to those who have completed or are enrolled in 240 or 260. (4). (NS). (BS). (QR/1).

127. Mechanics and Sound Lab. Concurrent election with Phys. 125 is strongly recommended. No credit granted to those who have completed or are enrolled in Phys. 141. (1). (NS). (BS). Laboratory fee ($25) required.
128. Electricity and Light Lab. Concurrent election with Phys. 125 is strongly recommended. No credit granted to those who have completed or are enrolled in Phys. 241. (1). (NS). (BS). Laboratory fee ($25) required.

140. General Physics I. Math. 115. Phys. 140 and 141 are normally elected concurrently. No credit granted to those who have completed or are enrolled in Phys. 125, 145, or 160. (4). (NS). (BS). (QR/1).

141. Elementary Laboratory I. Concurrent election with Phys. 140, 160, or 145 is strongly recommended. No credit granted to those who have completed or are enrolled in 127. (1). (NS). (BS). Laboratory fee ($25) required.

160. Honors Physics I. Math. 115. Students should elect Phys. 141 concurrently. No credit granted to those who have completed or are enrolled in Phys. 125, 140, or 145. (4). (NS). (BS). (QR/1).


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 126 or 260. (4). (NS). (BS). (QR/1).

241. Elementary Laboratory II. Concurrent election with Phys. 240 or 260 is strongly recommended. No credit granted to those who have completed or are enrolled in 128. (1). (NS). (BS). Laboratory fee ($25) required.

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 Phys. 240. (4). (NS). (BS). (QR/1).


290. Physics of the Body and Mind. Phys. 125 or 140 or 142 is recommended. Concurrent or prior enrollment in 126 or 240. (3). (NS). (BS). (QR/2).

333. Keller Tutor 140. Permission of instructor. (1-3). (Excl). This is a graded course. (EXPERIENTIAL).

334. Keller Tutor 240. Permission of instructor. (1-3). (Excl). This is a graded course. (EXPERIENTIAL).


407. Energy Demand. Basic college economics and senior standing; (3). (Excl). May not be included in a concentration plan in physics.


420. Living with Physics for Elementary Teachers. Open only to elementary education concentrators. No credit granted to those who have completed or are enrolled in Phys. 106. (3). (Excl).


441. Advanced Laboratory I. Phys. 390 and any 400-level Physics course. (2). (Excl). (BS).

442. Advanced Laboratory II. Phys. 390 and any 400-level Physics course. (2). (Excl). (BS).


489. Physics of Music. Permission of instructor. No credit granted to those who have completed or are enrolled in Phys. 288. (3). (Excl). (BS). (QR/1). May not be included in a concentration plan in physics.


Physiology

Physiology 502, like Physiology 201, is a basic survey course covering all areas of human physiology. It has the same objectives as Physiology 201, and advanced undergraduates who have the stated prerequisites are advised to elect it rather than 201.

Chemistry Background for Introductory Physiology Courses. Although college chemistry is not a course prerequisite, approximately 80% of the students electing Physiology 201 have had some college or high school chemistry. A background in chemistry is helpful for a basic understanding of physiology since physiology represents an attempt to explain how the body functions in terms of physical and chemical processes. Students who have had no chemistry or whose high school chemistry background is weak should not be discouraged from electing Physiology 201. However, such students are encouraged to obtain the textbook prior to the start of the course and study the review chapter covering basic chemistry. While it is not necessary to master all the material contained in the review chapter, a general review of basic chemistry prior to the beginning of the term usually proves helpful.

Courses in Physiology (PHYSIOL)

All courses in Physiology are listed in the Time Schedule under the Medical School. The following count as LSBA courses for LSBA degree credit.

201(101). Introduction to Human Physiology. Students must have at least sophomore standing. Prior exposure to introductory chemistry is helpful. No credit granted to those who have completed or are enrolled in Physiol. 502. (4). (NS). (BS).

306. Problems in Physiology. Physiol. 201 and permission of instructor. (1-4). (Excl). (INDEPENDENT). May be elected for a total of eight credits.

405. Research Problems in Physiology. For advanced undergraduate and graduate students. Permission of instructor. (1-4; 1-2 in the half-term). (Excl). (INDEPENDENT). May be repeated for a total of eight credits.


Political Science

Mark Tessler, Politics and International Relations of Middle East and North Africa, Politics and International Relations of Developing areas, research methods, cross-national political analysis, Arab-Israeli conflict
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

Mark E. Brandon, Constitutional Law and Theory, Jurisprudence, Law and Society, Environmental Law, American Politics, American Political Thought, Political Philosophy
Nancy E. Burns, American Local Politics and Institutions, Methodology, Gender and Politics, and Political Participation
Daniel Carpenter, American Politics, bureaucracy, American political history, government regulation of business, stochastic models of politics
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
Scott E. Page, Institutional Design, Complexity, Formal Modelling, public policy
Jennifer Widner, Comparative Political Development, African Politics
Elizabeth R. Wingrove, Political Theory

Assistant Professors

Jenna Bednar, Institutional Design, Federalism, Formal Political Theory, Comparative Political Institutions (US, Canada, Western Europe). Political History
Ted Brader, American Politics, Political Psychology, Elections and Campaigns, Mass Media, Public Opinion and Political Behavior
Robert J. Franzese Jr., Comparative and International Political Economy; Comparative Politics and Developed Democracies; Quantitative Methodology and Formal Models
Mary Gallagher, Chinese Politics, Comparative Politics, Transitions from Socialism, Political Economy of Development
Allen Hicken, Comparative Government and Politics; World Government and Politics; Political Economy, Southeast Asia
Vincent Hutchings, Public Opinion; African American politics; Legislative politics; Voting behavior
Andreas Kalypas, Modern and contemporary political theory, sovereignty; representation; democracy; liberalism; Marxism and postmarxism; critical theory; constitutional making; Revolutionary and post-Revolutionary politics
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
Cara Wong, American Politics, Public Opinion and Political Behavior, Racial and Ethnic Politics, Research Methods

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


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.

Student Associations. The Undergraduate Political Science Association 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 611 Church, Room 334.

Pi Sigma Alpha is the national honorary fraternity in Political Science. For membership information, contact the student services assistant.

Sigma Iota Rho is the international relations honorary society. For more information on joining, see the student services assistant.

UM Model United Nations is a group that sponsors high school conferences and attends conferences around the nation. The main office is located at the Michigan Union.

Department Awards. 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.

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.

Accelerated Program for Undergraduates (AB/MPP). The Gerald R. Ford School of Public Policy offers an accelerated program for exceptionally well-qualified undergraduates at the University of Michigan, enabling students in the College of Literature, Science, and the Arts, particularly those with concentrations in political science and economics, to complete both a bachelor's degree and the MPP in five years of study. The senior year and the first postgraduate year overlap, with the student receiving both undergraduate and graduate credit for the Public Policy courses completed. Students are responsible for completing such other LS&A distribution and/or language requirements as may be necessary for the completion of the undergraduate degree.

Considerable emphasis is placed on the quality and course distribution of undergraduate preparation and only those students with a record demonstrably superior to those admitted to the regular program will be considered. A major prerequisite of this program is that the student must have earned 90 credits toward the degree before beginning study. Additional requirements are the completion of at least one calculus (or higher-level mathematics/statistics) course and a total of 24 credits in economics and political science, with at least six credits in both of these areas. An applicant who is otherwise qualified but who has not met these credit or distribution requirements could be admitted on the condition that they be satisfied over the summer prior to the first enrollment in the Gerald R. Ford School of Public Policy. Information about this program can be obtained from the Dean of the Gerald R. Ford School of Public Policy.

Political Science

May be elected as a departmental concentration program.

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-semester accredited program and 12 hours of foreign credit from a year-long program may be counted toward the concentration core. Students may use Statistics 350 as a methods course in the concentration program.

Honsors Concentration. Especially well-qualified students are encouraged to undertake an Honors concentration. Such students elect the Honors seminar 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. Students may count only two Honors courses toward the concentration core, one if a previous directed reading has been taken.

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.

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

Advising. Normally, the decision to concentrate is made late in the sophomore year or early in the junior year. Advising appointments are scheduled at the department office. Appointments for the Honors advisor are scheduled at 1228 Angell Hall.

Political Science Academic Minor

An academic minor in Political Science is not open to students with a concentration in the Department of Political Science.

Students wishing to pursue an academic minor in Political Science must develop a specific plan for its completion in consultation with the department's designated advisor. Appointments are scheduled at the Political Science Department in Room 334, 611 Church Street.

The academic minor in political science gives students training in a rigorous discipline and way of thinking and understanding problems. This is an indispensable part of any liberal arts major. Political Science gives students a better understanding of the way public affairs are conducted and a more practical knowledge of
how citizens, elected representatives, judges and administrators approach the decisions they are called upon to make. An academic minor in political science prepares students to become more active citizens by training them to become astute and informed observers of political behavior in their own country and around the world.

Prerequisites to the Academic Minor: Two introductory courses in Political Science in different fields. Students will normally choose among 101 (Introduction to Political Theory), 111 (Introduction to American Government and Politics), 140 (Introduction to Comparative Government and Politics) or 160 (Introduction to World Politics). The prerequisites form a framework for students to do advanced work in two political science fields. Exposure to the core work in two fields of the discipline provides a foundation for more advanced study.

Academic Minor Program: At least 15 credits of 400-level Political Science concentration core course work taken in two of the five political science fields: Political Theory, American Government and Politics, Comparative Government and Politics, World Politics, or Political Science Methodology.

The academic minor assumes that the student will take 400-level work course in the fields of the introductory work. A sustained focus on two fields makes it possible for students to acquire an in-depth knowledge of two complex areas such as comparative politics and government and world politics for the student interested in world affairs, American and methods, for students interested in electoral politics and polling, or American and comparative to focus on political institutions.

Other constraints: No 300-level courses will be counted in this total. Only 400-level courses in political science can be used for the academic minor. The academic minor does not allow a student to use a cognate from another department.

Courses in Political Science (POLSCI)

101. Introduction to Political Theory. Primarily for First and Second Year Students. (4). (SS).
111. Introduction to American Politics. Primarily for First and Second Year Students. (4). (SS).
140. Introduction to Comparative Politics. Primarily for First and Second Year Students. I and II. (4). (SS).
160. Introduction to World Politics. Primarily for First and Second Year Students. I and II. (4). (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.
380 / NRE 480. Environmental Politics and Policy. NR&E 210 or Poli. Sci. 111. (3). (Excl).
396 / REES 396 / SLAVIC 396 / HISTORY 333 / SOC 393. Survey of East Central Europe. No credit will be awarded 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 Current. Junior standing or two courses in political science. (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). May be repeated twice, for a total of six credits.
415. The American Chief Executive. Poli. Sci. 111, 410, or 411; or junior standing. (3). (Excl).
417. Legislative Process. Two courses in political science. (3). (Excl).
418 / WOMENSTD 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. CAAS 201 recommended. (3). (Excl).
421. American State Government. Two courses in political science. (3). (Excl).
423. Politics of the Metropolis. Two courses in political science. (3). (Excl).
429. Seminar in Urban Analysis. Two courses in political science. (3). (Excl). (EXPERIENTIAL). May be elected for credit twice.
431. Public Administration. Two courses in political science. (3). (Excl).
432. Law and Public Policy. Two courses in political science, including Poli. Sci. 111 or its equivalent. (3). (Excl).
439 / ECON 325. Inequality in the United States. Econ. 101 and 102. (3). (Excl).
440. Comparative Politics. Any 100-level course in political science or underclass standing. (3). (Excl).
441. Comparative Politics of Advanced Industrial Democracies. Any 100-level course in political science or underclass standing. (3). (Excl).
442. Governments and Politics in Western Europe. Any 100-level course in political science or underclass standing. (3). (Excl).
443. Selected Topics in Western European Politics. Any 100-level course in political science or underclass 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. Politics and Society in Latin America. Poli. Sci. 140 or 440; or a course on Latin America elected through another department. (3). (Excl).
450. Political Change in the Developing World. Any 100-level course in political science. (3). (Excl).
451 / JUDAIC 451. The Politics and Culture of Modern East European Jewry. A course in East European and/or Jewish history, and Comparative Politics is recommended. III in Poland. (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).
459 / CAAS 449. African Politics. CAAS 200 recommended. 2; 3 in the half-term). (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.
461. Regional Conflict and Cooperation. Two courses in political science. (3). (Excl). May be elected for credit twice.
464. Public International Law. 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).
Robert G. Pachella, (Cognition and Perception) Cognitive psychology, information processing, perception
Scott G. Paris, (Developmental Education & Psychology) Cognitive development
Denise Park, (Cognition and Perception) Human memory and aging with a particular interest in working memory; social cognition and aging; medical information processing; priming and subliminal stereotypes of aging
Marion Perlmutter, (Developmental) Memory, forgetting, social interactions, computer skills in children and the elderly
Christopher Peterson (Arthur F. Thurnau Professor), (Clinical) Depression, physical health and illness, explanatory style, personal control
Paul Pintrich, (Education & Psychology/Developmental) Development of motivation and self-regulated learning in adolescence; role of epistemological beliefs in learning; adolescent development in school and classroom contexts; cross-cultural differences in motivation and cognition
Richard H. Price, (Organizational) Assessment of social environments
Pamela Reid, (Education & Psychology) Gender and ethnic socialization, families in poverty, social development in community contexts
Terry E. Robinson, (Biopsychology) Neural correlates of behavior
George C. Rosenwald, (Clinical/Personality) Personality theory, life history
Arnold Sameroff, (Developmental) Developmental psychopathology, family processes and the intergenerational transmission of psychopathology
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; conversational influences on judgment and reasoning; aging and social cognition; Applications of cognitive psychology on methodological issues of survey research
Timothy Schallert, (Biopsychology) Neuransanatomy; plasticity and restoration of function (central nervous system injury and Parkinson’s disease); experience-dependent neural events; role of hippocampus and related structures in learning and memory; dopamine and behavioral effects of iron deficiency during brain development; psychopharmacology
Marilyn Shatz, (Developmental/Cognition and Perception) Cognitive, linguistic development
Howard Shevrin, (Clinical) Unconscious processes, diagnostic and psychological tests
Edward E. Smith (Arthur W. Melton Colleague 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. Berman, (Clinical) Family therapy; child abuse, neglect
Linas Bielikauskas, (Clinical) Neuropsychology
Henry A. (Gus) Buchtel, (Clinical/Biopsychology) Brain studies and behavior in humans
Barbara Fredrickson, (Social) Emotions; gender and age difference in emotion experiences; memory for emotions
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
David E. Kieras, (Cognition and Perception) Cognitive psychology, human-computer interaction, artificial intelligence
Cheryl King, (Clinical) Youth depression, alcohol/substance abuse, suicide risk; Developmental psychopathology
Richard Lewis, (Cognition and Perception) Computational modeling; psycholinguistics; sentence processing; cognitive architectures; unified theories of cognition
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 WWIl internment
Susan Nolen-Hoeksema, (Personality) Depression, emotion regulation, gender differences in psychopathology, social development and mental health
Sheryl Olson, (Clinical) Child and family psychopathology
Daphna Oyserman, (Social) the influence of sociocultural context on the way people think, act, and feel; ethnic and racial identity, content, impact, antecedents and correlates
Patricia Reuter-Lorenz, (Cognition and Perception) Brain mechanics of visual attention and spatial orienting
John Schulenberg, (Social) Adolescence and young adulthood
Colleen Seifert, (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 identity; stress and coping; the social and academic development of college athletes; role theory
Steven Tricew, (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
Marc Zimmerman, (Developmental/Education & Psychology) Adolescent health and resiliency; prosocial and antisocial behavior in adolescence; family process and structure effects on adolescent development; empowerment theory; program development and evaluation
Assistant Professors
Phillip Akutsu, (Personality) Ethnic minority mental health
Veronica Benet-Martinez, (Personality) Acculturation (psychological processes involved in adapting to a new culture and/or negotiating multiple cultural backgrounds); cultural and linguistic issues in personality description
Seema Bhattacharjee, (Biopsychology) Effects of chronic exposure to stressful stimuli on neurotransmitter function, behavior and energy balance; neurotransmitters of central circuits activated by exposure to stressful stimuli; long-term effects of manipulations of the maternal environment on neurotransmitter functions and behavior; the effects of these maternal manipulations on neuronal circuits activated by chronic stress
Rosario Ceballo, (Clinical) Effects of poverty and community violence on family relationships and children’s psychological well-being, with a particular focus on African American and Latino families; social networks and support systems; resilience to stressful life experiences
Edward Chang, (Clinical) Optimism and pessimism; perfectionism; social problem solving; stress and coping; cognitive-behavioral models of assessment and intervention; cultural influences; subjective well-being
Tabby Chavous, (Education & Psychology) 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
Lilia Cortina, (Personality) Sexual harassment in organizations; incivility, bias, and discrimination in...
the workplace; gender bias in the courts; violence against women across cultures

Monique Fleming, (Social/Organizational) Attitudes and persuasion; social cognition; judgmental biases and correction; prejudice and stereotypes; psychology and law; social identity

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

Jeffrey Hutsler, (Cognition and Perception/Developmental/Biopsychology) Neuroanatomical organization of human cortex; development of human cortex; organization of language cortex; comparative cortical organization

Laura Kohn, (Clinical) Psychopathology in families; ethnic minority and low-income families with parental depression; caregiving and predictors of relapse for psychotic disorders; mental illness prevention and intervention; mental health services research

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, (Psychology and Women’s Studies) 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

Stephanie Rowley, (Developmental) Academic identity development and achievement in Black students; racial identity development; Black families; research methods with population of color

Richard Saavedra, (Organizational) Social influence in work groups; the role of emotion in effectiveness; the design of work teams

