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.

LS&A ADMINISTRATION

Professor Terrence J. McDonald, Ph.D. (History) Dean
Professor Meigan Aronson, Ph.D. (Physics) Associate Dean for Natural Sciences
Professor Anthony (Rick) Francis, Ph.D. (Chemistry) Associate Dean for Budget
Professor Susan Gelman, Ph.D. (Psychology) Associate Dean for Social Sciences
Professor Robert Megginson, Ph.D. (Mathematics) Associate Dean for Undergraduate & Graduate Education
Professor Michael Schoenfeldt, Ph.D. (English) Associate Dean for Humanities
Peggy Burns, B.S. Assistant Dean for Advancement
Esrold A. Nurse, Ph.D. Assistant Dean for Student Academic Affairs
Marjorie S. Horton, Ph.D. Assistant Dean for Undergraduate Education
Evans Young, Ph.D. Assistant Dean for Undergraduate Education

LS&A EXECUTIVE COMMITTEE (2004-05)

Professor Andreas Blass, Ph.D. (Mathematics)
Professor Alan Deardorff, Ph.D. (Economics & Gerald R. Ford School of Public Policy)
Professor Judith Irvine, Ph.D. (Anthropology)
Professor Donald Lopez, Ph.D. (Asian Languages & Cultures)
Professor James Penner-Hahn, Ph.D. (Chemistry & Biophysics Research Division)
Professor Sarah (Sally) Thomason, Ph.D. (Linguistics)

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 1,100 offers more than 3,400 undergraduate courses to its 16,058 undergraduates (Fall Term, 2004 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 curricula, graduate programs lead to the master's and doctoral degrees. These graduate programs offer more than opportunities for advanced study; they enhance the intellectual and academic atmosphere of the College. Professors teach both undergraduates and graduates. Research projects and some classes involve both undergraduates and graduates. The College provides an enriched education by way of these opportunities for undergraduates to associate with graduate students and a research faculty.

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

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

Increased skill in the use of language may lead students to the study of literature, which reveals the avenues of thought and feeling that language can open. Some students will want to be able to understand, speak, read, and write a language other than their own, and be acquainted with the literature of that language. Mastery of a language increases subtlety of mind and sharpens sensitivity to the use and meaning of words in one's own language. Many students will also seek some historical perspective on their own times by studying the art, artifacts, and ideas of the civilizations from which their own have developed.
Because mathematics underlies many fields of study in the natural and social sciences and is increasingly useful to some humanists, most students will find further understanding of mathematics essential to their education. And just as they may couple language study with literature, they may couple mathematics with study in at least one of the natural or physical sciences whose creative efforts so dominate modern culture. It is in these areas, in fact, where human reason and imagination have made their most dramatic progress since the seventeenth century, but especially in the twentieth.

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

In designing their academic programs, liberal arts 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.
**Chapter II: Student Academic Affairs**

**LS&A Student Academic Affairs**

Esrold A. Nurse, Ph.D.
Assistant Dean for Student Academic Affairs

Robert D. Wallin, M.A.
Assistant to the Assistant Dean

Charles A. Judge, Ph.D.
Assistant to the Assistant Dean

Helen I. Olson, M.A.
Interim Director, Academic Standards Board

Jayne Brownell, Ed.D.
Director, Academic Advising Center

W. Harry Marsden, M.A.
Director, Advising Technology

LS&A Student Academic Affairs serves students, the College, the University, and the larger society by contributing to the intellectual and personal growth of students in the liberal arts tradition. Our staff shares with teaching faculty and other academic departments the task of facilitating the student's academic path through the College. In achieving its mission, LS&A Student Academic Affairs:

- Assists students in defining educational goals and in designing a plan to meet these goals.
- Guides students in assuming responsibility for their education.
- Teaches students to appreciate the values of a liberal arts and science education.
- Provides accurate and accessible information to assist students in making informed decisions.
- Articulates the standards of the College and assists students in meeting these standards.

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, Advising Technology, 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 Office of the Assistant Dean for Student Academic Affairs**

1228 Angell Hall
(734) 764-7297
http://www.lsa.umich.edu/lsa/facultystaff/saa/

Overall administration of LS&A Student Academic Affairs is the responsibility of the Assistant Dean. Policy and procedure matters are handled in this office, and personal assistance is provided to students in special circumstances. The Assistant Dean also oversees the Academic Judiciary for Student Academic Affairs and is responsible for the administration of the Code of Academic Conduct. In addition, the Assistant Dean coordinates the communication and liaison efforts between Student Academic Affairs and the faculty and academic departments and programs of the College, as well as between Student Academic Affairs and non-LS&A units of the University.