Kai Schnabel, (Developmental/Education and Psychology) Research in teaching and learning; motivation in adolescence; political socialization; empirical methods of social research

Oliver Schultheiss, (Personality) The role of hormones in unconscious motivational processes in humans; the interplay between implicit motives, hormones, and social situations in shaping unconscious, instrumental learning of behavior

Denise Sekaquaptewa, (Social) Stereotyping and prejudice from an information processing perspective; investigating the effects of status on performance

Priti Shah, (Cognition & Perception/Education & Psychology) Visuospatial cognition; comprehension of visual displays such as graphs and diagrams; integration of visual and verbal information; statistical and scientific reasoning; working memory; attention

Margaret Shih, (Organizational) Social identity and organizations; the influence of stereotypes on social interactions, social perceptions, communication, and performance; multiple social identities; diversity; organizations and culture

Ann Shields, (Clinical/Developmental) Family and attachment relationships, emotional socialization, children’s emotional development and emotional well-being

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, (Social) 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

Sharon Gold-Steinberg, (Clinical) Women’s health issues including abortion, incest and child abuse; teaching coping skills to children

Jane Hassinger, (Feminist Practice) Women’s psychological development, women’s career and family planning strategies

James Hoefnagel, (Cognition & Perception) Language acquisition, language processing and impairments; focus is to help develop computational models and mechanistic theories of the process of language acquisition and causes of language disorders

Laura Klem, (Social) Research and data analysis

Ann Merriweather, (Developmental) Cognitive developmental, Piagetian spatial reasoning; learning disabilities; breadfruiting decision; development of body image

J. Anne Murphy, (General) 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 (Cognitive) development of children, adolescents and young adults; children’s knowledge/understanding and memory of medical procedures/experiences

Mildred Tirado, (Women’s Studies and Psychology) Multi-cultural issues related to clinical practice and how these relate to gender, group process, and families

Clinical Instructors

Scott Attran, (Clinical) Cross-cultural cognition (comparative studies of Lowland Maya, Native Americans, Majority Culture Europeans); environment, categorization, inductive reasoning, decision making

Margaret Buttenheim, (Clinical) Depression, gender differences

Michael Casher, (Clinical) Depression, suicide

Susan Contratto, (Women’s Studies) Feminist Practice

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 attachment to the needs of a temperamentally-challenging child

Laura Gold, (Clinical) Gender/Identity Roles, incest survivors, trauma

Dan Greenberg, (Clinical) 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

Roger Lauer, (Clinical) Child (Development, Disabilities, Psychopathology, assessment); Developmental neuropsychology, developmental and chronic disabilities and disorders; memory, attention, mental health, family relations, and loss; Depression; development, Psychopathology; illness; memory, and neuropyschology

Irving Leon, (Clinical)

Pamela Ludolph, (Clinical) Psychoanalytic concepts, dissociative phenomena, personality disorders, depressive personalities

Marcy Plunkett, (Clinical) Women and work; juggling dual roles; parenting women students in the university

Lisa Rouff, (Clinical) 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; teaching of psychology

Leonard Eron, (Social) Development of aggression and violence in children; longitudinal studies of personality; effects of media on behavior; violence prevention

Luis O. Gómez (Charles O. Hucker Professor of Buddhist Studies, Arthur F. Thurnau Professor), (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) Law and psychology; mathematical game theory; judicial decision theory; juvenile and family law; the role of psychological expertise in courtrooms; children as witnesses; decision-making, memory processes in forensic contexts
an emphasis on identity development issues. Especially interested in questions of identity related to disability, ethnicity, gender, race, and sexual orientation.

James Sayer, (Cognition and Perception) Human Factors and Cognitive Ergonomics: models of driver behavior; driver visual perception; development of advanced vehicle control systems and driver safety; user-interface development.

Carolyn Yoon, (Cognition & Perception)

Adjunct Lecturers

Karry Leach, (Developmental) Early childhood education; cross-age mentor tutor relationships.

Randy Roth, (Clinical) Psychological factors and treatment outcome of chronic pain; musculoskeletal pain; health psychology; patient education.

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 must be approved by the department. A concentration advisor must be approved by the department.

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 Rude 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.

Prerequisites to Concentration. Students planning to concentrate in psychology should elect an introductory psychology course before electing a concentration program. May be elected as a departmental concentration program.

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.

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, 338, 340, 345, 346, 347, 348, 400, 431, 432, 433, 436, 439, 448, 500, 530, 531, 541, 542. With permission from the concentration advisor, other courses such as special seminars may be substituted.

Psych. 330, 335, 340, or 345 may be used only if they are not also used toward the
Core Course requirement above; i.e., a total of six courses are required to satisfy both the Core Course and Advanced Course requirements.

3. **Advanced Lab requirement:**

   a. Option 1: Two courses from the following: Psych. 302, 331, 332, 341, 342, 343, Biol. 226 or 308 or 429 (only one biology laboratory may be used in the Biopsychology and Cognitive Science concentration).

   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:** Statistics 350 is recommended, but Statistics 425 and 426 may be substituted by students interested in a stronger mathematical foundation. Other courses, as appropriate, may be substituted with approval of a psychology concentration advisor.

6. **Cognate course requirement:** One course selected from the following list (or an approved substitute):

   - Cell and Developmental Biology 570;
   - Biological Anthropology 467, 568;
   - Biol. 208, 222, 225, 305, 307, 310 (or 311 or 412), 320, 381, 390, 404, 422, 425, 492, 494, 523, 534;
   - Biological Chemistry 415;
   - Computer Science 281, 492;
   - Linguistics 315, 514, 555;
   - Philosophy 345, 450, 482;
   - Statistics 401, 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 Psych. 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 Psych. 404 or 405 (Field Practicum), or 408 (Field Practicum in Research Techniques/Natural Science) or 409 (Field Practicum in Research Techniques). Psych. 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.**

The following courses may be used to satisfy additional concentration requirements:


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**

The department offers Honors work both at the introductory and advanced levels. Underclass Honors students may elect Psychology 114 or 115 as 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 for the psychology Honors sequence of courses are usually reviewed only in the winter term of the sophomore year or the fall term of the junior year. Students wishing to pursue Honors by petition must file a statement of intent at least one full term prior to graduation. Details and deadlines are available in the Psychology Undergraduate Office.

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 concentrators 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. Courses in these groups, however, 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, if admitted to the Honors sequence of courses, elect 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 ensure 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 (PSYCH)


305. Practicum in Psychology. Introductory psychology. A total of 12 credits may be elected through Psych. 304, 305, 306, 307, and 308. (1-4). (EXCL). A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. Psych. 305 must be taken for at least three credits to count as an experiential lab in the psychology concentration. Laboratory fee required. (EXPERIENTIAL). May be repeated for a total of six credits.

306. Project Outreach Group Leading. Introductory psychology, Psych. 211, and permission of instructor. A total of 12 credits may be elected through Psych. 304, 305, 306, 307, and 308. (1). (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. A total of 12 credits may be elected through Psych. 304, 305, 306, 307, and 308. (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. A total of 12 credits may be elected through Psych. 304, 305, 306, 307, and 308. (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 Inter-group Dialogue. Permission of instructor. Open to juniors and seniors. (3). (EXCL). May be used as an experiential lab in the Psychology concentration. A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. (EXPERIENTIAL). May be repeated for a total of six credits.

311 / SOC 321. Practicum in Facilitating Inter-group Dialogue. Permission of instructor. 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.


317. Community Based Research. Introductory psychology, and concurrent enrollment in Psych. 318. (1). (EXCL). Psych. 317 and 318 may be used as an experiential lab in the Psychology concentration. Laboratory fee required. (EXPERIENTIAL). May be repeated for a total of six credits.

318. Laboratory in Community Research. Concurrent enrollment in Psych. 317. (1). (EXCL). Psych. 317 and 318 may be used as an experiential lab in the Psychology concentration. (EXPERIENTIAL). May be repeated for a total of six credits.


Public Policy

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 Gerald R. Ford School of Public Policy.

Courses in Public Policy (PUBPOL)

The following courses counts as LS&A courses for LS&A degree credit.


Studies in Religion

Koenen (Classical Studies), Charles Krahmalkov (Near Eastern Studies), Daniel Levine (Political Science), Louis Loeb (Philosophy), Donald Lopez (Asian Languages and Cultures), Sabine MacCormick (Classical Studies and History), Richard Mann (Psychology), Piotr Michalowski (Near Eastern Studies), Frederick Neidhardt (Medicine), Silvia Pedraza (Sociology), David Potter (Classical Studies), Brian Schmidt (Near Eastern Studies), Gene Schramm (Near Eastern Studies), Robert Sharf (Asian Languages and Cultures), Thomas Tantler (History and MARC), Ralph Williams (English), Gernot Windfuhr (Near Eastern Studies), Norman Yoffee (Near Eastern Studies)

Lecturers Astrid Beck (German, Women's Studies), Terrence McGinn (Sociology), Norman Miles (Religion), Pashura Singh (Asian Languages and Cultures)

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.

The Program does not currently offer a concentration program, although a student may emphasize Studies in Religion in the LS&A Individual Concentration Program (ICP). Students interested in pursuing an Individual Concentration in Studies in Religion should contact the ICP advisor in 1255 Angell Hall.

Courses in Religion (RELIGION)

121 / ACABS 121. Introduction to the Tanakh/Old Testament. (4; 3 in the half-term). (HU).
204 / AAPTS 262. Introduction to Islam. (4). (HU).
231 / BUDDHST 231 / ASIAN 231. Introduction to Tibetan Buddhism. (4). (HU).
277 / HJCS 277 / ACABS 277 / AAPTS 277 / JUDAIC 277 / HISTORY 277. The Land of Israel/Palestine through the Ages. (4; 3 in the half-term). (HU).
280 / ACABS 221. Jesus and the Gospels. (4; 3 in the half-term). (HU).
286 / HISTORY 286. A History of Eastern Christianity from the 4th to the 18th Century. (3). (HU).
309 / HISTORY 309. The Christian Tradition in the West from Luther and Calvin to the Present. (4). (Excl).
312. Church and American Society. (3). (HU).
316 / BUDDHST 316 / ASIAN 316. Religion in Modern Japan. (3). (Excl).
369 / PSYCH 313. Psychology and Religion. Introductory psychology or senior standing. (4). (Excl).
370. History of Christianity. (3). (Excl).
376 / WOMENSTD 376. Women and the Bible. (3). (HU).
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.
381(457) / CLCIV 381. Witchcraft: An Introduction to the History and Literature of Witchcraft. (4). (HU).
393 / AAPTS 393 / ACABS 393. The Religion of Zoroaster. (3). (HU).
402. Topics in Religion. Upper-class standing. (1-3; 2 in the half-term). (Excl).
448 / PSYCH 418. Psychology and Spiritual Development. (3). (Excl).
455 / SOC 455. Religion and Society. (3; 2 in the half-term). (Excl).
468 / CLCIV 466. Greek Religion. (3; 2 in the half-term). (Excl).
471 / HJCS 477 / JUDAIC 467. Seminar: Topics in the Study of Judaism. (3). (Excl). May be repeated for a total of nine credits.
496 / AAPTS 495 / HISTORY 546 / WOMENSTD 471. Gender and Politics in Early Modern Islam. Students should preferably have had one course in Islamic Studies. (3). (Excl).
Residential College

Michael Hannum, Photography, bibliography
Warren Hecht, Creative writing
Jane Heitisch, Chamber music, vocal technique, music theory and composition
Olga Lopez-Cotin, Spanish Language
Alina Makin, Russian language
Kate Mendelev, Drama, directing
Kenneth Mikolowski, Poetry writing, contemporary American poetry
Barbara Morris, Television text analysis, screenwriting and production, academic writing
Jennifer Myers, Social Science
Erica Pastlick, 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
Gina Soiter, Latin
Cynthia Sowers, Narrative fiction, literature, and the visual arts
Margaret Steneck, Social Science
Laura Thomas, Creative Writing
Frank Thompson, Economics
Martin Walsh, Drama
Susan Walton, Ethnomusicology
Virginia Weekstrom-Kantor, Music
Susan Wright, History of twentieth-century science and technology, biotechnology, science policy

Professors Emeriti

Yi-tsi Feuerwerker, Max Heirich, Ann Larimore, James Robertson.

Lecturers Emeritae

Sylvie Carduner, Eliana Moja-Raggio

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 admitted prior to Fall, 2001, 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. Students admitted to the Residential College beginning in Fall, 2001, will be graded by letter grade AND written evaluation in all RC courses with the exception of pre-proficiency language courses which will be graded by written evaluation only. 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 BGS degree.

University of Michigan students interested in Residential College programs and courses should contact the RC Academic Services Office (134 Tyler, East Quadrangle), (734) 763-0032, or visit in person. Others should contact the RC Admissions Office, 133 Tyler, East Quadrangle, (734) 763-0176.

Academic Minors in the Residential College

Crime and Justice

Not a concentration program

An academic minor in Crime and Justice is not open to students pursuing a concentration in the Department of Sociology nor to students concentrating in Social Sciences in the RC.

Students wishing to pursue an academic minor in Crime and Justice must develop a specific plan for its completion in consultation with the program’s designated advisor. Appointments may be scheduled at the RC Counseling Office, 134 Tyler, East Quad, or by calling 763-0176.

Prerequisites to the Academic Minor:
None for the Academic Minor per se, although individual courses elected to meet the requirements of the Academic Minor may have course prerequisites.

Academic Minor Program: A minimum of 5 courses (at least 15 credits), to be elected from categories as stated:

1. Core Courses
   A. Sociology 368, Criminology
   B. RC SS 357/History 357. The History and Theory of Punishment

2. Electives. One course from each of the following three areas (at least two of which must be at the 300-level and above).
   A. Contexts and Social Perspectives on the Problems of Crime and Punishment
   B. Disciplinary Studies of the Problems of Crime and Punishment
      • Human Developmental Theories 211
      • Psychology 211 (appropriate sections)

   C. Direct Encounters with the Problems of Crime and Punishment
      • English 310 and 319 (sections taught by Prof. Alexander), 411 (section entitled “Prison and the Artist”)
      • Psychology 211 (appropriate sections*)
      • Sociology 389 (appropriate sections*)

* Only sections that place students in juvenile facilities, adult prisons, or community supervision programs will be allowed to count in the academic minor

Environmental Studies

Environmental Studies Program
http://www.lsa.umich.edu/ESP/
e-mail: ESPInfo@umich.edu
Dr. Catherine Badgley (Residential College, Museum of Paleontology), Director

Not a concentration program

An academic minor in Environmental Studies is not open to students in the School of Natural Resources and Environment, nor to those pursuing an academic minor in Biology or Global Change.

Students wishing to pursue an academic minor in Environmental Studies must develop a specific plan for its completion in consultation with the program’s designated advisor. Appointments may be scheduled at the RC Counseling Office, 134 Tyler, East Quad, or by calling 763-0176.

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.

Prerequisites to the Academic Minor:
None for the Academic Minor per se, although individual courses elected to meet the requirements of the Academic Minor may have course prerequisites.

Academic Minor Program: At least 17 credits of courses, to be elected from five categories as stated (at least two of the required courses must be at the 300-level or above):

1. Introductory interdisciplinary courses (4-8 credits are required), chosen from:
   • Environmental Studies 240, 270, 356
   • Natural Resources and Environment 270, 308.

2. Basic courses in environmental natural sciences (3-5 credits are required), chosen from:
   • AOSS 171, 172, 467
   • Biology 110, 281, 282, 481, 498
   • Chemistry 467
   • Environmental Studies 263, 280, 290 (appropriate sections), 402 (appropriate sections)
   • Geography 201
   • Geological Sciences 201, 206, 207, 222, 284, 425, 442, 465, 477, 478

• CAAS 426, 434, 451
• American Culture 102 (section entitled “Politics and Culture of Race in Post-1945 U.S.”)
• Communication Studies 481
• Economics 325
• Political Science 439
• History 196 (section entitled “Politics and Culture of Race in Post-1945 U.S.”), 375, 396 (section entitled “Gender and Justice in the U.S.”)
• Sociology 231, 434
• Women's Studies 375

• Cultural Anthropology 333
• Economics 327
• History 582
• Philosophy 359
• Political Science 412
• Psychology 488
• RC Social Science 356, 460 (section entitled “The Ideal of Universal Law”)
• Sociology 452, 454, 465
• Women's Studies 270, 483 (section entitled “Women in Prison”)

• English 310 and 319 (sections taught by Prof. Alexander), 411 (section entitled “Prison and the Artist”)
• Psychology 211 (appropriate sections*)
• Sociology 389 (appropriate sections*)
4. (3-7 credits are required from category 3.

Basic courses in environmental social sciences and humanities (3-5 credits are required), chosen from:
• Economics 370
• English 317 (appropriate sections)
• Environmental Studies 290 (appropriate sections), 402 (appropriate sections), 407, 415
• History 346, 396 (appropriate sections)
• Natural Resources and Environment 210, 305, 306 (appropriate sections), 335, 360, 375, 480, 481, 482, 492
• RC Social Science 305, 306, 415.

3. Basic courses in environmental social sciences and humanities (3-5 credits are required), chosen from:

A. Field-based courses about specialized subjects. Students may choose from:
• Environmental Studies 311 and 312
• Geological Sciences 116, 441
• Biology 477
• Study Abroad 303
• various courses elected at the UM Biological Station.

B. Applications of environmental knowledge to practical problems. Students may choose from:
• Environmental Studies 420
• Geology 427
• Natural Resources and Environment 392, 589, and 595.