**Academic Standards Board**

1255 Angell Hall
(734) 764-0332

The LS&A Academic Standards Board is charged with supporting and interpreting the academic policies established by the College in the Faculty Code. Students are responsible for knowing College and departmental requirements described in this Bulletin.

The Board reviews and acts on petitions from LS&A students for exceptions to the College’s rules and regulations. Students may meet with an Academic Standards Board member to discuss College requirements and to consider a petition for a waiver or modification of those rules. The written petition should state the request and present clear supporting evidence for an exception. Exceptions may be granted if the student presents evidence of unusual circumstances or has an alternative proposal to meet a specific requirement that is consistent with the spirit of the requirement. (Honors students petition the Honors Academic Board; Residential College students petition the RC Board on Academic Standing.)

Board members also meet and advise students who are applying for joint degrees with other schools or colleges, who are returning after long absences, or are encountering difficulty in making progress toward degree requirements and graduation. Board members act as consultants to faculty and staff on matters of College policy and interpret College rules for parents and other interested parties outside the College. (Individual student records are not discussed except when permission has been given in writing by the student.)

The Board is responsible for any academic discipline including probation, suspension, dismissal, and reinstatement. At the end of each term, the Board reviews records of students who show evidence of academic difficulty and determines the academic status of those students based on the policies described in Chapter IV. Students who have been suspended because of unsatisfactory academic performance must meet with a Board member before petitioning for reinstatement.

**The Academic Advising Center**

1255 Angell Hall
(734) 764-0332
http://www.lsa.umich.edu/lsa/students/advising/
e-mail: ask.lsa.advising@umich.edu

The Academic Advising Center serves LS&A undergraduates by:

- Helping them make informed decisions about educational goals and LS&A curriculum.
- Encouraging them to formulate an academic program appropriate to their individual interests and abilities.
- Assisting them in evaluating their academic progress and performance.
- Providing them accurate information about LS&A policies and procedures.
- Furnishing them an opportunity to explore the purposes of a liberal arts and science 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 academic 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 academic term. Students generally choose to consult the advisors whom they met during Orientation but may elect to make an appointment with any advisor who is available. Students are free to see any advisor they prefer, but they are encouraged to find one advisor with whom they can relate well and to see that advisor on a regular basis. It may be that the advisor is assigned to the residence hall in which the student lives. The Academic Advising Center staff maintain regular hours in each of the residence halls. General advisors keep regular appointment hours in the Academic Advising Center (1255 Angell Hall).

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

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

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

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

**Advising Technology**

**G255 Angell Hall**

(734) 763-1050

http://www.lsa.umich.edu/lsa/facultystaff/saa/directory/

Staff in the Advising Technology area support the conduct of academic advising both within the LSA Advising Center and across the College. The tools which advisors use to do their jobs include the M-Pathways degree audit, the on-line student advising file, the various pages in the “Students” section of the LSA web site including the Course Guide, the web pages clustered under “LSA Academic Advising Resources,” and print publications such as the *LSA Bulletin*. All Advising Center and departmental advisors can turn to Advising Technology staff for training or for trouble-shooting problems.

**Academic Auditors**

**G255-C Angell Hall**

(734) 763-3101

lsa.auditors@umich.edu

http://www.lsa.umich.edu/lsa/students/gradprocedures/

The Academic Auditors are responsible for preparing the degree list of mainstream LSA students, 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 audit forms are submitted, inform students of their progress toward graduation, and authorize graduation. Mainstream LS&A students who wish to ask specific questions about graduation procedures should contact the Academic Auditors. Residential College and Honors students who have questions concerning graduation eligibility and graduation should contact the Residential College and the Honors Program respectively.

**LS&A Peer Academic Advising Office (PAAO)**

**G150 Angell Hall**

(734) 763-1553

http://www.umich.edu/~paaos/

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 a file of old examinations. It disseminates information concerning the newest and most innovative classes. The PAAO stocks graduate catalogs from schools across the country as well as the latest in post-graduation materials. Peer advisors also host monthly study breaks and events.

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**STUDENT ACADEMIC AFFAIRS IS ON THE MOVE**

The Office of Student Academic Affairs will move in May 2005. Our temporary location (May ’05 – Summer ’06) will be 330 East Liberty, The Michigan Square Building (between Division and Fifth Avenue).

Permanent mailing address: 1255 Angell Hall, Ann Arbor, MI 48103-1003
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 an 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 Dean's file. These 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. Students who wish to review their advising files may do so by scheduling an appointment with an academic advisor. Access to Dean's 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 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 Ms. Olson (Academic Standards) or Professor Darwall (Honors). Additions to or deletions from Dean's 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.
Other Advising Programs

The Comprehensive Studies Program
G155/1159 Angell Hall
(734) 764-9128
http://www.lsa.umich.edu/csp

The Comprehensive Studies Program offers academic support to students of color who are "underrepresented in higher education," and then to any other students who choose to affiliate with the program for the benefit of such support. The nearly 2,000 students in the Program include a cross-section of undergraduate students at the U-M in every college or school. Students are assigned to their own academic advisor, and they work together on all aspects of college life, until the student graduates. The program operates by increasing the intensity of instruction and counseling.

The LS&A Honors Program
1330 Mason Hall
(734) 764-6274
http://www.lsa.umich.edu/honors/

LS&A Honors students receive academic advising from the Honors Program. First-year students are assigned to an Honors advisor during summer orientation. They return to Honors advising when registering for courses, adjusting their course schedules, submitting petitions to the Honors Academic Board, and applying to graduate. Honors students consult regularly with their advisors in the Honors Office and, after they are admitted to a concentration, with their Honors concentration advisors as well. Many of these conversations turn on students' academic direction and goals, their understanding of the value of a liberal arts education, and graduate plans.

Residential College Academic Advising
134 Tyler (East Quadrangle)
(734) 763-0032
http://www.rc.lsa.umich.edu/

The Residential College is a four-year undergraduate liberal arts program with about 900 students and 60 faculty, situated within LSA. All RC Advisors are RC faculty members and are available to meet with students to discuss RC and LS&A requirements, possible concentrations, graduation requirements, etc. The Board on Academic Standing considers petitions submitted by RC students relating to requirements, deadlines, and academic circumstances. Appointments with academic advisors can be scheduled by calling the RC Academic Services Office at (734) 763-0032, or by stopping by the offices at 134 Tyler.
Chapter III: Degree Requirements and Graduation Procedures

The College awards three basic degrees, the Bachelor of Arts (A.B.), the Bachelor of Science (B.S.), and the Bachelor in General Studies (B.G.S.). The Bachelor of Science in Chemistry (B.S. Chem.) is also granted. The Bachelor of Arts and Bachelor of Science degrees require a general understanding of the humanities, natural sciences, and social sciences as well as in-depth study of at least one subject area. Students are also required to achieve competency in the use of the English language and to acquire proficiency in a language other than English. They must elect one or two courses designed to develop skills in quantitative reasoning and one course addressing issues involving race and ethnicity. Beyond these general requirements, students may choose elective courses to complete a minimum of 120 credits. The Bachelor of Science degree requires 60 credits in physical and natural science and mathematics. Students pursuing a secondary teaching certificate are required to earn additional credits through the School of Education.

The Bachelor in General Studies degree encourages students to take responsibility for structuring their own multidisciplinary academic programs. This degree requires a minimum 120 credits, and includes the College Writing (First-Year Writing and Upper-Level Writing), Race & Ethnicity, and Quantitative Reasoning requirements. At least 60 credits of courses numbered 300 or above must be completed with no more than 20 of these 60 credits from one SUBJECT.

The Bachelor of Science in Chemistry is described in Chapter VI under “Chemistry.” Honors students must consult the Honors Program about special degree requirements, courses, policies, and procedures. Students are responsible for knowing and meeting degree requirements. A student may comply either 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. Concentration requirements are those applicable at the time the student declares the concentration.

Selection of a Degree Program

Students should declare their choice of degree program sometime before the beginning of the junior year. This is done in 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 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.)

LS&A Writing Requirements

The purpose of the LS&A Writing Requirement 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 to prepare them for writing both in their undergraduate years and in their future educational and professional work.

Administered by the Gayle Morris Sweetland Writing Center, the writing requirements consist of a First-Year Writing Requirement and an Upper-Level Writing Requirement. A minimum grade of C– in an approved course is necessary to satisfy each requirement. For the Upper-Level Writing Requirement (ULWR), students must also receive a satisfactory (S) ULWR grade to satisfy this requirement.

First-Year Writing Requirement. The goal of the First-Year Writing Requirement is to teach students the discipline and skills needed for college writing. Without these skills, college students can find it difficult to master the art of argument and to achieve the academic sophistication that University of Michigan courses demand.

Through Directed Self-Placement, students, in consultation with advisors, assess their readiness for college-level writing and select either a four-credit course that satisfies the First-Year Writing Requirement or the two-credit ungraded Writing Practicum, taught by Sweetland faculty, to prepare them for a course that meets the First-Year Writing Requirement. This voluntary placement system is designed to allow students to select a writing course that will most appropriately challenge them and build confidence in their writing skills. Sweetland Writing Workshop instructors are available in 1139 Angell Hall to help students make this choice.