Science, Technology & Society

Science, Technology, and Society Program
http://www.umich.edu/~umsts/
sts.minoradvisor@umich.edu

Associate Professor Paul Edwards (Residential College, School of Information), Director

Not a concentration program

Students wishing to pursue an academic minor in Science, Technology, and Society must develop a specific plan for its completion in consultation with the program's designated advisor. Appointments may be scheduled by sending email to sts.minoradvisor@umich.edu. Students may not declare the STS minor later than the first week of the first term of their senior year.

No course may be counted simultaneously toward both STS and any other academic minor.

Courses on science, technology, and society are offered by many different departments and programs in LS&A as well as in other colleges of the university. Only courses specifically approved by the STS Program may be counted toward the academic minor. There are presently no provisions for exceptions to this rule. An up-to-date list of currently approved courses is available at the STS Program web site.

Prerequisites to the Academic Minor:
None for the Academic Minor per se, although individual courses elected to meet the requirements of the Academic Minor may have course prerequisites.

Academic Minor Program: At least 5 courses for a minimum of 18 credits of courses, to be elected from the categories as stated below:


2. Electives. A minimum of 3 courses for at least 11 credits, subject to the following conditions:
   • A maximum of one elective at the 100 level is permitted (up to 4 credits).
   • At least two electives must be at the 300 level or above.
   • Students may also count any research seminar (see below) as an elective.
   • At least two of the student's three electives must be drawn from one of the focus clusters: science and society, technology and society, or medicine and society.

A. Science and Society Focus Cluster

Biological Anthropology 360, 361, 362
Biology 101, 140, 498
Chemistry 120 (section entitled “The History and Philosophy of Chemistry”)
College Honors 252 (section entitled “Numbers and Reasons”)
Geological Sciences 212
History 285, 301, 366, 427, 591 (section entitled “Science and Society in Early Modern Europe”)
Natural Resources and Environment 270
Physics 281
Residential College
• RC EnvStud 270, 290 (section entitled “The Science and Politics of Global Warming”)
• RC IDiv 310
• RC NatSci 232, 250, 260, 343
• RC SocSci 360 (section entitled “Exploring the Boundary between Science and Politics”)

University Courses 212
Women's Studies 312

B. Technology and Society Focus Cluster

Biology 140

English Language and Literature 415 (section entitled “Research and Technology in the Humanities”)
History 285
Natural Resources and Environment 419

Residential College:
• RC EnvStud 263
• RC IDiv 330, 430, 450
• RC NatSci 263, 270, 419
• RC SocSci 271

Urban Planning 263

C. Medicine and Society Focus Cluster

Afro-American and African Studies 355
Anthropology 258 (section entitled “Culture and Medicine”), 444
Biology 118
History 284, 355
RC NatSci 260 (section entitled “From Shamans to Cyborgs: Socio-Cultural Studies of Health, Illness, and the Biomedical Sciences” and other topics as appropriate).

3. One research course or seminar, at the 300- or 400-level, in the student's chosen focus cluster, chosen in consultation with and approved by the advisor. The research course or seminar will normally be completed in the student's junior or senior year. To be approved for this requirement, a course must include a major research project (typically a long term paper) or a significant field study component.

Approved STS Research Courses and Seminars

College Honors 370 (section entitled “The Rhetoric of Evidence in Research”)  
History 396, 397 (section entitled “Health and Medicine in U.S Culture since 1875” and other colloquia, if appropriate), 379, 497
Physics 481

Residential College:
• RC EnvStud 311 & 312, 415
• RC Core 405 (taken with a member of the STS Program core faculty)
• RC NatSci 415
• RC SocSci 374, 379, 488

4. Science / Technology / Medicine cognate (lab based). Students electing this academic minor must complete one cognate, consisting of a laboratory-based course in a natural science, computer science, or engineering. This cognate may count toward the LS&A distribution requirement (if it is approved for that requirement). Ideally, this course should relate to the student's chosen focus cluster.
Environmental Studies (ENVNRSTD)

263(353) / RCNSCI 263 / UP 263. Energy and the Environment. Two and one-half years of high school mathematics, or any college course in mathematics or natural science. (4). (NS). (BS).
289. (4). (CE). Laboratory fee ($85) required.
290. Special Topics in Environmental Studies. One introductory course in environmental studies. (1-2). (Excl). May be repeated three times for a total of 12 credits.
291. Special Topics in Environmental Studies. One introductory course in environmental studies. (1-2). (Excl). May be repeated three times, for a total of six credits.
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).
391. Sustainability and the Campus. An introductory course in environmental studies, global changes, and sustainability. (3). (Excl).
420. Independent Work in Environmental Studies. Students 240 and cognates pertinent to the study. Permission must be granted by the Director prior to enrollment. (1-4). (Excl). (INDEPENDENT). May be repeated for credit.
421. Practicum in Environmental Problems. Environ. Studies 240 and cognates pertinent to the study. Permission must be granted by the Director prior to enrollment. (1-4). (Excl). (INDEPENDENT). May not be repeated for credit.

Fine Arts (RCARTS)

267. Introduction to Holography. (4). (CE). Laboratory fee ($120) required.
288. Introduction to Drawing. (4). (CE). Laboratory fee ($40) required.

Residential College Courses

Core (RCCORE)

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).
334. Special Topics. (4). (Excl). May be repeated for credit.

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 / 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 202. (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. (INDEPENDENT). May be repeated for credit.
209. Study Off-Campus. Sophomore standing and permission of instructor. (Arr). (Excl). Offered mandatory credit/no credit. (INDEPENDENT). May be repeated for credit.
305. Independent Study. Junior standing and permission of instructor. (1-8). (Excl). Offered mandatory credit/no credit. (INDEPENDENT). May be repeated for credit.
307. RC Practicum in College Team Teaching. Upperclass standing. (1). (Excl). May be repeated for credit.
309. Study Off-Campus. Junior standing and permission of instructor. (Arr). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL). May be repeated for credit.
405. Independent Study. Senior standing and permission of instructor. (1-8). (Excl). Offered mandatory credit/no credit. (INDEPENDENT). May be repeated for credit.
409. Study Off-Campus. Senior standing and permission of instructor. (Arr). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL). May be repeated for credit.
410. Senior Project. Permission of concentration advisor. (1-8). (Excl). (INDEPENDENT). May be repeated for a total of eight credits.

Humanities (RCHUMS)

Arts and Ideas
235. Topics in World Dance. (3). (HU).
236 / FILM 236. The Art of the Film. (4). (HU). Laboratory fee ($50) required.
255. Film Experience. (4). (Excl).
290. The Experience of Arts and Ideas in the Twentieth Century. (4). (HU).
291. The Experience of Arts and Ideas in the Nineteenth Century. (4). (HU).
309. Classical Sources of Modern Culture. (4). (HU).
310. Medieval Sources of Modern Culture. A knowledge of Russian is not required. (3). (HU). Laboratory fee ($50) required.
313 / SLAVIC 313. Russian Cinema. (3). (HU). Laboratory fee ($50) required.
314 / SLAVIC 314. The Figure of Rome in Shake- speare and 16th Century Painting. (3). (HU).
317. The Writings of Latinas. A course in women’s studies or Latina/o studies. (4). (HU).
319. Topics in Film. (3). (HU). May be repeated for a total of nine credits.
331. Picasso to Tharp: Collaboration in Art, Film, and Dance in the Twentieth Century. (3). (Excl).
333. Art and Culture. (4). (Excl). May be repeated for a total of 16 credits.
345. Weimar Culture. (3). (Excl).
372. The Subject in the Aftermath of Revolution. (3). (HU).

Comparative Literature

347(451) / RUSSIAN 347. Survey of Russian Literature. A knowledge of Russian is not required. No knowledge of Russian literature or history is presupposed. (3). (HU).
348(452) / RUSSIAN 348. Survey of Russian Literature. A knowledge of Russian is not required. (3). (HU).
362(476) / CHIN 362 / ASIAN 362. Writer and Reader. (4; 2 in the half-term). (Excl). May be repeated for a total of 16 credits.
387. Theatre of Western Europe. (4). (Excl).
222. Quantitatively Speaking. (4). (Excl). (QR/1).
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. May be repeated for a total of 16 credits.
Romance Languages and Literatures

4108 Modern Languages Building
812 East Washington Street
(734) 764-5344 (phone)
(734) 764-8163 (fax)
http://www.lsa.umich.edu/rll/
e-mail: rll.mailbox@umich.edu

Professors
Andrew Anderson, 20th-century Spanish literature
Frank P. Casa, Golden Age literature, 20th-century literature
Ross Chambers, 18th. and 19th-century literature, literary theory, comparative literature
Steven N. Dworkin, Linguistics, medieval Spanish linguistics
William Paulson, 18th. and 19th-century French literature; relations among culture, science, and technology
Donna C. Stanton (Elizabeth M. Douvan Collegiate Professor), 17th-century literature, women writers, critical theory

Associate Professors
Vincenzo Binetti, 19th- and 20th-century Italian literature, cultural studies and literary theory
Catherine Brown, Medieval European literature, philosophy, theology; the practice of scholarship; the politics of scholarly prose; materialities of thought and communication.
David Caron, Late 19th- and 20th-century French narrative, gay studies
Alina Clej, 19th- and 20th-century French literature, comparative literature
Santiago Colás, Latin American literature; comparative literature
Alison Cornish, Medieval and Renaissance Italian literature, Dante
Frida Ekotto, 20th-century French and Francophone literature
Juli Highfill, Modern Peninsular Spanish literature
George Hoffmann, 16th-century French literature
Peggy McCracken, Medieval French literature, gender studies

Assistant Professors
Jossianna Arroyo, Latin American and Caribbean literatures and cultures, cultural studies and literary theory, Brazilian literatures and cultures
Catherine Benamou, Latin American and Latino/a film and video; Brazilian cultural studies
Enrique García Santo-Tomás, Spanish Golden Age Literature
Jarrod Hayes, French and Francophone literature
Alejandro Herrera-Olaiola, Latin American literature, critical theory, comparative literature, relations between Peninsular and Latin American studies
Hugo Moreno, Mexican literature, poetry, and philosophy

Javier Sanjínés, 19th. and 20th-century Latin American literature, Andean literature and cultural studies
Teresa Satterfield, Linguistics, Romance linguistics
Paolo Squarriti, Italian history and culture; Medieval history; technology and resource use
Lucía M. Suárez, Latin American literature and culture, comparative Caribbean studies
Gustavo Verdesio, Latin American Colonial studies, popular culture, literary theory

Lecturers
Kimberly Boys, elementary Spanish language coordinator
Romana Capek-Habekovic, Director, elementary Italian language program
Maria Dorantes, elementary Spanish language coordinator
Sabine Gabaron, elementary French language instructor
Olga Gallego, Director, elementary Spanish language program; Spanish syntax
Raquel González, elementary Spanish language coordinator
Ann Hilberry, elementary Spanish language coordinator
Lara Mangiafico, elementary Spanish language coordinator
Alain Martinossi, elementary French language coordinator
Kathy Meyer, elementary French language coordinator
Helene Neu, Director, elementary French language program; French phonetics
Dennis Pollard, elementary Spanish language coordinator
Céline Portet, elementary French language coordinator
Kristina Primorac-Waggoner, elementary Spanish language coordinator
Yannick Viers, French language instruction, business French

Professors Emeriti

The department offers courses in French, Italian, Portuguese, Spanish, and Romance Linguistics. The primary goals of the undergraduate program are: (1) mastery of the language; (2) an understanding and interpretation of Romance literature and culture; and (3) preparation for teaching or other careers requiring specialized linguistic knowledge and skill.

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 humanistic 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 extra-curricular 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. The Language Resource Center, in the Modern Languages Building, provides students with a variety of materials and facilities designed to help them improve their command of foreign languages. Among the LRC’s services for students are foreign language word-processing and other productivity software, computer-based applications for practicing grammar, vocabulary, comprehension and other skills, satellite-based television in many languages, foreign-language reference materials, publications, audio tapes, videos, and DVDs. There is also study space available so that students can work collaboratively on course projects or meet with instructors in the evenings. Increasingly, courses offered by the department require regular use of Language Resource Center 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 235.

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 pursing 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; and
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 member.

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.** Appointments are scheduled at the department office, 4108 Modern Languages Building, (734) 764-5344.

**Concentration Requirements in French and Francophone Studies for Students Preparing Teacher Certification.** Candidates for a secondary school teaching certificate should study the general information about teaching certificate 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), (734) 764-4311. See also International Programs in this 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, G513 Michigan Union, (734) 764-4311.

**Italian**

**May be elected as a departmental concentration program**

**Prerequisites to Concentration.** Italian 232 or 233 or the equivalent.

**Concentration Program.** A minimum of 30 credits in Italian literature and culture courses numbered 235 and above; of these, at least nine credits must be at the 400-level. 18 credits must be conducted in Italian. Of these, at least six credits must come from courses focused on periods prior to 1600; and at least six credits must come from courses focused on periods post 1600. Required are 235, 300, and 433. Three credits may be accepted from courses in a cognate field, selected in consultation with and approved by the concentration advisor.

**Hons Honors Concentration.** Students holding a cumulative GPA of 3.5 and Italian Concentration GPA of 3.5, who have demonstrated superior ability in the language and serious interest in a project of research, may be admitted to a program of advanced study at the beginning of the senior year, leading to the degree of Bachelor of Arts with Honors in Italian. In addition to the normal concentration requirements, students are required to prepare a 30-page thesis in Italian and to pass an oral examination in Italian on the same subject before the last two weeks of classes. In order to be admitted to the program, students must obtain written approval from the professor with whom they wish to write thesis and to the undergraduate advisor before the start of the term in which they propose to complete the project.

**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, (734) 764-4311. Italian concentrators are encouraged to consider study abroad programs with an emphasis on Italian immersion. For information on receiving credit for study abroad in other programs, consult the undergraduate advisor.

**Advising.** Advising appointments are scheduled at 4108 Modern Languages Building (734) 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, cultural, 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, Spanish for Heritage Language Learners, 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:** Thirty 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 Span-
ish 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 at the 400 level is also required.

Additional credits at both the 300 and 400 levels may be selected in Hispanic culture, linguistics, film, and/or one approved course taught in English in the field of Hispanic Studies. 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: Thirty approved credits beyond the prerequisites, including 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, literature, linguistics, and film, and may include one approved course taught in English in the field of Hispanic Studies. At least one course in Iberian or Latin-American civilization and culture is required [Spanish 340, 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 a Spanish concentration GPA of 3.5 may apply to the Honors program in Spanish at the beginning of the junior year. To apply students must submit a copy of their transcript, a one-page statement of purpose, and a sample essay in Spanish. After reviewing the materials, the Honors advisor will interview the applicant to discuss his/her interests and objectives. To graduate with an Honors concentration, a student must complete the normal concentration requirements in Spanish along with the following requirements:

1. One additional course in Spanish (3 credits) at the 400 level.

2. Composition of a thesis in Spanish (a minimum of 40 pages). The thesis may consist of a critical study relating to Hispanic literature/culture, a creative writing project, or a multi-media project (in which case the page requirement may not apply). The research, planning, and execution will take place during two academic terms. After choosing a faculty member to direct the thesis, the student will enroll in Spanish 490 and begin researching and drafting the thesis. By the end of the term in which the student elects 490, the student will submit for a grade a complete bibliography and a prospectus. In the following academic term the student will enroll in Spanish 491 and complete the thesis. Spanish 490 and 491 will count within the seven course sequence of 400-level courses for the Honors degree.

3. A presentation and discussion of the thesis with the director and one or two other faculty members at the end of the term in which the student elects Spanish 491. The Honors student has the option of inviting other students to the event.

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 at least 3 credits in literature and a culture/civilization course (Spanish 340 or 341). The remaining 18 to 21 credits must be selected at the 400 level, including two linguistics courses (chosen among Span. 405, 410, 411, and 414). Spanish 413 must be elected as EdeD455 and will not count as part of the 30 required Spanish credits.

Advising. Make appointments through the department secretary in 4108 Modern Languages Building, (734) 764-5344.

Study Abroad Program. The University of Michigan sponsors semester/year abroad programs at host universities in Latin America and Spain: Santiago, Chile; Quito, Ecuador; Granada, Spain; and Seville, Spain. In addition, the university sponsors summer abroad programs in Salamanca, Spain, and in Guanajuato, Mexico. Information about these programs is available at the Office of International Programs, G513 Michigan Union, (734) 764-4311. See also the chapter “International Programs” in this Bulletin. For information on study abroad programs sponsored by other universities, as well as guidelines for choosing programs, refer to the Romance Language web page: http://www.lsa.umich.edu/rll/

Romance Languages & Literatures Academic Minors

Academic minors in Romance Languages and Literatures are not open to students with any concentration or any other academic minor in Romance Languages and Literatures.

Students wishing to pursue an academic minor must develop a specific plan for its completion in consultation with the department’s designated advisor. Appointments may be scheduled at 4108 Modern Languages Building, (734) 764-5344.

French and Francophone Studies

Prerequisites to the Academic Minor: French 235.

Academic Minor Program: 18 credits of courses in French (Division 371) numbered 240 and above, with a minimum of 9 credits at the 300 level.

Constraints: No more than one French course taught in English without language prerequisites may be counted toward the academic minor. At least 9 of the 18 credits for the Academic Minor must be taken in residence on the Ann Arbor campus.

Spanish Language, Literature, and Culture Academic Minor

Prerequisites to the Academic Minor: Spanish 275 and 276.

Academic Minor Program: 18 credits of courses in Spanish with 9 credits (3 courses) introducing the literature and culture of the Hispanic world at the 300 level, and 9 credits (3 courses) pursuing more in-depth investigation of literary, cultural, or linguistic subjects at the 400 level. All courses included in the minor must be taught in Spanish. However, one course taught in Spanish in another field may be included (usually taken abroad). In addition, one cross-listed course taught bilingually (with a mix of Spanish and English components) may be included. At least 9 of the 18 credits for the Academic Minor must be taken in residence on the Ann Arbor Campus or through a study abroad program affiliated with the University of Michigan.