Students fulfill the First-Year Writing Requirement by earning a grade of C– or better in one of the following three ways:

1. Students may take the two-credit Writing Practicum (SWC 100/102) followed by an approved four-credit First-Year Writing course;
2. Students may take an approved four-credit First-Year Writing course in the College. The list of approved courses is available at http://www.lsa.umich.edu/cg/;
3. Students who have taken approved courses elsewhere may be able to use those courses to satisfy the requirement. The list of currently approved courses is available at: http://www.lsa.umich.edu/swc/undergrads/transfcourses

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

Upper-Level Writing Requirement (ULWR). This writing requirement is generally completed within the student’s concentration and aims to help LS&A students recognize and master the writing conventions of their chosen discipline, so that, upon graduation, they are able to understand and communicate effectively the central concepts, approaches, and materials of their discipline. Sweetland’s Advanced Writing in the Disciplines Program (AWDP) approves departmental curricular offerings that satisfy the ULWR. The AWDP is based upon the assumption that the best way to master disciplinary knowledge is to express that knowledge in the form of clear and incisive writing.

See the LS&A Course Guide (http://www.lsa.umich.edu/cg/) for a list of approved ULWR courses for the current term. A course approved to meet the requirement one term is not necessarily approved in subsequent terms. Students should elect one of these approved courses to satisfy this requirement any time after completing the First-Year Writing Requirement. When registering for a ULWR course on Wolverine Access, students must select the Writing Requirement box indicating they would like to use the course to satisfy the ULWR. Students must receive a grade of C– or better and a satisfactory (S) ULWR grade to fulfill this requirement.

Quantitative Reasoning

The goal of the Quantitative Reasoning requirement is to ensure that every graduate of the College achieves a certain level of proficiency in using and analyzing quantitative information.

Quantitative Reasoning is the methodology used to analyze quantitative information to make decisions, judgments, and predictions. It involves defining a problem by means of numerical or geometrical representations of real-world phenomena, determining how to solve...
it, deducing consequences, formulating alternatives, and predicting outcomes. QR courses may come from a wide range of disciplines representing the natural and social sciences.

Students may fulfill this requirement by:

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

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 three credits for PHYSICS 125, 126, 140, 240, or a statistics course receive (QR/1) credit.

Courses used to satisfy the QR requirement also may satisfy other College requirements.

**Race & Ethnicity**

At some point before graduation, students must receive credit for one course from a list of Race & Ethnicity courses published each term on the LS&A website: http://www.lsa.umich.edu/.

These courses will address issues arising from racial or ethnic intolerance and will meet the following criteria:

1. **Required content.** All courses satisfying the requirement must provide discussion concerning: (a) the meaning of race, ethnicity, and racism; (b) racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere; (c) comparisons of discrimination based on race, ethnicity, religion, social class, or gender.
2. **Required focus.** Every course satisfying the requirement must devote substantial, but not necessarily exclusive, attention to the required content. 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.

Credits transferred from another college or university do not meet the requirement except by successful petition to the Academic Standards Board.

Credits used to satisfy the R&E requirement also may be used to satisfy other college requirements.

**Non-LS&A Course Work**

Students in the College of Literature, Science, and the Arts must complete a program of study consisting of courses primarily from LS&A or equivalent transfer credit.

LS&A courses are listed in this Bulletin. Courses offered by other academic units (e.g., Stephen M. Ross School of Business, Education, Engineering) of the University of Michigan (Ann Arbor) and not listed in this Bulletin are defined as non-LS&A courses. Out-of-residence credit may transfer to the College as either LS&A or non-LS&A credit.

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

1. Candidates for an A.B., B.S., or B.G.S. degree must complete a minimum 100 credits of LS&A courses, allowing 20 credits of non-LS&A course work in the minimum 120 required for the degree. Non-LS&A credits in excess of 20 will be included in the calculation of a student’s GPA, but will not be counted toward the 120 credits needed for a Bachelor’s degree in LSA.
2. 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.
3. Kinesiology courses are recorded as “not for credit” for LS&A students except for the following courses for which LS&A students may receive non-LS&A degree credits:
   - Kinesiology (KINESLGY) 421, 422, 441, 442, 471, 505, 513, 521, and 542;
   - Physical Education (PHYSED) 310, 331;
   - Sport Management (SPTMGMTC) 101 (No credit for LSA students with Junior or Senior standing), 111, 333, 342, 346, 431, 434, 437, 446, and 513.
4. School of Music ensemble courses yield non-LS&A degree credit but no honor points.
5. Transfer credit for Speech and Journalism courses are counted as non-LS&A.
6. The College does not grant degree credit for any courses offered through the Military Officer Education Program except for those courses cross-listed in other academic units.

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

*Not open to Honors or Residential College students*

The Bachelor in General Studies degree requires that at least 60 of the 120 credits must be upper-level (numbered 300 or above). Below are specific policies regarding the 60 upper-level credits.

1. No more than 20 credits of upper-level courses may be counted from one department unless a department has multiple SUBJECTs.
2. If a department has several SUBJECTs, a B.G.S. student may elect up to 20 credits of upper-level credits from each SUBJECT.
3. No more than 60 credits may be elected in all SUBJECTs of a department.
4. At least 40 of the required 60 upper-level credits must be in LS&A courses.
5. There is no expectation that 20 credits must be elected in any one SUBJECT.
6. More than 20 upper-level credits from one SUBJECT may be incorporated in the degree total of 120 credits as long as no more than 20 of these are counted in the 60 upper-level total.
7. A student must earn an overall GPA of at least 2.0 in the courses used to meet the requirement of 60 upper-level credits.

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

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

**The Language Requirement**

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

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

1. Certified proficiency on a University of Michigan reading and/or listening test. Students with previous experience in the language they plan 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.
   - American Sign Language (LING 251)
   - Arabic
     - Classical (AAPTIS 582)
     - Modern Standard (one of: AAPTIS 202, 204, 416, 418)
   - Armenian
     - Eastern (AAPTIS 282 or ARMEINIAN 282)
     - Western (AAPTIS 272 or 273, or ARMEINIAN 272 or 273)
   - Bengali (ASIANLAN 286)
   - Bosnian, Croatian, and Serbian (BCS 232 or 225)
   - Chinese (ASIANLAN 202, 203, or 204)
   - Czech (CZECH 242)
   - Dutch (DUTCH 232)
   - Filipino (ASIANLAN 212)
   - French (FRENCH 230 or 232, or RCLANG 290)
   - German (GERMAN 230 or 232 or RCLANG 291)
   - Greek
     - Classical (GREEK 301 and 302, or 405)
     - Biblical (GREEK 307 and 308 or ACABS 307 and 308)
     - Modern (MODGREEK 202)
   - Hebrew
     - Classical (ACABS 202)
     - Modern (HJCS 202)
   - Hindi (ASIANLAN 216 or 217)
   - Indonesian (ASIANLAN 222)
   - Italian (ITALIAN 232 or 230)
   - Japanese (ASIANLAN 226 or 227 or 229, or RCLANG 296)
   - Korean (ASIANLAN 236 or 237)
   - Latin (LATIN 232 or 295, or RCLANG 295)
   - Ojibwa (AMCULT 323)
   - Persian (AAPTIS 242 or 243)
   - Portuguese (PORTUG 232 or 230)
   - Punjabi (ASIANLAN 246)
   - Russian (RUSSIAN 202 or 203 or 225, or RCLANG 293)
   - Sanskrit (ASIANLAN 252)
   - Spanish (SPANISH 230 or 232, or RCLANG 294)
   - Swedish (SCAND 234)
   - Tamil (ASIANLAN 256 or 257)
   - Telugu (ASIANLAN 282)
   - Thai (ASIANLAN 262)
   - Tibetan
     - Classical (ASIANLAN 468)
     - Modern (ASIANLAN 266)
   - Turkish (AAPTIS 252 or 255)
   - Ukrainian (UKRAINE 252 or 203)
   - Urdu (ASIANLAN 272)
   - Vietnamese (ASIANLAN 276)
   - Yiddish (YIDDISH 202 or JUDAIC 202)

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 308).

**Students must earn a grade of C– or better in the prerequisite language course to proceed to the subsequent course.** Any exception to this rule must be granted by a designated faculty representative in the department.

**The final course in an elementary language sequence used to satisfy the Language Requirement must be elected on a graded basis.**

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

Students who wish to meet the requirement with proficiency in a language not listed in the table above should contact the Academic Standards Board. A student whose first language is not English and who attended a high school where English was not the language of instruction is considered to have met the requirement.

**Area Distribution**

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

Courses offered by the academic departments and programs of the College are divided into five area categories: the natural sciences, the social sciences, the humanities, mathematics and symbolic analysis, and creative expression. Each of these divisions represents a different perspective on human knowledge and learning; some departments and programs overlap these divisions while others may stand outside them. Interdisciplinary courses combine the approaches of more than one area category in order to examine the differences and similarities between disciplines and explore alternative ways of discovering and organizing knowledge.