Courses in French (FRENCH)

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.

100. Intensive Elementary French. No credit granted to those who have completed 101, 102, or 103. (8). (LR).

101. Elementary French. Students with any prior study of French must take the Placement Test. Credit is not granted for more than two courses from French 101, 102, and 103. (4). (LR).

102. Elementary French, Continued. French 101. No credit granted to those who have completed or are enrolled in 103. French 102 is NOT open to students who have begun instruction at the high
school level. College or university transfer students who have received credit for one term are encour-
gaged to enroll in French 102. (4). (LR).

210. Review of Elementary French. Assignment by placement test. No credit granted to those who have completed or are enrolled in 112, 231, or 232. (8). (LR).

230. Intensive 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, IIa in Ann Arbor; IIb in St. Malo, France. (4). (LR).

231. Second-Year French. French 102 or 103; or assignment by placement test. No credit granted to those who have completed or are enrolled in 112 or 230. I, II, IIa in Ann Arbor; IIb in St. Malo, France. (4). (LR).

232. Second-Year French, Continued. French 231; or assignment by placement test. No credit granted to those who have completed or are enrolled in 112 or 230. I, II, IIa in Ann Arbor; IIb in St. Malo, France. (4). (LR).


336 / MEMS 386. Medieval Literature, History, and Culture. French 235, and 2 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 235, and 2 courses numbered between French 250 and 299. (3). (Excl). May be repeated for a total of six credits.

368. Enlightenment, Revolution, and Romanticism. French 235, and 2 courses numbered between French 250 and 299. (3). (Excl). May be repeated for a total of six credits.

369. Literature, History, and Culture of Modernity. French 235, and 2 courses numbered between French 250 and 299. (3). (HU). May be repeated for a total of six credits.


384. Originals of Contemporary French: From the Gauls to de Gaulle. French 235. (3; 2 in the half-term). (HU). May be repeated for a total of six credits.


386. Literature of the Sixteenth Century. Three courses in French numbered 300 or above. (3). (Excl).

387. Studies in Genre. French 235, and 2 courses numbered between French 250 and 299. (3). (Excl). May be repeated for a total of six credits.

389. Junior Honors Course. Permission of departmental Honors Committee. (3; 2 in the half-term). (Excl). (INDEPENDENT). May be repeated for a total of six credits.

399. Independent Study. French 235, and 2 courses numbered between French 250 and 299; permission of instructor. (3). (Excl). (INDEPENDENT). May be repeated for a total of six credits.

461 / MEMS 444. Reading of Old French Texts. Three courses in French numbered 300 or above. (3). (Excl).

462. Literature of the Sixteenth 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). May be repeated for a total of six credits.

491. Senior Honors Course. Open only to seniors by permission of the departmental Honors Commit-
tee. (3; 2 in the half-term). (Excl). (INDEPENDENT).

492. Senior Honors Course. Open only to seniors by permission of the departmental Honors Commit-
tee. (3; 2 in the half-term). (Excl). (INDEPENDENT).

Courses in Italian (ITALIAN)

Elementary Language Courses

Students who intend to continue a language begun in high school must take the Placement Test to deter-
mine language courses 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 take the Placement Test. Beginners desiring to acquire proficiency at a faster rate are encouraged to enroll in Italian 103, followed by 233. Students who choose this option can satisfy the language requirement only if they then receive credit for a more advanced course taught in Italian (235 or higher). Students must check with the Course Coordinator for any excep-
tions.

100. Introduction to 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 100. I, II, IIa 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 101 is NOT open to students who have begun instruction at a high school level. Open only to students who have completed 101 at the University of Michigan. College or uni-
versity transfer students who have received credit for one term are encouraged to enroll in Italian 101. I, II, IIa in Ann Arbor. (4). (LR).

111. Special Reading Course. (4). (Excl).

112. Second Special Reading Course. Italian 111. (4). (Excl).

205. Italian Conversation for Non-concentra-
tors. Italian 102. (1). (Excl). Offered mandatory credit/no credit.

206. Conversation for Non-concentrators. Italian 102. Italian 206 may be elected by Italian 205. (1). (Excl). Offered mandatory credit/no credit.

230. Second-Year Italian. No credit granted to those who have completed or are enrolled in 112 or 232. (8). (LR).

231. Second-Year Italian. Italian 102, or permis-
sion 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 232. (4). (LR).

233. Accelerated Second Year Italian. Italian 102 or 103. No credit granted to those who have completed or are enrolled in Italian 112 or 232. (4). (Excl). This course does not satisfy the language requirement.

Courses Taught in English Translation (without language prerequisites)

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

311. Making Difference in Italy. (3). (HU).

315. Italian Cinema and Society. Italian cinema which they 1945. Taught in English. A knowledge of Italian is not required. II. (3). (HU). Laboratory fee required.

325. 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.

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359. Italian Culture and History. Taught in English. (3). (HU). May be repeated for a total of nine credits.

433 / MEMS 439. Dante’s Divine Comedy. A knowledge of Italian is not required. (4). (Excl).

**Other Language and Literature Courses**


275. Italian Cuisine: Reflection of Culture. Italian 232 or 233. No credit granted to those who completed Italian 235 prior to Fall Academic Term 2000. (3). (Excl).

300. Advanced Composition and Conversation. Italian 222 and 235. (3). (Excl).


358. The Historical Novel. Italian 232. (3). (Excl). May be repeated for credit.


374. Topics in Italian Literature. Italian 232. (3; 2 in the half-term). (HU). May be repeated for credit.


399. Directed Reading. May be elected only with permission of concentration advisor in Italian. (1-3). (Excl). (INDEPENDENT). May be repeated for credit.


491. Senior Honors Course. Italian 232 or 233. No credit granted to those who completed Italian 235 prior to Fall Academic Term 2000. (3). (Excl).


413 / EDCURINS 455. Teaching Spanish/Applications of Linguistics. Spanish 275 and 276. (3). (Excl).

414 / SPANISH 414. Background of Modern Spanish. Spanish 275, 276, and three additional 300-level courses. (3). (Excl).


**Courses in Romance Linguistics (ROMLING)**

300. Introduction to the Romance Languages. French, Spanish, Italian terms or equivalent. (3; 2 in the half-term). (Excl).


413 / ED CUR INS 455. Teaching Spanish/Applications of Linguistics. Spanish 275 and 276. (3). (Excl).

414 / SPANISH 414. Background of Modern Spanish. Spanish 275, 276, and three additional 300-level courses. (3). (Excl).


**Courses in Spanish (SPANISH)**

**Elementary Language Courses**

Students who intend to continue a language in high school must take the Placement Test to determine the language course in which they should enroll. Spanish 101 is open to students who have begun instruction in high school. It is strongly recommended that students who begin 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).

101. Elementary Spanish. 4. (LR).

102. Elementary Spanish, Continued. Spanish 101. No credit granted to those who have completed or are enrolled in 103. Spanish 102 is NOT open to students who have begun instruction at the high school level. Open only to students who have completed 101 at the University of Michigan. College or university transfer students who have received credit for one term are encouraged to enroll in Spanish 103. (LR).

103. Review of Elementary Spanish. Assignment by placement test. 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. Assignment by placement test. No credit granted to those who have completed or are enrolled in 230 or 112. 1, II, IIIa in Ann Arbor; IIb in Salamanca, Spain. (4). (LR).

232. Second-Year Spanish, Continued. Spanish 231; or assignment by placement test. No credit granted to those who have completed or are enrolled in 230 or 112. 1, II, IIIa, IIb in Ann Arbor; IIb in Salamanca, Spain. (4). (LR).

111. First Special Reading Course. 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. Spanish Conversation for Non-Concentrators. Spanish 232. No credit granted to those who have completed or are enrolled in Spanish 275 or 276. A maximum of two courses of Spanish 275, 276, and 275 may be counted toward a degree. (3). (Excl). May not be included in a concentration plan in Spanish.

275. Grammar and Composition. Spanish 232. A maximum of two courses of Spanish 275, 276, and 275 may be counted toward a degree. 1, II, IIIa in Ann Arbor; IIb in Salamanca, Spain. (3). (Excl).

276. Reading and Composition. Spanish 232. A maximum of two courses of Spanish 275, 276, and 275 may be counted toward a degree. I, II in Ann Arbor; IIb in Salamanca, Spain. (3). (Excl).

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


310. Advanced Composition and Style. Spanish 275 and 276. (3). (Excl).


413 / ROMLING 413 / ED CURINS 455. Teaching Spanish/Applications of Linguistics. Spanish 275 and 276. (3). (Excl).

414 / ROMLING 414. Background of Modern Spanish. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).

**Literary and Cultural Studies**

250. First-Year Humanities Seminar in Hispanic Studies. Spanish 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).


331 / GTBOOKS 331. Great Books of Spain and Latin America. Open to students at all levels. A knowledge of Spanish is not required. (3). (HU). May be included in a Spanish concentration as the approved course taught in English, but not in the Spanish academic minor.


335. Contemporary Spanish and Spanish-American Literature. Spanish 275 and 276. (3). (HU). May be repeated for a total of six credits.


341. Introduction to Latin American Cultures. Spanish 275 and 276. (3). (Excl).

350. Independent Studies. Permission of concentration advisor. (1-3). (Excl). (INDEPENDENT). May be elected for credit more than once with permission.

368. Literature and the Other Arts. Spanish 275 and 276, and one additional 300-level course. (3). (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. I, II in Ann Arbor; IIb in Salamanca, Spain. (3). (HU). May be repeated for a total of six credits.

380 / AMCUR 380 / FILMVID 380. Studies in Transnational Media. Basic coursework in Film and Video Studies, Communications (television studies) or Latino Studies. A knowledge of Spanish is not required. (3). (Excl). Laboratory fee ($35) required.
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. Spanish and Latin American Literature in Translation. A knowledge of Spanish is not required. Open to students at all levels. (3. (Excl). May not be included in a concentration plan in Spanish (or teaching certificate major or minor).
420 / AMCULT 420. Latin American & Latino/a Film Studies. Spanish 270 or 275. A previous course in Film & Video, or Latin American history, or Latin Studies. (4). (Excl). Laboratory fee ($35) required.
430. Advanced Studies in Hispanic Culture and Society. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl). May be elected twice for credit, but not in the same term.
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.
438. The Economy and Politics in Latin America / Spain. Spanish 275 and 276 and three additional 300-level courses. (3). (Excl).
442. Testimonial Narrative. Spanish 275 and 276 and three additional 300-level courses. (3). (Excl).
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).
456. Golden Age. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).
458. The Picaresque Novel. 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). (Excl).
460. The Spanish Comedia. 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).
467. Literary and Artistic Movements in Latin America/Spain. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl). May be elected twice for credit.
468. Modern Spanish Theater. 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).
472. Pre-Columbian Societies. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl).
475. Latin-American Narrative. Spanish 275 and 276, and three additional 300-level courses. Conducted in Spanish. (3). (Excl). May be elected twice for credit, but not in the same term.
476. Latin-American Poetry. Spanish 275 and 276, and three additional 300-level courses. Conducted in Spanish. (3). (Excl). May be elected twice for credit, but not in the same term.
485. Case Studies in Peninsular Spanish and Latin American Literature. Spanish 275 and 276, and three additional 300-level courses. 1, II in Ann Arbor; IIb in Barcelona, Spain. (3). (Excl). May be repeated for a total of six credits.
488. Topics in Hispanic Literatures and Cultures. Spanish 275 and 276, and three additional 300-level courses. (3). (Excl). May be repeated for a total of six credits.
490. Spanish Honors: Introduction to Literary Studies and Criticism. One 400-level Spanish literature course, and permission of Honors advisor. (3). (Excl).
491. Senior Honors Course. Open only to seniors by permission of the departmental Honors Committee. (3). (Excl). (INDEPENDENT).
Russian and East European Studies

May be elected as an area concentration program

Prerequisites. Russian 231, Introduction to Russian Culture, or Slavic Survey 225, Arts and Cultures of Central Europe.

Concentration Program. A minimum of 30 credits, including:
1. REES 395, 396, or 397.
2. REES 401 or its equivalent.
3. Russian 301 and 302, or 303; 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 of 20 credits of CREEES-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 CREEES undergraduate advisor. A list of these is available on the CREEES website at http://www.umich.edu/~iinet/crees.

Honors Concentration. Undergraduate concentrators who have maintained a 3.5 grade point average in the REES concentration and a 3.2 overall GPA may apply for admission to the Honors program. Applications for the program, which are available at the CREEES 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 CREEES 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 CREEES undergraduate academic advisor by calling (734) 764-0351.

Advising. Appointments are scheduled at the CREEES office. Arrangements for continuing contacts are made in the first meeting with the undergraduate academic advisor. This meeting should be scheduled during the second term of the sophomore year.

REES Academic Minors

The Center for Russian and East European Studies offers two interdisciplinary academic minors to students who wish to:

• better understand the history and culture of either Russia and the former Soviet Union or Eastern Europe
• gain insight into the political, economic, and social transitions taking place in the region.

Those electing a concentration in Slavic may pursue a REES academic minor, but may not count any Slavic courses toward satisfying the requirements for the REES academic minor. Students may concurrently pursue an academic minor in both REES and Slavic, with the following restrictions:

1. REES academic minors may not count any courses for which Slavic is the home unit;
2. Slavic academic minors may not count REES 397 nor any courses for which REES is the home unit, which includes Slavic 395 and 396. Students pursuing a REES academic minor must discuss their plans and course elections with the REES undergraduate academic advisor. Appointments are scheduled at the CREEES office, 1080 South University, Suite 4668.

East European Studies

Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 15 credits of courses from the following categories:

1. REES 396 or 397.
2. Two-Course Sequence. One of the following sequences:
   • History 430 and 431, or 330 and 331
   • Czech 483 and 484
   • Polish 325 and 326.
3. Elective courses: East European specific topic courses, selected in consultation with and approved by the REES undergraduate academic advisor, from two of the following fields: anthropology, art history, economics, film and video studies, history, literature, music, political science, and sociology.

Constraints: Czech, Polish, Serbo-Croatian, or Ukrainian language courses may not count toward the academic minor. Not open to those electing a concentration or another academic minor in REES.

Russian Studies

Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 15 credits of courses from the following categories:

1. REES 395.
2. Two-Course Sequence. One of the following sequences:
   • History 432 and 433, or 433 and 434
   • Russian 449 and 450, or 347 and 348
3. Elective courses: Russia specific topic courses, selected in consultation with and approved by the REES undergraduate academic advisor, from two of the following fields: anthropology, art history, economics, film and video studies, history, literature, music, political science, and sociology.

Constraints: Russian language courses may not count toward the academic minor. Not open to those electing a concentration or another academic minor in REES.

Courses in Russian and East European Studies (REES)

301. Directed Reading. Permission of instructor. (1-3). (Excl). May be repeated for a total of six credits.


396 / SLAVIC 396 / HISTORY 333 / POLSCI 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.

397 / ANTHRCL 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; 3 in the half-term). Laboratory fee ($10) required.

401. Theories of Russian and East European Studies. (1-4). (Excl). May be repeated for a total of six credits.


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). May be repeated for a total of two credits.

407 / ANTHRCL 507. East European and Post-Soviet Ethnography. Graduate standing or permission of instructor. (3). (Excl).
Science Learning Center

Science Learning Center
1720 Chemistry Building
930 North University Street
Ann Arbor, MI 48109-1055
(734) 764-9326 or 615-3133 (phone)
(734) 936-8381 (fax)
http://www.lsa.umich.edu/~slc/
Claire Sandler, Director

The Science Learning Center (SLC) is an interdisciplinary resource center that supports teaching and learning in the five natural science departments: astronomy, biology, chemistry, geology, and physics. The SLC serves as a clearinghouse where many outside-of-classroom learning activities are coordinated, and students’ opportunities to learn are strengthened by the availability of personnel, textual, and technology resources. Located in the atrium of the Chemistry Building (Room 1720), the SLC is home to several areas of activity. These include instructional technology labs, Graduate Student Instructor and study group meeting alcoves, a loan desk for reserve and research materials, and a central meeting area. In the SLC’s eight alcoves, students can consult with GSI’s or meet with a group of peers; each alcove is furnished with a study table, chairs and a whiteboard. The Center’s collections include textbooks and study guides for reference use, supplementary print and electronic course materials, and a video viewing station so students can review video materials professors have assigned. The SLC offers PCs and Macintoshes, equipped with instructional software selected by professors.

The Center’s equipment and staff activities are designed to improve student learning and involvement in the sciences, particularly in the introductory courses. The SLC plays an integral role in the university’s vibrant science-learning community, encouraging students to be part of a scientific community early in their undergraduate career. The SLC’s specific mission is to offer:

• a site for faculty to introduce instructional technology in a supported environment;
• a place where students and Graduate Student Instructors come together for small-group or one-on-one tutoring sessions;
• a meeting spot for students to form and work in formal and informal study groups;
• a staff to help students get started on assignments using technology or do research with reserve books and electronic materials.

The Science Learning Center organizes study groups for a number of courses in Chemistry, Biology, and Physics. SLC-coordinated Peer-Led Study Groups are led by Peer Leaders trained in group facilitation and collaborative learning techniques. Study Groups generally meet once every week for 2 hours and groups are usually comprised of 6-8 participants. Typical activities include sharing of classwork, discussions and critiques of each other’s work. (The small size of the group along with the nature of the focused activities distinguishes study group from a discussion section.)