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

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

1. Students must complete 7 credits in each of the following three areas: Natural Science (NS), Social Science (SS), and Humanities (HU), for a total of 21 credits.
2. Students must also complete 3 additional credits in three of the following five areas: (NS), (SS), (HU), Mathematical and Symbolic Analysis (MSA), and Creative Expression (CE), for a total of 9 credits. Credits in courses designated Interdisciplinary (ID) may be used to satisfy up to 9 credits of this part of the requirement.

**General Policies for Area Distribution Plans**

An area distribution plan may include:

1. Prerequisites to a 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.

5. A course elected outside the department of concentration or concentration requirements used to meet the Upper-Level 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 (ARTDES)**
   - 100. Drawing Studio I: Line
   - 101. Drawing Studio II: Form
   - 110. Digital Studio I: Image
   - 111. Digital Studio II: Document
   - 120. Tools, Materials, and Processes I: Paint
   - 121. Tools, Materials, and Processes II: Clay
   - 122. Tools, Materials, and Processes III: Photo
   - 123. Tools, Materials, and Processes IV: Wood

   **Architecture (ARCH)**
   - 201. Basic Drawing
   - 202. Graphic Communication
   - 218. Visual Studies

   **Performance – Piano (PIANO)**
   - 110. Performance
   - 111. Performance

   **Dance (DANCE)**
   - 101. Introduction to Modern Dance
   - 102. Introduction to Modern Dance
   - 111. Introduction to Ballet
   - 112. Introduction to Ballet
   - 121. Introduction to Jazz Dance
   - 122. Introduction to Jazz Dance
   - 241. Congolese Dance

   **Ensemble (ENS): All Courses 100-399**

   Courses (100-399) in Music Performance SUBJECTS other than Piano Performance, may also be used for Creative Expression, but enrollment is restricted to students of advanced ability.

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 (UC) mini-courses
5. Advanced Placement credits.

### 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 for the various concentration programs range from 24 to 48 credits at the 200-level and above.
3. 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 SUBJECTS (e.g., Anthropology, Romance Languages and Literatures), a student may count a total of 60 credits from that department, not from each SUBJECT.
4. No more than 60 credits in one language (other than English) 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.
5. Students electing an area, interdepartmental, or special concentration may count no more than 60 credits in any one department.
6. Students may not elect courses in a concentration plan, including required cognates, using the Pass/Fail grading option.
7. A department or program may include Experiential or Directed Reading/Independent Study courses that are graded on a Credit/No Credit basis in its concentration program, but all other concentration courses must be taken for a grade.
8. No course from the department of concentration or a required course in a concentration plan may be part of a distribution plan (see, however, "Double Concentration" below).
9. 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. Exceptions for specific concentrations are in Chapter VI.
10. 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.
11. Effective in Fall 2004, students graduating with an Honors concentration are required to earn an overall GPA of 3.4. Individual departments may have higher GPA requirements for concentration courses. Check Honors concentration guidelines in individual departments in Chapter VI.

### Concentration Programs

- Afroamerican and African Studies (CAAS)
- American Culture
- Ancient Civilizations and Biblical Studies (ACABS)
- Anthropology
- Anthropology-ZooLOGY
- Arabic, Armenian, Persian, Turkish, and Islamic Studies (AAPTIS)
- Arts and Ideas in the Humanities*
- Asian Studies
- Astronomy and Astrophysics
- Biochemistry
- Biology
- Biophysics
- Brain, Behavior, and Cognitive Science
- Cell and Molecular Biology (CMB)
- Cell and Molecular Biology and Biomedical Engineering
- Chemistry
- Classical Archaeology
- Classical Civilization
- Classical Languages and Literatures
Individual Concentration Program

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

Honors Concentration

All departments and interdisciplinary programs offer Honors concentrations. 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 determined by Honors concentration advisors in various LS&A departments and programs.

Many departments require their Honors concentrators to register for special seminars and independent study research courses. 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, graduation with Honors requires the completion of a Senior Honors thesis.

After an evaluation of the thesis and the overall academic record, Honors concentration advisors recommend that students graduate with an Honors degree.

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 3.4. The other three will be posted on the final transcript and diploma.

Honors concentration programs are described under the relevant departmental listings in this Bulletin.

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. Courses from one of the concentrations may be used toward distribution. Each concentration plan must be developed in consultation with and approved by a concentration advisor.

See “Graduation Procedures” below concerning double concentration graduation policies.

Academic Minors

Students in the College may elect one or more of the academic minors offered by units within the College. Electing to earn an academic minor is optional, and there is no limit on the number of academic minors a student may elect. Academic minors, along with their requirements and other pertinent information, are described in detail in Chapter VI of this Bulletin and on the LS&A website at http://www.lsa.umich.edu/.