Slavic Languages and Literatures

3040 Modern Languages Building
812 East Washington Street
(734) 764-5355 (phone)
(734) 647-2127 (fax)
http://www.lsa.umich.edu/~slavic/
e-mail: slavic@umich.edu
Professor Jindrich Toman, Chair

Professors Emeriti
Assya Humesky, Ladislav Matejka, John Mersereau, Jr., Benjamin A. Stolz

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, Serbian/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. The Slavic Department has final authority to determine the most appropriate course level. Heritage students (students partially raised in a Russian-speaking environment) are required to contact the Slavic Department prior to enrolling in any language classes.

Russian Tea. Students of Russian are invited to attend Russian Tea, sponsored and organized by the Residential College. For more information, contact Professor Alina Makin, rresco@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 (734) 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.

Professors
Bogdana Carpenter, Polish language, literature, and culture; comparative literature
Omry Ronen, Historical and descriptive poetic of Russian literature of the nineteenth and twentieth centuries, metrics, Russian Formalism and Structuralism, popular sub-gener
Vitaly Shevoroshkin, Russian morphology and phonology
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
Snezana Tempest, Russian language, language pedagogy, and Slavic folklore

Lecturer
Alina Makin, Russian language
Language Resource Center. The department uses the Language Resource Center facilities (201 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, 463, 464, 465, 466, 467, 469, 477, 478, 479; Slavic 225, 240, 312, 313; Polish 425, 426, 432, and 435; Czech 480 and Serbian/Croatian 436 and 437. Russian concentrators who elect Russian 462, 463, 464, 465, 466, or 467 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. Interested students should begin Russian during their first year.

Concentration Program

1. Core Courses: Russian 301 (or RC Core 323, for RC students only) and 302; 351 and 499; 347 and 348; and at least one survey course in Russian literature after 1900 (e.g., 449, 450, 467, 468, 469, 470, 471, 472, 475).


3. Cognates: three or more credits in advanced courses (300-level or above) in another Slavic language (Czech, Serbian & Croatian, Ukrainian, and Polish) or another foreign language, or cognate courses studying some other aspect of Russia. Special attention is called to 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, the undergraduate concentration advisor; should be consulted by prospective concentrators before the end of the sophomore year. Appointments are scheduled at 3040 Modern Languages Building, (734) 764-5355.

Teaching Certificate. Candidates for a teaching certificate with a teaching minor in Russian should consult Professor Makin 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 Academic Minors

Academic minors in Slavic Languages and Literatures are not open to those electing a concentration or any other academic minor in the department of Slavic Languages and Literatures, nor to those electing a concentration in the Center for Russian and East European Studies (REES). Students may concurrently pursue an academic minor in both REES and Slavic with the following restrictions: (1) REES minors may not count any courses for which Slavic is the home unit; (2) Slavic minors may not count REES 397 nor any courses for which REES is the home unit, which includes Slavic 395 and 396.

Students wishing to pursue an academic minor in Slavic Languages and Literatures must develop a specific plan for its completion in consultation with the department’s designated advisor (Czech: Prof. Jindrich Toman; Polish: Prof. Bogdana Carpenter; Russian: Prof. Michael Makin). Appointments are scheduled at 3040 Modern Languages Building, (734) 764-5355.

Czech Language, Literature, and Culture

Prerequisites to the Academic Minor: Czech 241 or equivalent.

Academic Minor Program: 16 credits of courses, including Czech 242 (4 credits) and 12 credits in courses selected from the following two categories, with at least 6 credits from category B.

Category A: Courses on Central European Slavic Culture (no more than 6 credits from Category A may count in the Academic Minor):
• Slavic 225 (Arts and Cultures of Central Europe)
• Slavic 312 (Central European Cinema)
• Slavic 423 (Central European Literature in the Twentieth Century)

Students may count up to 3 credits of Third-Year Czech (Czech 341 and 342) toward the Academic Minor.

Category B: Courses on Czech culture, literature, and cinema (at least 6 credits are required from Category B):
• Czech 480 (Supervised Czech Reading)
• Czech 483 (Czech Literature from the Middle Ages to the Enlightenment)
• Czech 484 (Modern Czech Literature)
• Slavic 490 (Issues of the Cultures of Eastern Europe).

Polish Language, Literature, and Culture

Prerequisites to the Academic Minor: Polish 221 or equivalent.

Academic Minor Program: 16 credits of courses, including Polish 222 (4 credits), and 12 credits in courses selected from the following two categories, with at least 6 credits from category B.

Category A: Courses on Central European Slavic Culture (no more than 6 credits from Category A may count in the Academic Minor):
• Slavic 225 (Arts and Cultures of Central Europe)
• Slavic 312 (Central European Cinema)
• Slavic 423 (Central European Literature in the Twentieth Century)

Students may count up to 3 credits of Third-Year Polish (Polish 321 and 322) toward the Academic Minor.

Category B: Courses on Polish culture, literature, and cinema (at least 6 credits are required from category B):
• Polish 325 (Polish Literature in English, to 1900)
• Polish 326 (Polish Literature in English, 1900 to present)
• Polish 432 (Topics in Polish Literature)
• Slavic 490 (Issues of the Cultures of Eastern Europe).

Russian Language, Literature, and Culture

Prerequisites to the Academic Minor: Russian 201 or equivalent.

Academic Minor Program: Russian 202 or Russian 203 / RC Core 293, and 12 additional credits in courses selected from among the following, with at least 6 credits elected at the upper level:
• Slavic 231, 301, 347, 348, 449, 450, 453, 462, 463, 464, 480

Slavic 240 and 313.
### Courses in Czech (CZECH)

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 (POLISH)

**Language**


**Literature**

325(425). Polish Literature in English to 1890. (3). (HU).
326(426). Polish Literature in English: 1890 to Present. (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.
450. Directed Polish Reading. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of eight credits.

### Courses in Russian (RUSSIAN)

**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. Russian 101. No credit granted to those who have completed or are enrolled in 103, 111, or 112. (5; 4 in the half-term). (LR).
103 / RCCORE 193. Intensive First-Year Russian. No credit granted to those who have completed or are enrolled in 103, 111, 112. (5; 4 in the half-term). (LR).
201. Second-Year Russian. Russian 102 or 103. No credit granted to those who have completed or are enrolled in 203. (5; 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 / RCCORE 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 or 203, and satisfactory scores on a proficiency test. No credit granted to those who have completed or are enrolled in Russian 201 or 202. (8). (LR).
302. Third-Year Russian. Russian 301. No credit granted to those who have completed or are enrolled in 301 or 302. (8). (Excl).
303. Third-Year Intensive Russian. Russian 202 or 203. No credit granted to those who have completed or are enrolled in 301 or 302. (8). (Excl).
401. Fourth-Year Russian. Russian 302 or 303. No credit granted to those who have completed or are enrolled in 403. (4). (Excl).

**Literature**

420. Fourth-Year Russian. Russian 401. No credit granted to those who have completed or are enrolled in 403. (4). (Excl).
422. Fourth-Year Russian. Russian 302 or 303. No credit granted to those who have completed or are enrolled in 403. (4). (Excl).
423. Fourth-Year Russian. Russian 401 or 402. (3). (Excl).
424. Fourth-Year Intensive Russian. Russian 302 or 303. No credit granted to those who have completed or are enrolled in 403. (4). (Excl).
425. Fourth-Year Literary and Cultural Theory and Practice. Russian 302 or 303. The course is conducted in Russian. (3). (Excl).
426. Russian Studies. Russian 402 or 403. (3). (Excl).
432. Topics in Polish Literature. (3). (Excl).
479. Vladimir Nabokov and World Literature II: The West. (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.
495(Slavic 490). Russian Culture. Taught in English. (3). (Excl). May be elected for a total of three credits.
499(Applied 499). Russian Culture. Taught in English. (3). (Excl). May be elected for a total of six credits.
563. Russian Literary Movements and Genres. Open to upper-level undergraduates. A knowledge of Russian is not required. (3). (Excl).

### Courses in Serbian and Croatian (SERBOCRO)

439. Directed Reading of Serbo-Croatian Literature. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits.

### Courses in Ukrainian (UKRAINE)

421. Directed Reading in Ukrainian Literature. Open to non-concentrators. A knowledge of Ukrainian is not required. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits.

### Courses in Slavic Linguistics, Literary Theory, Film, and Surveys (SLAVIC)

151. First-Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (Introductory Composition).
225. Arts and Cultures of Central Europe. (3). (HU).
240. Introduction to Slavic Folklore. (3). (HU).
250. Cultural Diversity in Russia, Eastern Europe, and Eurasia. (3). (Excl).
270. Contract and Conflict: Jewish Experience in Eastern Europe through Art, Film and Literature. (3). (Excl).
312 / RCHUMS 312. Central European Cinema. A knowledge of Russian is not required. (3). (HU). Laboratory fee ($50) required.
313 / RCHUMS 313. Russian Cinema. (3). (HU). Laboratory fee ($50) required.
396 / REES 396 / HISTORY 333 / POLSCI 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.
Sociology

Sonya O. Rose, Historical Sociology, Sociology of Gender, Sociology of Work, Class Formation, Sociology of the Family
Arland Thornton, Family, Marriage and Divorce, Life Course, Demography, Intergenerational Relations, Gender Roles, Social Change
David R. Williams, Race and SES Differences in Health, Racism and Health, Religion and Mental Health, Medical Sociology, Social Psychology
Yu Xie, Stratification, Sociology of Science, Methods and Statistics, Demography, Chinese Studies
Mayer N. Zald, Complex Organizations, Social Movements; Political Sociology; Social Policy; Social Welfare; Sociology as Humanities and Science

Associate Professors

Julia Potter Adams (Arthur F. Thurnau Professor), Comparative Historical Sociology, Political Sociology, Theory, Sex and Gender, Sociology of the Family
Tomas Almaguer (Arthur F. Thurnau Professor), Comparative Race and Ethnicity, Chicano/Latino Studies, Gay/Lesbian Studies, Social Stratification
Renee Anspach, Medical Sociology, Sociology of Deviance, Sociology of Gender, Social/Political Sociology, Sexual Interaction, Applied Sociology
F. Muğə Göçək, Historical Sociology, Sociological Theory, Social Change, Gender, Sociology of the Middle East
Michael Kennedy, The Social Reproduction and Transformation of Soviet-type and Post-Communist Societies, especially Poland and Ukraine, Intellectuals, Professionals and Expertise, Identity and Ideology, especially Nations and Nationalism, Critical Social Theory
André Modigliani, Social Psychology, Deviance, Social Influence, Embarrassment and Face-to-Face Interaction, Public Opinion and the Packaging of Public Issues in the Mass Media
Silvia Pedraza, The Sociology of immigration, race, and ethnicity in America, The relationship of history to theories of race and ethnic relations, The labor market incorporation of immigrants and ethnicities in America
Pamela Smock, Social Stratification, Demography, Gender and Family
Margaret Somers, Law, Sociology of Citizenship, Comparative History, Social and Political Theory, Political Sociology, Economic Sociology, Sociology of Knowledge
George P. Steinnetz, 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
Ching Kwan Lee, Chinese Society; Gender and Work; Socialist Societies
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
Laurie Morgan, Sex and Gender; Work and Labor Markets; Organizations, Formal and Complex
Azumi Ann Takata, Sociology of Organizations, Japanese Society, Quantitative 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

Lecturer

Ian Robinson, Comparative Labor Politics and Industrial Regimes

Adjunct Professors

Michael Couper, Survey Design, Data Collection, Nonresponse, the Role of the Interviewer, and Computer-Assisted Interviewing
William Frey, Urban Sociology, Social Demography, Migration
Sandra Hofferth, Family Demography, Child Care and Public Policy, Adolescent Pregnancy and Childbearing, Research Methods
James Lepkowski, Survey Sampling and Analysis of Categorical Data
Andrei Markovits, Comparative Sociology/Historical Sociology

Nancy Mathiowetz, Measurement Error, Application of Cognitive Psychology to Survey Research, and Statistical Methodology
Hitomi Ono, Family, Demography

Willard Rodgers, Quality of life and aging, the Application of Statistical Techniques to the Analysis of Social Survey Data
David Schoem, Intergroup Relations, Ethnic Identity, Jewish Community, Multiculturalism, Education
Eleanor Singer, Survey Methodology, Social Participation, Privacy and Confidentiality and Related Ethical Issues; Social Psychology
John Wallace, Jr., Racial / Ethnic differences in Adolescent drug use, Epidemiology, Epistemology, and Prevention of Adolescent Problem Behaviors

Professors Emeriti

Ronald Freedman, Max Heirich, Albert Hermelin, 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, weekly Area Brown Bag Lectures, and the Undergraduate Sociology Club.

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/Mental 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, (734) 763-3548.

Sociology Undergraduate Research Opportunities. SURO allows undergraduates to work as research assistants with a faculty member or a graduate student on a research project already in progress. Research topics and duties to be performed vary, but each SURO has a learning element. SURO is a great avenue to learn more about a specific topic and to get an inside look at research. Sociology concentrators are required to elect this for a grade. Credit amounts (1-4 credits) are flexible depending upon the student’s time constraints and the demands of the research project.

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 (734) 764-7239.

Undergraduate Sociology Society. The Undergraduate Sociology Society provides undergraduate Sociology concentrators with an ungraded as well as a beneficial experience in the department. Students have the opportunity to explore community and campus issues, coordinate activities/events for the club sponsor, lead discussions about areas members believe are important, ask questions from faculty and staff, gather career-related and graduate school information, and support fellow concentrators.

Teaching Certificate in Sociology or the Social Sciences. Concentrators interested in teaching a 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 1033 School of Education Building, 610 East University, (734) 764-7563.

Sociology

May be elected as a departmental concentration program

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, 105 (First-Year Seminar), 195 (Principles of Sociology-Honors), 202 (Contemporary Social Issues I), 203 (Contemporary Social Issues II), 300 (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 300 (Sociological Principles and Problems) or 401 (Contemporary Social Issues III).

Concentration Program. After electing one of the introductory prerequisites, concentrators are required to complete at least 30 credits of sociology courses, including:

1. 101 (Person and Society) and 102, 105 (First-Year Seminar), 195 (Principles of Sociology-Honors), or 202 (Contemporary Social Issues I); 203 (Contemporary Social Issues II), 300 (Sociological Principles and Problems), or 401 (Contemporary Social Issues III).
2. Statistics: Sociology 210 or Statistics 350 (or their equivalent) completed with a grade of “C-” or better.
4. Social Theory: Sociology 305 or 405.
5. Electives in Sociology. The remaining credits must be chosen from Sociology courses at the 200-level and above, chosen in consultation with and approved by the concentration advisor.

Research Methods and Statistics aid in understanding sociological themes and concepts that are explored in our upper-level courses. Students should plan on completing the Statistics and Research Methods requirement before their senior year.

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, Social 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, Social 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.

Advising: 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. Appointments can be made by contacting the Sociology Undergraduate Programs Office at (734) 764-7239.

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 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 3.5 GPA within their sociology courses and at least a 3.5 GPA in their LS&A courses. In addition, they already will have demonstrated originality in their own course work, shown a serious interest in scholarly research, and given evidence of their ability to work independently on a thesis. Students should plan on completing Sociology 210 (Statistics) or Statistics 350 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 (734) 764-7239 to arrange an appointment with the Department’s Honors Coordinator.

Interdepartmental Programs

The department collaborates with other academic units to offer several interdepartmental concentration programs, as well as the Academic Minor in Crime and Justice (described under the Residential College in this Bulletin).

Latina / Latino Studies Sociology Option

A component of the Program in American Culture, Latina / Latino Studies is designed to give students an opportunity to understand the experiences, values and traditions of Mexicans, Puerto Ricans, Cubans, and other peoples of Spanish, Indian, and African descent that comprise the Hispanic-American population of the United States. An interdisciplinary degree, the Latina / Latino Studies concentration may be elected through Sociology. Thus, a student electing to concentrate in Latina / Latino Studies must satisfy all the requirements for the concentration in Sociology as well as the requirements in Latina / Latino Studies in order to double-concentrate. See the Bulletin for an in depth description of this program or contact the American Culture Office in 2412 Mason Hall, (734) 764-9934.

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 300.

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), 310 (Research Methods), 305/405 (Social Theory) and three other courses chosen in consultation with and approved by the concentration advisor.

Honors Concentration. Contact the Sociology or Anthropology department for information on applying to the Honors program.