An academic minor will require no less than 15 credits of coursework, 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.

Policies for the Academic Minor

1. Each A.B. or B.S. student who wishes to complete an approved academic minor must develop a plan for the academic minor in consultation with a department or program advisor, who must also approve it.
After developing a plan for an academic minor with the student, the program or department advisor has the academic minor entered on the student's record.

The academic minor is not an option available to students earning the B.G.S. degree.

An individually designed academic minor is not allowed.

Courses in the academic minor must be elected for a grade.

Students may not elect a concentration and an academic minor, or two academic minors, in the same department or program, unless a specific exemption to this policy is noted in the academic minor description in this Bulletin.

Students may not use more than one course to meet the requirements of both a concentration plan and an academic minor.

No course may be used to satisfy the requirements of more than one academic minor.

If the academic minor has prerequisites, courses used as prerequisites to a concentration may also count as prerequisites to the academic minor.

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

Courses elected to meet the requirements of an academic minor also may be part of the student's area distribution plan.

A student must earn an overall GPA of at least 2.0 in the academic minor, including any prerequisites.

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)
- African American Theatre (Theatre and Drama)
- Anthropology (Anthropology)
- Applied Statistics (Statistics)
- Asian Languages and Cultures (Asian Languages and Cultures)
- Asian Studies (Asian Languages and Cultures)
- Asian/Pacific American Studies (American Culture)
- Astronomy and Astrophysics (Astronomy)
- Biological Anthropology (Anthropology)
- Biology (Biology)
- Classical Archaeology (Classical Studies)
- Crime and Justice (Residential College)
- Czech Language, Literature, and Culture (Slavic Languages and Literatures)
- Early Christian Studies (Near Eastern Studies and Classical Studies)
- Earth Sciences – General (Geological Science)
- East European Studies (Russian and East European Studies)
- Economics (Economics)
- Environmental Geology (Geological Science)
- Environment (Program in the Environment)
- French and Francophone Studies (Romance Languages and Literatures)
- Geochemistry (Geological Science)
- German Studies (Germanic Languages and Literatures)
- Global Change (Program in the Environment)
- Global Media Studies (Film and Video Studies)
- Global Transformations (Residential College)
- History (History)
- History of Art (History of Art)
- Italian (Romance Languages and Literatures)
- Judaic Studies (Judaic Studies)
- Language, Literature, and Culture of Ancient Greece (Classical Studies)
- Language, Literature, and Culture of Ancient Rome (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)
- Medical Anthropology (Anthropology)
- Medieval and Early Modern Studies (Medieval and Early Modern Studies)
- Modern Greek Studies (Classical Studies)
- Modern Western European Studies (Center for European Studies)
- Music (School of Music)
- Native American Studies (American Culture)
- 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, Literature, and Culture (Romance Languages and Literatures)
- Statistics (Statistics)
- Text-to-Performance (Residential College)
- Urban and Community Studies (Residential College)
- Women, Race, and Ethnicity (Women's Studies)
Graduation Procedures

Students who have completed 85 Credits Toward Program (CTP) hours should apply for graduation by submitting a Diploma Application to the Academic Auditors Office, G255C Angell Hall. Along with a Diploma Application, A.B., B.S., and B.S. Chemistry degree candidates should submit a completed Concentration Release Form for each of their concentrations and a Minor Release Form for each of their minors. Concentration and Minor Release Forms must be completed and signed by a department advisor. Residential College and Honors students should submit all audit forms to 133 Tyler, East Quad and 1330 Mason Hall respectively. Once all audit forms are submitted, students will receive an e-mail in 3-7 business days that states their progress toward degree requirements. Ideally, students should submit their audit forms in the term preceding the one in which they expect to graduate so they will have an audit of their degree requirements prior to registering for their final term.

The Diploma Application, Concentration Release Forms, and Minor Release Forms should be submitted no later than four weeks after classes begin in the term the student plans to graduate in order for the student’s name to appear in the Commencement Guide. The Commencement Guide is a published list of students who applied for graduation and is distributed at Commencement. Attendance at Commencement does not confirm a student’s graduation. Students are not officially graduated until all final grades and credits are posted to the transcript and the Academic Auditors verify that all degree requirements are met. Official graduation usually occurs a month after Commencement.

Students who have officially graduated will be mailed a Verification of Graduation Letter from the Academic Auditors as evidence that a degree will be awarded. The Diploma Office will send diplomas to graduated students who have no financial holds approximately 12 weeks after Commencement. Students who do not complete degree requirements in the term they applied for will be mailed a letter that states their outstanding degree requirements. These students need to submit a new Diploma Application and apply for the graduation period in which they plan to complete their outstanding requirements.