Advising. Professor Cherstler is the concentration advisor. Appointments can be made by contacting the Sociology Undergraduate Programs Office at (734) 764-7239.
### Courses in Sociology (SOC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Principles of Sociology. Open to first- and second-year students. Juniors are strongly encouraged to enroll in Soc. 300. Seniors must elect Soc. 300. No credit granted to those who have completed or are enrolled in 195 or 300 (400). No credit for seniors. (4; 3 in the half-term)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>222</td>
<td>RCSSCI 222. Strategies in Social Interaction.</td>
<td>Open to first- and second-year students. Juniors are strongly encouraged and seniors must take Soc. 300 or 401. No credit for seniors. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
</tr>
<tr>
<td>220</td>
<td>RCSSCI 220. Political Economy.</td>
<td>Open to first- and second-year students. Juniors are strongly encouraged and seniors must take Soc. 300 or 401. No credit for seniors. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
</tr>
<tr>
<td>202</td>
<td>Sociology Honors Students - 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. 300. Credit is not granted for both Sociology 195 and Sociology 100 or 400. No credit for seniors. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>195</td>
<td>Sociology through Social Psychology.</td>
<td>Open to first- and second-year students. Juniors are strongly encouraged and seniors must take Soc. 300 or 401. No credit for seniors. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
</tr>
<tr>
<td>190</td>
<td>Principles in Sociology (Honors). Open to first- and second-year students with a grade point average of at least 3.2. Juniors are strongly encouraged and seniors must take Soc. 300. Credit is not granted for both Sociology 195 and Sociology 100 or 400. No credit for seniors. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>193</td>
<td>Sociology Through Social Psychology.</td>
<td>Open to first- and second-year students. Juniors are strongly encouraged and seniors must take Soc. 300 or 401. No credit for seniors. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
</tr>
<tr>
<td>192</td>
<td>Sociology Through Social Psychology.</td>
<td>Open to first- and second-year students. Juniors are strongly encouraged and seniors must take Soc. 300 or 401. No credit for seniors. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
</tr>
<tr>
<td>191</td>
<td>Sociology Through Social Psychology.</td>
<td>Open to first- and second-year students. Juniors are strongly encouraged and seniors must take Soc. 300 or 401. No credit for seniors. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
</tr>
<tr>
<td>304</td>
<td>AMCULT 304. American Immigration.</td>
<td>Open to first- and second-year students. Juniors are strongly encouraged to enroll in Soc. 300. Seniors must elect Soc. 300. No credit granted to those who have completed or are enrolled in 195 or 300 (400). No credit for seniors. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
</tr>
<tr>
<td>305</td>
<td>AMCULT 305. Introduction to Sociological Theory. One sociology course. No credit granted to those who have completed or are enrolled in 405. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>310</td>
<td>Introduction to Research Methods. One introductory course in sociology; or completion of one social science course in economics, anthropology, political science, psychology or other sociology course; or permission of instructor. Sociologists are strongly encouraged to elect this course in the Junior year. Sociology Honors students should elect this course concurrently with Soc. 297. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>315</td>
<td>Economic Sociology. One of the following: introductory economics, sociology, or political science. (4; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>320</td>
<td>PSYC 310. Training in Processes of Intergroup Dialogues. Permission of instructor. Open to juniors and seniors. (3; Excl).</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>321</td>
<td>PSYC 311. Practicum in Facilitating Intergroup Dialogues. Sociology 320 and permission of instructor. A combined total of 8 credits of Sociology 321, 389, and 395 may be counted toward a concentration in Sociology. (EXPERIMENTAL).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>323</td>
<td>CAAS 323. African American Social Thought. CAAS 201 recommended. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>330</td>
<td>Population Problems. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>331</td>
<td>Population Trends in the United States: Their Economic and Social Consequences. (4; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>344</td>
<td>Marriage and the Family: A Sociological Perspective. One introductory course in sociology. (3; 3 in the half-term).</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>368</td>
<td>Criminology. One sociology introduction. (4; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>383</td>
<td>PSYC 383. Introduction to Survey Research I. (3; BS)</td>
<td>(BS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>389</td>
<td>Practicum in Sociology. Sociology 320 and permission of instructor. A combined total of 8 credits of Sociology 321, 389, and 395 may be counted toward a concentration in sociology. Laboratory fee ($40) required. (EXPERIMENTAL).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>395</td>
<td>Introductory seminar in sociology. One course from Sociology 321, 389, and 395 may be counted toward a concentration in sociology. Laboratory fee ($10) required.</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>393</td>
<td>PSYC 393 / SLAVIC 395 / HISTORY 332 / POLSCI 395: The Russian Empire, the Soviet Union, and the Successor States. (3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>396</td>
<td>PSYC 396 / SLAVIC 396 / HISTORY 333 / POLSCI 396: Survey of East Central Europe. No credit granted to those who have completed or are enrolled in REES 395 and 495. (3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>397</td>
<td>Directed Reading or Research. Permission of instructor. Sociology 321, 389, and 395 may be counted toward a concentration in sociology. (INDEPENDENT). May be repeated for credit. May be elected for credit in the same term.</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>398</td>
<td>Junior Honors in Sociology. Sociology 320 and permission of instructor. (3; SS)</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>399</td>
<td>Senior Honors in Sociology. No credit granted to those who have completed or are enrolled in REES 395 and 495. (4; 3 in the half-term).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>Hispanic-Americans: Social Problems and Social Sociology. Junior or senior standing. (3; Excl).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>402</td>
<td>Sociology of Gender. Open to juniors and seniors. (3; Excl).</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>404</td>
<td>AMCULT 404. Hispanic-Americans: Social Problems and Social Sociology. Junior or senior standing. (3; Excl).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>405</td>
<td>Theory in Sociology. No credit granted to those who have completed or are enrolled in 305. (3; Excl).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>410</td>
<td>The American Jewish Community. One introductory course in sociology. (3; Excl).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>420</td>
<td>Complex Organizations. One introductory course in sociology. (3; Excl).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
<tr>
<td>423</td>
<td>AMCULT 423. Social Stratification. (3; Excl).</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>428</td>
<td>AMCULT 428. Social Stratification. (3; Excl).</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>450</td>
<td>Political Sociology. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>452</td>
<td>Law and Social Psychology. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>454</td>
<td>Law and Society. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>455</td>
<td>RELIGION 455. Religion and Society. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>460</td>
<td>Sociology of Education. One introductory course in sociology. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>463</td>
<td>Social Change. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>467</td>
<td>Juvenile Delinquency. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>472</td>
<td>PSYC 371. Advanced Laboratory in Sociology. (SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>475</td>
<td>MEDCARE 475. Introduction to Medical Sociology. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>483</td>
<td>PSYC 483. Social Psychology. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>488</td>
<td>PSYC 488. Sociological Analysis of Deviant Behavior. (3; SS)</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>495</td>
<td>Special Course. One introductory course in sociology. (1-3; Excl).</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>496</td>
<td>Special Course. One introductory course in sociology. (3; Excl).</td>
<td>(SS)</td>
<td></td>
<td>(Excl)</td>
</tr>
<tr>
<td>521</td>
<td>CAAS 521. African American Intellectual Thought. Senior standing. CAAS 201 recommended. (3; Excl).</td>
<td>(SS)</td>
<td>(Excl)</td>
<td></td>
</tr>
</tbody>
</table>
4062 Frieze Building
105 South State Street
(734) 763-3519 (phone)
(734) 763-4676 (fax)
http://www.stat.lsa.umich.edu/
Professor Vijay Nair, Chair

**Professors**

Sandor Csórgő, *Limit theorems in probability, empirical processes, large sample statistical theory*

Julian Faraway, *Modelling human motion, statistical computing, nonparametric methods*

Alfred Hero (EECS), *Statistical communications theory, communications network, bioinformatics*

Phil Howrey (Economics), *Econometric models, time series*

Robert Keener, *Sequential design, multivariate renewal theory, limit theorems*

Roderick Little (Biostatistics), *Analysis of data with missing values, survey inference, biostatistics, psychiatric statistics*

Susan Murphy, *High Dimensional Models, Multi-level Models, Survival Analysis, Statistics in the Social Sciences*

Vijayan Nair, *Quality and productivity improvement, reliability, robust design, process control, spatial statistics*

Stephen Raudenbush (Education), *Analysis of multi-level data, social context effects on human development*

Ed Rothman, *Biological and legal applications, nonparametric regression, spatial statistics, statistical process control, the philosophy of W. Edwards Deming*

Michael Woodroofe (Leonard J. Savage Professor of Statistics), *Sequential analysis and design, limit theorems, renewal theory*

Chien-Fu Jeff Wu (Harry Clyde Carver Professor of Statistics), *Design of experiments, quality improvement, bioinformatics, data mining, engineering statistics, survey sampling*

Yu Xie (Sociology), *Social Stratification, Methods and Statistics, Demography, Sociology of Science*

**Associate Professors**

Richard Andrews (Business Administration), *Bayesian analysis of business and engineering data, statistical quality control, health care applications, manufacturing measurement studies*

Richard Gonzalez (Psychology), *Research methodology; mathematical psychology; statistics; judgment and decision making; psychology and law; group dynamics; social cognition*

P. Jeganathan, *Large sample theory, time series with unit roots, functional estimation*

**Assistant Professors**

Derek Bingham, *Design and analysis of experiments, industrial statistics*

**Statistics**

George Michailidis, *Multivariate analysis, statistical profiling of the Internet and performance monitoring, bioinformatics, data visualization*

Kerby Shedden, *Scientific computing, high dimensional spatial and temporal databases, statistical dimension reduction, image analysis*

**Lecturer**

Brenda Gunderson, *Statistical education, applied statistics, multivariate statistics*

**Adjunct Associate Professor**

Martha Bilotti-Aliaga, *Sequential analysis, statistical education, data analysis*

**Statistics**

**May be elected as a departmental concentration program**

**Prerequisites to Concentration.** *Mathematics 215 and 217; Computer Science 183.*

**Concentration Program.** Upon completion of the above prerequisite courses, the concentration program consists of at least 30 credits, additionally, in statistics, mathematics and electrical engineering and computer science courses. These 30 credits must include the following:

2. Statistics 350 and 413.
4. At least one of: Statistics 414, 470, or 480.
5. At least one 400+ level Mathematics course (exceptions: Math 417, 420).
6. Elective courses in Statistics, Mathematics, or EECS. These are advisor approved electives. The list of approved courses include Statistics 408, 430, 466, 470, 480, any 500+ level Statistics courses, and 300+ level advisor-approved EECS course and the Mathematics course in #5 above. 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 a Statistics Department undergraduate concentration advisor. Students in the Honors program must complete the regular concentration program above with the following modifications: the advanced math course must be Math 451 and an overall GPA of at least 3.5. In addition, Honors concentrations must elect the Senior Honors Seminar (Statistics 499) and complete a project under the direction of a member of the faculty. This additional requirement should be arranged and discussed with a Statistics Department undergraduate 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 4062 Frieze Building.

**Statistics Academic Minors**

Academic minors in Statistics are not open to students with a concentration or any other academic minor in Statistics.

Students wishing to pursue an academic minor in Statistics must develop a specific plan for its completion in consultation with a Statistics Department undergraduate concentration advisor. Appointments are scheduled at 4062 Frieze Building.

**Applied Statistics**

**Prerequisites to the Academic Minor: High School algebra.**

**Academic Minor Program:** At least 15 credits of courses, to be chosen from the following categories as stated:

**Core Course:** Statistics 350 or 405.

**Elective Statistics Courses:** At least four of the following courses: Statistics 401, 470, 480, 170 or 408, 406, 414, 466. Advanced Statistics courses may be included with approval of a Statistics Department undergraduate concentration advisor.

**Statistics**

**Prerequisites to the Academic Minor:** Mathematics 115, 116, and 215.

**Academic Minor Program:** At least 15 credits of courses, to be chosen from the following categories as stated:

**Core Courses:** Statistics 350 or 412, and 425.

**Elective Statistics Courses:** At least three additional 400-level Statistics courses to bring the credit total to 15, chosen in consultation with and approved by a Statistics Department undergraduate concentration advisor. Statistics 405 may not be used in the Statistics Academic Minor.
1139 Angell Hall
435 South State Street
(734) 764-0429 (phone)
http://www.lsa.umich.edu/swc/

Dr. Phyllis Frus, Associate Director

Not a concentration program

Professor Ejner J. Jensen

Lecturers George Cooper, Helen Fox, Phyllis Frus, Barbara Morris, StefanSenders, David Sheridan

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, 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 writers and can best help them make the transition to college writing. Placement into an appropriate writing course in L&S 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.

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

1. Students may take the 2-credit Writing Practicum and then take an approved 4-credit course;
2. Students may take any approved 4-credit course in the College (this list is on the SWC website); or
3. Students who have taken approved courses elsewhere may use those courses to satisfy the requirement (a list of currently approved courses is also available on the SWC website).
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 gives students the opportunity to write 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 develop a writer’s voice. The course requires twice-weekly tutorial sessions with the instructor; this concentrated individual attention has proven crucial to the success of students with limited writing experience. Many sections are taught in a computer-equipped classroom, which offers students the opportunity to use computers for research as well as writing.

Writing Workshop. Sweetland Writing Center faculty provide individualized consultation and instruction in the Writing Workshop. During the daytime 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. This service also is available, on a drop-in basis only, in some residence halls during the evening.

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: 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 are available to assist with writing on a drop-in basis in the Angell/Haven computing center Sunday through Thursday evenings as well as in the SWC during the day.

Advanced Writing in the Disciplines Program (Upper-Level 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. Through the Advanced Writing in the Disciplines Program, the Sweetland Writing Center establishes course guidelines and develops models for writing instruction, approves courses in advanced writing in the disciplines, 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 students’ completion of the requirement.

Courses in Sweetland Writing Center (ECB)

100. Writing Practicum. I. (2). (Excl). Offered mandatory credit/no credit. (TUTORIAL). Any combination of ECB 100-105 may be elected for a total of four credits.

102. Writing Practicum. II. (2). (Excl). Offered mandatory credit/no credit. (TUTORIAL). Any combination of ECB 100-105 may be elected for a total of four credits.

105. Writing Practicum. IIIb. (2). (Excl). Offered mandatory credit/no credit. (TUTORIAL). Any combination of ECB 100-105 may be elected for a total of four credits.

300. Seminar in Peer Tutoring. Permission of instructor. (3). (Excl).

301. Directed Peer Tutoring. Sweetland 300 and permission of instructor. (Y-3). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL).

Teacher Education Program

1033 School of Education Building
(734) 764-7563
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 BGS degree and certification while remaining enrolled in LS&A;

b. students may transfer to the School of Education to earn the A.B.Ed. or B.S.Ed. degree and certification through that unit; and

c. students may enroll as special students in the School of Education after completing an undergraduate degree.

(Exceptions: students interested in teaching certification in environmental education, music, or physical education usually transfer out of LS&A and into the appropriate unit).

A maximum of 94 credits may be transferred to a School of Education program. Students preparing for elementary-level teacher certification usually enroll in the School of Education. All students are encouraged to discuss their degree and certification interests with advisors in both the College of Literature, Science, and the Arts and in the School of Education early in their degree program to ensure that they have a thorough understanding of both degree and teaching certificate requirements. Current teacher education information on requirements and procedures is available from the School of Education Office of Student Services, 1033 School of Education Building. The guidelines and requirements are subject to change.
Application. Students in all schools and colleges desiring teacher certification must apply to the teacher education program. Students must have junior standing (a minimum of 54 credits) at the time of enrollment in the certification program. Admission is once a year for fall term only. The application deadline for fall term is February 1. Applications received after the deadline may be 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 School of Education Building.

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 teaching 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 GSI in teaching major, the other two required from persons capable of addressing the student’s potential to succeed as a teacher.

d. a personal goal statement to include information on the commitment to education as a career.

Requirements for Teacher Certification

Grade Point Averages and Total 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; BGS candidates with a teaching certificate are required to complete 100 LS&A credits. Of the 130 credits required for a secondary teaching certificate, 30 are required in professional education (elected through the School of Education; non-LS&A credits). Therefore, the minimum number of credits possible in order to complete an A.B. or B.S. degree with secondary certification is 134. The minimum number of credits possible in order to complete a BGS 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 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:

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 5 courses: Ed427 (3) Art Methods, EdD408 (2) Music Methods, PE336 (3) Children’s Rhythms (or PE354) 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.

Teaching Major and Minor Options:

Students may begin at any time to fulfill the requirements of their specific teaching 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 teaching major/minor requirements.

A. Elementary Education: Consult the School of Education Bulletin and supplemental materials for teaching 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 teaching minor is associated with the teaching certificate and might not be the same as an academic minor in the College of LS&A. 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 teaching 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 Teaching Majors and Minors

Anthropology (teaching minor only)

Biology

Chemistry

Computer Science (teaching minor only)

Dance (teaching minor only)

Economics

English

Environmental Studies

French

German

Health (teaching minor only)

History

Latin

Mathematics

Music (teaching minor only)

Physical Education

Physics

Political Science

Psychology*

Russian (teaching 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 Teaching Majors and Minors

Earth Science
General Science*
Social Studies

*A student completing a general science teaching minor must complete a science teaching 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 their course schedules with his/her faculty advisor.

Elementary Education

1. Required Courses for Fall Term in First Year in Program:
   - Ed 307 Practicum in Teaching Methods
   - Ed 391 Educational Psychology and Human Development
   - Ed 401 Developmental Reading and Writing Instruction in the Elementary School
   - Ed 406 Teaching in the Elementary School

2. Required Courses for Winter Term in First Year in Program:
   - Ed 392 Education in a Multicultural Society
   - Ed 403 Individualizing Reading and Writing Instruction in the Elementary Classroom
   - Ed 431 Teaching of the Social Studies in the Elementary School
   - Ed 307 Practicum in Teaching Methods

3. Required Courses for Fall Term in Second Year in Program:
   - Ed 421 Teaching of Science in the Elementary School
   - Ed 411 Teaching Elementary School Mathematics
   - Ed 307 Practicum in Teaching Methods

4. Required Courses for Winter Term in Second Year in Program:
   - Ed 301 Directed Teaching in the Elementary Grades
   - Ed 303 Seminar: Problems and Principles of Elementary Education
   - Advanced Teaching Methods Course

Secondary Education

*Cohort A is for those who major in mathematics, the sciences, and foreign languages. English and the social studies major may choose either cohort A or B, which will be determined by the progress toward the completion of the major, minor, and distribution; and by random assignment.

**Cohort B is for those who major in physical education and the other half of those who major in English and the social studies.

1. Required Courses for Fall Term in First Year in Program:
   - A. No Education courses. Course work for major, minor, and degree requirements should be elected.
   - B. Ed 307 Practicum in Teaching Methods
   - Ed 392 Education in a Multicultural Society
   - Ed 402 Reading and Writing in the Content Areas

2. Required Courses for Winter Term in First Year in Program:
   - A. Ed 307 Practicum in Teaching Methods
   - Ed 392 Education in a Multicultural Society
   - Ed 402 Reading and Writing in the Content Areas
   - B. Ed 307 Practicum 2

3. Required Courses for Fall Term in Second Year in Program:
   - A. Ed 307 Practicum 2

4. Required Courses for Winter Term in Second Year in Program:
   - A. Ed 307 Practicum in Teaching Methods
   - Ed 391 Educational Psychology and Human Development

5. Required Courses for Winter Term in Second Year in Program:
   - Ed 302 Student Teaching in the Secondary School
   - Ed 304 Seminar: Problems and Principles of Secondary Education

For information on the prerequisites to student teaching, students should consult the School of Education Bulletin. Full-time student 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 student teaching. Further information and registration booklets may be obtained from the Office of Student Services, 1033 School of Education Building.

Final Term in Residence. All candidates for teacher certification must review completion of all requirements and certification forms “(audit)” with the School of Education Office of Student Services no later than the term before certification completion.

The State of Michigan has passed House Bill number 5718 Act 339 which requires payment of a $125 fee for the provisional teaching certificate. This fee must be paid before the certificate will be granted by the State Board of Education.

Theatre and Drama

Professors
Bert Cardullo, Theatre Studies, B.T.A. Advisor, B.A. Advisor
Glenda Dickerson, Theatre Studies, Head of African American theatre minor
Erik Fredricksen, Acting, Stage Combat
Philip Kerr, Acting, Director of Studio Training
Leigh A. Woods, Acting and Theatre Studies, A.B. Advisor

Associate Professors
Jessica Hahn, Costume Design
Annette Masson, Voice, Jr/Sr Advisor

2550 Frieze Building
105 South State Street
(734) 764-5350 (phone)
(734) 647-2297 (fax)
http://www.theatre.music.umich.edu/
e-mail: theatre.info@umich.edu
Professor Erik Fredricksen, Chair

168 / COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS
John Neville-Andrews, Acting and Directing, Head of Performance
OyamO, Playwriting

Assistant Professors
Nepheie Andonyadi, Costume and Scene Design
Gary Decker, Technical Theatre
Sarah-Jane Gwillim, Acting
Darrell V. Jones, Acting and Directing; Head, Directing Program and Foundation Advisor
Janet Malec, Acting
Vince Mountain, Set Design
Rob Murphy, Lighting Design
Mbala Nkanga, Theatre Studies
Henry P. Reynolds, III, Master Electrician, Sound, Computer Systems Administrator
Jerald Schwiebert, Acting and Movement

Adjunct Professor
Mark Lamos, Directing

Adjunct Assistant Professors
Jeffrey S. Kuras, Managing Director, University Productions

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 Tupsac, Arts Administration
Nancy Uffner, Stage Management
Martin Walsh, Theatre Studies

The undergraduate A.B. program in Theatre and Drama is intended to promote an understanding and appreciation of both those subjects, while recognizing their ultimate 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 may be 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.

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 Frizze 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.

Theatre and Drama

May be elected as a departmental concentration program

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; 323; 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/Techn; or Administration) or in the general field of Theatre & Drama, as approved by the concentration advisor.

Honor 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.

African American Theatre

Academic Minor

An academic minor in African American Theatre is not open to students with any concentration program in the Department of Theatre and Drama.

Students wishing to pursue an academic minor in African American Theatre must develop a specific plan for its completion in consultation with the department of Theatre and Drama’s designated advisor. For further information, contact the department office.

Prerequisites to the Academic Minor:
Theatre 222, Introduction to Black Theatre.

Academic Minor Program: At least 15 credits of courses, to be chosen from the following three categories as stated:

1. Core Courses (9 credits):
   233, Acting and the Black Experience
   324, Contemporary Black Theatre
   326, Script Analysis for Black Writers and Directors

2. Electives (6 credits): Students must select two elective courses. At least one (though usually both) of them must be from List A. In some circumstances, the second elective may be chosen from List B, but only in consultation with the minor advisor.
   List A
   322, Drama from Oral Sources
   340, Black Theatre Workshop
   440, Special Topics in African American Theatre and Drama 001: Comparing Black Aesthetics: Caribbean, African American and African Drama 002: African American Dramatic Literature

List B
   212, Introduction to World Performance
   240, Introduction to Design
   242, Directing II (3)
   327, Playwriting II
   442, Directing III

Courses in Theatre and Drama (THTREMUS)

101. Introduction to Acting 1. Permission of instructor. Open to non-concentrators. (3). (CE).
102. Introduction to Acting 2. Permission of instructor. (3). (CE).
211 / RCUMS 280 / ENGLISH 245. Introduction to Drama and Theatre. No credit granted to those who have completed or are enrolled in RCUMS 280. (4; 3 in the half-term). (HU).
222 / CAAS 341. Introduction to Black Theatre. CAAS 201 recommended. (3; 2 in the half-term). (HU).
227 / ENGLISH 227. Introductory Playwriting. (3; 2 in the half-term). (CE).
250. Introduction to Technical Theatre Practices. (3; 2 in the half-term). (Excl).
251. Production Practicum 1. (1). (Excl).
252. Production Practicum 2. Theatre 251 and permission of instructor. (1). (Excl). May be repeated for a total of three credits.
261. Production Practicum 3. Theatre 250 and 251. (1). (Excl). May be repeated for a total of three credits.
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 spend on average 9-10 hours per week working on their research projects. Students can participate in the program for academic credit through University Course 280. Students receive 1 credit per 3 hours of work per week. Most students register for 3 credits which is a 9 hour commitment per week. Students participating in the program are also required to attend 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

University Courses are sponsored by the College 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.

First-Year Seminars Program. 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 experience open to all first-year students. (A complete list of seminars offered this term by student.) 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); some First-Year Seminars also meet the Quantitative Reasoning or Race & Ethnicity requirement.

Collegiate Seminars. 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 professional 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.

Mini-Courses. 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.

Undergraduate Life Sciences Initiative. Three new courses in the Undergraduate Life Sciences Initiative will be offered during the 2001-2002 academic year, each carrying 4 credits: UC 260, Law, Ethics, and the Life Sciences; UC 261, Brain, Learning, and Memory; UC 262, Evolutionary Biology and Human Disease. Taught by interdisciplinary teams of faculty in the life sciences, and open only to freshmen and sophomores, these courses are for anyone who wants to learn more about the scientific, ethical, and social implications of the life sciences revolution.

The Language Across the Curriculum (LAC) Program. 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.

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.”

University Courses (UC)


102. The Student in the University. Michigan Community Scholars Program participant. (1). (Excl). Offered mandatory credit/no credit.


111 / SOC 111 / NRE 111 / AOS 172. 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).

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). (HU).

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). (NS). (BS).

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).

190. Disciplinary Study in a Second Language. Fourth-term language proficiency, and permission of instructor. (1). (Excl). May be repeated for credit.


261. Brain, Learning, and Memory. Enrollment is restricted to first- and second-year students. (4). (NS).

262. Evolutionary Biology and Human Disease. (4). (NS).

270. University Courses Topics Mini-Course. (1). (Excl).

280. Undergraduate Research. First or second year standing, and permission of instructor. A maximum of eight credits may be elected through lower-division UROP research courses (UCourses 280, 281, Engineering 280, Movement Science 280, Sports Management 280, and Physical Education 280). (1-4). (Excl). (EXPERIMENTAL). A maximum
of eight credits of UC 280 may be counted toward graduation.

290. Disciplinary Study in a Second Language. Fourth-term language proficiency, and permission of instructor. (1). (Excl). May be repeated for credit.

300. College Practicum. (1-4). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL).


313. Community Projects in the Arts and Humanities II. (3-4). (Excl). (EXPERIENTIAL).


375. University Courses Special Topics. (3; 2-3 in the half-term). (Excl). May be repeated twice for a total of six credits.

390. Disciplinary Study in a Second Language. Fourth-term language proficiency, and permission of instructor. (1). (Excl). May be repeated for credit.

Writing Center
(See Sweetland Writing Center)

Women’s Studies

1122 Lane Hall, 1290
204 South State Street
(734) 763-2047 (phone)
(734) 647-4943 (fax)
http://www.umich.edu/~womenst/
Professor Sidonie Smith, Director

Professors
Elizabeth Anderson (Philosophy), Ruth Behar (Anthropology), Carol Boyd (Nursing), Christine Brooks Whitman (Law), Celeste Brusati (History of Art), Mary Corcoran (Political Science), Elizabeth Douvan (Psychology), Jacqueline Eccles (Psychology), Dena Goodman (History), Patricia Gurin (Psychology), June Howard (English), Timothy R.B. Johnson (Obstetrics and Gynecology), Deborah Keller-Cohen (Linguistics), Ann Larimore (Geography), Joanne Leonard (Art), Shirley Neuman (English), Sonja Rose (History), Jennifer Robertson (Anthropology), Carolyn Sampselle (Nursing), Arlene Saxonhouse (Political Science), Sidonie Smith (Women’s Studies, English), Carroll Smith-Rosenberg (History), Domna Stanton (Romance Languages and Literatures), Abigail Stewart (Psychology), Ann Stoler (Anthropology), Gaylyn Studlar (Film-Video), Martha Vicinus (English), Patricia Yaeger (English)

Associate Professors
Rene Ansbach (Sociology), Kathleen Canning (History), Elizabeth Cole (CAAS, Women’s Studies), Barb Fredrickson (Psychology), Sandra Graham-Bermann (Psychology), Fatma Müge Göçek (Sociology), Anne Herrmann (English), Carol Jacobsen (Art and Design), Carol Karlsen (History), Edith Lewis (Social Work), Adela Pinch (English), Beth Reed (Social Work), Pat Simons (History of Art), Pamela Smock (Sociology), Hitomi Tonomura (History), Valerie Traub (English), Elizabeth Wingrove (Political Science)

Assistant Professors
Naomi André (Music), Betty Bell (English, American Culture), Deborah Carr (Sociology), Rosie Ceballo (Psychology), Maria Cotera (American Culture), Nadine Hubbs (Music), Jayati Lal (Sociology), Karin Martin (Sociology), Jacqui Mattis (Psychology), Jonathan Metzl (Psychiatry), Laurie Morgan (Sociology), Hannah Rosen (American Culture)

Lecturers
Nesha Haniff (CAAS and American Culture, Women’s Studies), Emily Lawson (American Culture, Women’s Studies)

Women’s Studies

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 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.

Program Participation. The Women’s Studies Program encourages faculty, staff, and students to participate in all aspects of Program operation. An annual fall open house allows new students to meet faculty and other students affiliated with the Program.

Special Departmental Resources. The Women’s Studies Library houses several thousand books, 40 current and 150 noncurrent journals and periodicals on subjects concerning women and two databases on women of color. A Women’s Studies Lecture Series brings students into contact with distinguished women’s studies scholars and feminist activists from around the country.

Dorothy Gies McGuigan Prize. This prize is awarded annually for the best graduate and the best undergraduate essay on some aspect of women’s lives or roles. The competition is open to all University of Michigan students.

Women’s Studies

May be elected as a departmental concentration program

Prerequisite to Concentration. Women’s Studies 240, or Women’s Studies 100 and one 200-level Women’s Studies course.

Concentration Program.

1. Courses on Women: Concentrators must elect a minimum of 24 credits of upper level (300 and above) courses in Women’s Studies or related areas, including A through D below. One of these courses must be on women of color.
   a. At least two different 340-level Women’s Studies courses, or two upper-level courses approved as interdisciplinary by the program, or a combination.
   b. WS 430 or 422.
   c. A practicum course, either WS 350, 420, or an individually designed internship.
   d. Either WS 440 or 483.

2. Cognates: Three upper-level courses, not in Women’s Studies or cross-listed, are required. In order to ensure that the interdisciplinary Women’s Studies concentration is complemented by training in a single discipline, these courses will normally be in the same department. Cognate courses should not be courses on women but should provide supporting skills or contexts for the study of women.

Women’s Studies concentration requirements are designed to encourage double concentrations in two ways: (1) by requiring only 24 credits of advanced-level courses on women; and (2) by requiring three, non-women-related cognates in a single discipline.

Honors Concentration. Students who have maintained an overall GPA of at least 3.0
through the first term of their junior year are eligible for Honors concentration. Candidates for Honors must meet all the requirements described for Women’s Studies concentration (listed above). In addition, they must elect WS 441 during the second term, junior year, and must write an Honors thesis during their senior year (given for credit as Women’s Studies 490 and 491).

Advising. For information about program offerings or a concentration in Women’s Studies or another department concentration with an emphasis on women, contact the Program Office at 1122 Lane Hall, (734) 763-2047.

Women's Studies Academic Minors

An academic minor in Women’s Studies is not open to students concentrating in the Program in Women’s Studies.

Students wishing to pursue an academic minor in Women’s Studies must develop a specific plan for its completion in consultation with the department’s designated advisor. Appointments may be scheduled at the Program Office in 1122 Lane Hall, (734) 763-2047.

Lesbian, Gay, Bisexual, and Transgender Studies

The Academic Minor in Lesbian, Gay, Bisexual, and Transgender Studies is designed to provide a basic familiarity with the field of lesbian, gay, bisexual, and transgender (LGBT) studies. The academic minor offers an opportunity for students to explore how various practices, institutions, and beliefs intersect with sexualities and sexed bodies, in a range of cultures, geographies, and histories.

Prerequisites to the Academic Minor: None.

Academic Minor Program: Five courses totaling at least 15 credits, to be chosen from the following categories as stated:

1. WS 245 (Introduction to Lesbian, Gay, Bisexual and Transgender Studies) OR WS 347 (Feminist Perspectives on Lesbian Studies).

2. Four electives (12 credits) at the 300 or above level that focus on LGBT issues. At least two of these courses (or 6 credits) need to pay primary attention to material drawn from areas other than post-World War II USA. At least two of the electives must be grounded in different teaching units.
   - Anthropology 302: Sex and Gender in Japan
   - Comp. Lit. 490 Comparative Cultural Studies: Platonic Love, Ancient and Modern
   - English 315: Women and Literature: Lesbian Fictions
   - English 317: Literature and Culture: Platonic Love, Ancient and Modern
   - English 482: Studies in Individual Authors: Virginia Woolf
   - French 366: Medieval Literature, History, and Culture: Medieval Sexualities
   - French 379: Studies in Gender and Sexuality: AIDS in France: Literature and Politics
   - French 466: Literature of the Twentieth Century: Gay Male Cultures
   - History 471: Gender and Sexuality in India
   - History of Art 394: Special Topics: Representations of Lesbianism in Early Modern Western Europe
   - Music Theory 406: Music, Gender and Sexuality
   - RC Humanities 389: The Modern Theatre: Drama, Gender and Sexuality in Contemporary American Drama
   - Women’s Studies 347: Feminist Perspectives on Lesbian Studies (if not taken to satisfy the first requirement).

Other courses with over half their content devoted to LGBT issues may be approved for the academic minor by a committee (appointed by the Director of Women’s Studies), and these will be listed on a special section of the Women’s Studies web page.

Women, Race, and Ethnicity

The Academic Minor in Women, Race, and Ethnicity is designed to provide a basic familiarity with the scholarship on women, race, and ethnicity. The academic minor provides an opportunity for students to explore how cultural, ethnic, and racial identification, and gender appear in and affect the experience of women in different social locations at different points in time. Students will become acquainted with feminist scholarship and take courses that focus on women of specific racial and ethnic groups.

Prerequisites to the Academic Minor: None.

Academic Minor Program: Five courses totaling at least 16 credits, to be chosen from the following categories as stated:

1. WS 240 (Introduction to Women’s Studies).

2. WS 430 (Feminist Theory) or 422 (Feminist Political Theory) or 455 (Feminist Theory in Anthropology).

3. Three electives (9 credits) that focus on women in specific racial and ethnic groups, chosen from:
   - WS 243 Latinas in the U.S
   - WS 336 Black Women in America
   - WS 345 Third World Women
   - WS 346 African American Women in Context
   - WS 427 African Women
   - WS 492 Women and Islam
   - WS 496 Gender and Representation in the Modern Middle East

Students may also include other special topics Women’s Studies courses on specific racial and ethnic groups approved by the Women’s Studies Director to meet this requirement of the academic minor.

Courses in Women's Studies (WOMENSTD)

100. Women's Issues. (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.
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 / HISTART 211. Gender and Popular Culture. (4). (HU).
231 / CAAS 241. Women of Color and Feminism. CAAS 111. (3). (Excl).
253. Special Topics. (3). (Excl). A maximum of seven credits of WS 252 and 253 may be counted toward graduation.
301(401) / JAPANESE 301 / ASIAN 301. Writing Japanese Women. (4). (HU).
312 / RCDIV 310. Gender and Science. An introductory course in natural science, engineering, social sciences, or women’s studies. (4). (Excl).
315 / ENGLISH 315. Women and Literature. (3; 2 in the half-term). (HU). May be repeated for a total of six credits.
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 chair.

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 five-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 minimum monthly stipend of $250 (Navy: juniors, $300; seniors: $350) for the academic year. Uniforms and the necessary equipment are furnished to all students. In addition, pay and travel allowances are provided for attendance at summer field training courses including the five-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 up to full tuition, some laboratory fees, and funds for books in addition to the minimum 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 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) 764-2403 (phone)
(734) 647-4099 (fax)
http://www.umich.edu/~det390/
e-mail: afrotec390@umich.edu
Colonel Gaughan, Chair

Not a concentration program

Instructors: Col. Gaughan, Major Wimmler, Captain McCall, and Captain Jones

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 five-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 chair’s evaluation of their prior service or training.

Students who intend to enroll in the two-year program should contact the chair by December of their sophomore year in order to be scheduled for attendance at field training. Two-year program candidates must have two years of school remaining at the undergraduate or graduate level.

Financial Benefits and Scholarships. For a detailed description of the available financial benefits and scholarships, read the appropriate sections in the general introduction to the Military Officer Education Programs.

Course of Study. Students enroll in one course in Aerospace Studies during each term of participation in the program for a total of 16 credits distributed as follows:

Basic course sequence (first and second years): Aerospace Studies 101, 102, 201, 202 (4 credits).

Advanced course sequence (third and fourth years): Aerospace Studies 310, 311, 410, 411 (12 credits).

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 pro-
gram. The period of service is four years for non-flying officers, six years (following flight training) for navigators, and ten 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)
http://www.umich.edu/~armyrotc/
Lieutenant Colonel Rienstra, Chair

Not a concentration program

Instructors: Lieutenant Colonel McCormick, Major Lintz, 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 the Army’s sixteen branches provides an opportunity to utilize the education provided by many of the 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 chair by March 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 training 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 chair’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 $17,000 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 officer candidates, gaining valuable leadership training as a member of the Reserve Forces and can collect over $1,000 per month in addition to the $250/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 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)
http://www.umich.edu/~navyrotc/
e-mail: navyrotc@umich.edu
Captain Hopkins, Chair

Instructors: Commander Babos, Captain Murray, Lieutenant Commander Murphy, Lieutenant Zook

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 chair.

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 three- 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 (AERO)

102. The U.S. Air Force Today II. Not for credit toward LS&A degree. (1).
311. Air Force Leadership and Management II. Not for credit toward LS&A degree. (3).

Courses in Military Science (MILSCI)

102. Introduction to Leadership. Not for credit toward LS&A degree. (1).
301. Leading Small Organizations I. Permission of chairman. Not for credit toward LS&A degree. (2).

Courses in Naval Science (NAVSCI)

402. Leadership and Ethics. Not for credit toward LS&A degree. (2).
Chapter VII: Admissions and General Information

Office of Undergraduate Admissions
1220 Student Activities Building
515 East Jefferson Street
University of Michigan
Ann Arbor, Michigan 48109-1316
(734) 764-7433
http://www.admissions.umich.edu/

Students are admitted to the College by the Office of Undergraduate Admissions from whom appropriate forms and instructions are available. The Director of Undergraduate Admissions welcomes prospective first-year students who wish to participate in a group information session prior to submitting an application; appointments should be arranged in advance.

A non-refundable application fee is required of all who seek degree admission to the University. The application fee in 2000-01 was $40 (U.S. mailing address), $55 (International mailing address). This fee is not required of applicants seeking readmission, of students requesting cross-campus transfers, or of new transfer applications from UM–Dearborn or UM–Flint. A $200 enrollment deposit which is applied toward tuition is required of all new students admitted to the College.

Freshmen

Prospective freshmen must request the Admissions Bulletin from the Office of Undergraduate Admissions or through the UM Admissions website. 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 consideration for a Fall Term. Students who desire admission for other terms should obtain information about the 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 programs is available from the Office of Undergraduate Admissions.

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.

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 or through the UM Admissions website. 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 or through the UM Admissions website. A student that work should also be submitted to the Office of Undergraduate Admissions. A student with good records of scholarship in other colleges and universities or from the UM–Dearborn or UM–Flint campuses who wishes 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 or through the UM Admissions website. 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.

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.
A student whose academic status in the College is probation or probation continued can be readmitted by the Office of Undergraduate Admissions. Students readmitted 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. 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 or through the UM Admissions website. There is no application fee. Applications must be submitted no less than four weeks prior to the desired term of enrollment.

Students may not make a 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.

**Non-degree Status**

Non-degree status offers the opportunity to elect courses in the College to meet personal objectives without enrollment in a degree program. Consideration for admission as a non-degree student is determined by (1) certified good academic standing at another college or university and eligibility to return or (2) successful completion of a college degree. 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. Non-degree status is not intended to accommodate qualified degree applicants who apply after the deadline or after enrollment limits for a particular term have been reached or 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 LS&A 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.

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**General Information for All Admitted Students**

**Enrollment Deposit.** A newly-admitted student is required to pay a two hundred dollar non-refundable enrollment deposit in accordance with instructions provided by the Office of Undergraduate Admissions. Upon enrollment, this deposit is applied toward the tuition and fees for the term for which a student is admitted. Failure to enroll for that term of admission results in forfeiture of the entire two hundred dollar deposit.

Questions and correspondence concerning the enrollment deposit should be directed to Office of Undergraduate Admissions, 1220 Student Activities Building, University of Michigan, Ann Arbor, Michigan 48109-1316 e-mail: ugadmiss@umich.edu phone: (734) 764-7433 fax: (734) 936-0740.

**Undergraduate Tuition and Fees**

The tuition and fees assessed by the University of Michigan are subject to change without notice by the Regents of the University. The information provided below is intended for general information purposes.

The tuition is a student’s contribution to the costs of instruction and library services. In addition, a registration fee ($80.00 for a full term and $40.00 for a half term), a college government fee ($1.50), a Michigan Student Assembly fee ($5.69), and a Student Legal Services fee ($5.50) in a full term 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 ($5 or more credits toward a degree program). The following tuition information was applicable only for under-
graduates enrolled at the University of Michigan (Ann Arbor) during the 2000-01 academic year. Tuition for the 2001-02 academic year is subject to change. Tuition for the 2000-01 academic year for a full program (12-18 credits) was $3164 per term for Michigan resident (lower-division) students; $10069 per term for non-Michigan resident (lower-division) students; $3577 per term for Michigan resident (upper-division) students; and $10783 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. Tuition and fee schedule information is available from the Office of the Registrar. Tuition and fees are payable prior to 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.

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.

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.

Financial Assistance

The Office of Financial Aid (OFA) 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. Most scholarships for entering undergraduates are awarded through the admissions process.

Students must apply for financial aid each year that they wish to receive aid. To apply:

1. All students must submit to the federal processor a Free Application for Federal Student Aid (FAFSA) available from OFA, high school guidance counselors, by calling 1-800-4-FEDAID, or on the Web: http://www.fafsa.ed.gov.

2. Continuing UM students must also submit signed copies of their and their parent(s)' federal income tax returns (1040s) 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: http://www.finaid.umich.edu
   E-mail: financial.aid@umich.edu
   Phone: (734) 763-6600
   Main Office & Mailing Address:
   2011 Student Activities Building
   Ann Arbor, MI 48109-1316
   North Campus Office:
   1212 Pierpont Commons

Oriention

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 first-year students admitted for the fall term are expected to participate in a three-day Orientation session on campus during the summer. Transfer students admitted to Fall Term are expected to attend a one-day orientation session 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 omsp@umich.edu! We're located at 3511 Stu-
Residency 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, University of Michigan, 500 South State Street, Ann Arbor, MI 48109-1382. (734) 764-1400

The Student’s Responsibilities and the Residency Application Process

It is the student’s responsibility to read the University Residency Classification Guidelines contained in this document and to apply for admission and register under the proper residency classification. It is also the student’s responsibility to file an Application for Resident Classification for an official determination of status. Students are encouraged to consult with staff in the Residency Classification Office if they have questions or need assistance.

The admissions offices at the various schools and colleges within the University perform the initial screening for residency classification. If a student indicates Michigan resident status on the admissions application and the admissions office questions that status, the student will be classified as a nonresident and notified of the need to file an Application for Resident Classification with the Residency Classification Office. The fact that a student’s claim to residency for University purposes is questioned does not necessarily mean that he or she will be ineligible; it simply means that the student’s circumstances must be documented and reviewed by the Residency Classification Office. Failure on the part of admissions staff to question a student’s claim to resident eligibility does not relieve the student of the responsibility to apply and register under the proper residency classification. Furthermore, the University reserves the right to audit enrolled or prospective students at any time with regard to eligibility for resident classification and to reclassify students who are registered under an improper residency classification.

Until an Application for Resident Classification is filed and approved, a student who previously attended any campus of the University of Michigan as a nonresident will continue to be classified as a nonresident at all campuses.

Upon application for admission to any campus of the University, an individual who claims eligibility for resident classification must file an Application for Resident Classification for an official determination of status if any of the following circumstances apply:

• the individual is living out of state at the time of application to the University

• either parent is living out of state (applies if the individual is 24 years of age or younger)

• the individual has attended or graduated from an out-of-state high school (applies if the individual is 24 years of age or younger)

• the individual has attended or graduated from an out-of-state high school and has been involved in educational pursuits for the majority of time since graduation from high school

• the individual has had out-of-state employment or domicile within the last 3 years

The above list is not exhaustive. An individual is responsible for filing an Application for Resident Classification in any situation where the individual’s eligibility for residency under these Guidelines could be reasonably questioned.

Filing Deadlines

Students may apply for resident classification for any term in which they are enrolled or intend to enroll. The deadline dates for filing the Application for Resident Classification are the same for all University of Michigan schools, colleges and campuses. The following dates...
apply to the term for which residency is sought. If the deadline falls on a weekend, it will be extended to the next business day.

Fall Term  September 30
Winter Term  January 31
Spring, Spring/Summer, and Summer Terms  July 31

(*For the On Job/On Campus program, filing deadlines are 30 calendar days after the first scheduled day of classes.)

[Note: Applications must be received in the Residency Classification 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 Residency 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 indefinite 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.

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.

Nonresidents

Dependent Student – Parents not in Michigan

A dependent student whose parents are domiciled outside the state of Michigan is presumed to be a nonresident for University purposes.

2. Michigan Residents and Absences From the State

Individuals who have been domiciled in Michigan according to University Residency Classification Guidelines immediately preceding certain types of absences from the state may retain their eligibility for resident classification under the conditions listed below:

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 returns to the University as a resident for admission and tuition purposes.

*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.

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.

Absence for Education or Training

An individual who is domiciled in Michigan immediately preceding an absence from the state for full-time enrollment in school or for a medical residency program, internship or fellowship does not lose eligibility for resident classification provided: (1) that the individual has maintained significant ties to the state during his or her absence (e.g., parents still in the state, payment of state taxes, active business accounts), and (2) that the individual has not claimed residency for tuition purposes elsewhere.

3. Residence Status of Immigrants and Aliens

Only persons who are entitled to reside permanently in the United States may be eligible for resident classification at the University. These individuals, like U.S. citizens, must still prove that they have established a Michigan domicile as defined in these Guidelines. Having the privilege of remaining permanently in the United States, in itself, does not entitle a person to resident classification for University purposes. The Residency Classification Office will review the circumstances of the following classes of immigrants:

• Permanent Resident Aliens (must be fully processed and possess Permanent Resident Alien card or stamp in passport verifying final approval by filing deadline for applicable term)
• Refugees (I-94 card must designate “Refugee”)
• A, E (primary), G and I visa holders*
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.-7:00 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 and Psychological Services 764-8312
Office of Lesbian Gay Bisexual and Transgender Affairs 763-4186
Sexual Assault Prevention and Awareness Center 763-5865
International Center 764-9310
Services for Students with Disabilities 763-3000
Multi-Ethnic Student Affairs 763-9044

The Code of Student Conduct

All University of Michigan students are responsible for upholding the community values expressed in the Code of Student Conduct. The Code sets forth the standards of non-academic conduct expected of students and a disciplinary process for resolving complaints of alleged violations of the standards.

Examples of behaviors which contradict the values of the University community include: physically harming, sexually assaulting, sexually harassing, haz ing, stalking, or harassing another person; possessing, using, or storing firearms, explosives, or weapons; tampering with fire or other safety equipment; setting fires; illegally possessing, using, distributing, manufacturing, or selling alcohol or other drugs; intentionally and falsely reporting bombs, fires, or other emergencies; stealing, damaging, destroying, or defacing University property or the property of others; obstructing or disrupting classes, research projects, or other activities; making, possessing, or using any falsified University documents or records; and violating state or federal law if such action has a serious impact on the University community. Please see the Code for further details.

The Resolution Coordinator administers the Code and directs the Office of Student Conflict Resolution. The Resolution Coordinator: reviews complaints from faculty, students, or staff who believe a violation of the Code has occurred; investigates alleged violations; counsels students, faculty, and staff about the resolution process; assists complainants and accused students prepare for arbitrations and mediations; enforces sanctions; and educates the University community about the Code.

The Code is published in the gray policy insert of The Student Handbook of the University of Michigan: Insiders Guide or Rounding out A2 and may be obtained on the world wide web at http://www.umich.edu/~oscr/. For further information please contact the Office of Student Conflict Resolution at (734) 936-6308.
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<th>Spring Term 2002</th>
<th>Summer Term 2002</th>
<th>Spring/Summer Term 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>August 31, Friday</td>
<td>January 4, Friday</td>
<td>April 29, Monday</td>
<td>June 25, Tuesday</td>
</tr>
<tr>
<td>Last day to disenroll from term without fees</td>
<td>September 4, Tuesday</td>
<td>January 4, Friday</td>
<td>April 29, Monday</td>
<td>June 25, Tuesday</td>
</tr>
<tr>
<td>Classes begin</td>
<td>September 5, Wednesday</td>
<td>January 7, Monday</td>
<td>April 30, Tuesday</td>
<td>June 26, Wednesday</td>
</tr>
<tr>
<td>Disenrollment and registration fees begin to apply</td>
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</tr>
<tr>
<td>Last day to withdraw (100% tuition waiver less disenrollment and registration fees)</td>
<td>September 25, Tuesday</td>
<td>January 27, Sunday</td>
<td>May 13, Monday</td>
<td>July 9, Tuesday</td>
</tr>
<tr>
<td>Last day for tuition adjustment for a reduced academic load</td>
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<tr>
<td>Last day for regular drop/add (no &quot;W&quot; for drop)</td>
<td></td>
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</tr>
<tr>
<td>Authorization needed to drop or add; &quot;W&quot; posted for drops</td>
<td>Beginning September 26, Wednesday</td>
<td>Beginning January 28, Sunday</td>
<td>Beginning May 14, Tuesday</td>
<td>Beginning July 10, Wednesday</td>
</tr>
<tr>
<td>Deadline to finish incompletes</td>
<td>October 2, Tuesday</td>
<td>February 1, Friday</td>
<td></td>
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<tr>
<td>Last day to withdraw from all classes with a 50% tuition waiver</td>
<td>October 16, Tuesday</td>
<td>February 15, Friday</td>
<td>May 20, Monday</td>
<td>July 16, Tuesday</td>
</tr>
<tr>
<td>Begin full fees for students who withdraw</td>
<td>October 17, Wednesday</td>
<td>February 16, Saturday</td>
<td>May 21, Tuesday</td>
<td>July 17, Wednesday</td>
</tr>
<tr>
<td>Last day for approved late drop/add</td>
<td>November 9, Friday</td>
<td>March 15, Friday</td>
<td>May 31, Friday</td>
<td>July 26, Friday</td>
</tr>
<tr>
<td>Classes end</td>
<td>December 12, Wednesday</td>
<td>April 17, Wednesday</td>
<td>June 17, (5:00 p.m.) Monday</td>
<td>August 13, (5:00 p.m.) Tuesday</td>
</tr>
<tr>
<td>Study days</td>
<td>December 13, Thursday</td>
<td>April 18, Thursday; April 20-21, Saturday-Sunday</td>
<td>June 18-19, Tuesday-Wednesday</td>
<td>August 14, Wednesday</td>
</tr>
<tr>
<td>Examination period</td>
<td>December 14, Friday</td>
<td>April 19, Friday</td>
<td>June 20-21, Thursday-Friday</td>
<td>August 15-16, Thursday-Friday</td>
</tr>
<tr>
<td>Commencement</td>
<td>December 16, Sunday</td>
<td>April 27, Saturday</td>
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</tr>
<tr>
<td>No Classes</td>
<td></td>
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</tr>
<tr>
<td>Labor Day Holiday: September 3, Monday</td>
<td>Martin Luther King, Jr. Birthday</td>
<td>Memorial Day Holiday: May 27, Monday</td>
<td>Independence Day Holiday: July 4, Thursday</td>
<td>Memorial Day Holiday: May 27, Monday</td>
</tr>
<tr>
<td>University Symposia (no regular classes): January 21, Monday</td>
<td></td>
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<td></td>
<td>Independence Day Holiday: July 4, Thursday</td>
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<tr>
<td>Recess</td>
<td>Thanksgiving Recess: 5:00 p.m., November 21, Wednesday through 8:00 a.m., November 26, Monday</td>
<td>Mid-Winter Recess: 12:00 noon, February 23, Saturday through 8:00 a.m. March 4, Monday</td>
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<tr>
<td>Tuition Payments</td>
<td>September 28, Friday</td>
<td>February 1, Friday</td>
<td>May 31, Friday</td>
<td>July 31, Wednesday</td>
</tr>
<tr>
<td>October 31, Wednesday</td>
<td>February 28, Wednesday</td>
<td></td>
<td></td>
<td>July 31, Wednesday</td>
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<tr>
<td>University Honors Convocation</td>
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</tbody>
</table>

Early Registration Dates*

<table>
<thead>
<tr>
<th>Winter Term 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 19-21, Monday-Wednesday</td>
</tr>
<tr>
<td>November 29-30, Monday-Friday</td>
</tr>
<tr>
<td>December 3-7, Monday-Friday</td>
</tr>
<tr>
<td>December 10-11, Monday-Tuesday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term 2002</th>
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<tbody>
<tr>
<td>November 19-21, Monday-Wednesday</td>
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<td>November 29-30, Monday-Friday</td>
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<tr>
<td>December 3-7, Monday-Friday</td>
</tr>
<tr>
<td>December 10-11, Monday-Tuesday</td>
</tr>
</tbody>
</table>

*Priority Groups

- Group 1: 160 plus credits
- Group 2: 85-99 credits
- Group 3: 70-84 credits
- Group 4: 55-69 credits
- Group 5: 40-54 credits
- Group 6: 25-39 credits
- Group 7: 00-24 credits

Group 1 will register first followed by the remaining groups. Within each group students will be assigned registration times on a random basis.