Students who were audited for multiple concentrations and who plan to drop a concentration should contact the Academic Auditors Office to determine if this change affects their graduation eligibility. Students may complete a second concentration after graduation and should submit a Concentration Release Form to the Academic Auditors Office so the second concentration can be added to their transcripts. Students may not complete a minor after graduation.
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 Board on Academic Standing (BOAS).

General College Policies & 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. 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 first-year students 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>First-Year:</th>
<th>fewer than 25 credits</th>
</tr>
</thead>
<tbody>
<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.

- 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 two-year college are permitted 60 transfer credits. 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.

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. (All credits and grades from the University of Michigan Dearborn and Flint campuses transfer.)

Students often elect a college course while in high school through a dual enrollment program. There are two situations where these courses will not transfer. Credit is not given when the course is taught with only high school students in the class or where the course is used to meet the minimum academic requirement that the College expects of all new students (e.g., four years of English).

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.

Students interested in electing out-of-residence credit should consult in advance the Office of Undergraduate Admissions (where an information sheet is available) about transfer equivalencies and an academic advisor about the appropriateness of the intended elections. Tables of transfer equivalencies are available on the College website at http://www.lsa.umich.edu/lsa/students/req_conversion/. The Out-of-Residence form is available and can be printed from http://www.admissions.umich.edu/applying/OOR-cce.pdf

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 that 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 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 or from UM-Flint or UM-Dearborn. 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 prior to those in a course sequence 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, transfer credit for one or more terms of foreign language can be deducted because of subsequently completing the first term of that language at the University of Michigan).

An official transcript of the completed transfer 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). 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 withdraw. 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 (F). Courses elected on a non-graded pattern do not affect the term or cumulative grade point averages.

Weeks one through three of a term (weeks one through two of a half-term): Students may make drop/add changes without advisor approval when these changes result in an academic schedule of 18 credits or less 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 adding a course 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 or Late Add form and Election Change Worksheet from 1255 Angell Hall; (2) complete both forms, stating the reason(s) for the drop; (3) obtain the instructor's recommendation and signature; (4) return the completed forms to 1255 Angell Hall. All requests to add courses must be accompanied by an electronic permission entered by the department. Honors students follow the procedures established by the Honors Office. Residential College students follow RC procedures.

Students are encouraged to meet with an advisor to discuss the request and its impact on the student’s program. In some instances, students may need an advisor's approval to drop the course.

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

Week ten through the last day of classes of a term (after the end of week four and a half through the last day of classes for a half-term): Only the most serious circumstances warrant dropping a course after the ninth week of the term. Fear of failing the course or no longer needing the course in a degree program are not considered valid reasons for granting approval to drop a course in this period. Students wishing to make changes must (1) obtain an Election Change Worksheet, (2) complete a Request for Late Drop or Late Add form signed by the instructor, and (3) make an appointment with an academic advisor. The instructor’s and advisor’s signatures indicate that the request for a change in academic schedule has been discussed, but they do not indicate approval. All requests to add courses must be accompanied by an electronic permission. Requests are reviewed by the Academic Standards Board.

Only the most serious circumstances warrant dropping a course after the ninth week of the term. Fear of failing the course or no longer needing the course in a degree program are not considered valid reasons for granting approval to drop a course in this period. In order for the Academic Standards Board to grant a drop at this time, some non-academic, extraordinary event (like serious illness or a severe personal disruption) would have occurred after the ninth week (four and a half week of a half-term) drop deadline and would make completion of a course or courses very difficult if not impossible; the Board assumes that the student’s academic performance up to the point of the disruptive event has been satisfactory. Students wishing to drop a class must obtain and complete an Election Change Worksheet and Request for an Exception to the Late Drop Policy form from the LS&A Advising Center, 1255 Angell Hall. The course instructor or GSI must complete the pertinent sections of the form. In addition, the student must meet with an academic advisor to discuss the circumstances and possible consequences surrounding the student’s request. The instructor’s and advisor’s signatures on the form indicate that the student has discussed their request for a drop with them, but does not necessarily approve the request.

Students who want to add a course after the ninth week of the term must obtain an Election Change Worksheet and Request for an Exception to the Late Add Policy form from the LS&A Advising Center, 1255 Angell Hall. They must also secure an electronic permission (override) to add the course from the course instructor. The Academic Standards Board reviews these add and drop requests and will respond to the student via e-mail.

Mini-Courses:

1. "W" and fee deadlines differ for mini-courses. A mini-course that starts at the beginning of the term and lasts for seven weeks can be dropped without "W" and without fee for three weeks. Such a course starting in the middle of the term can be dropped without "W" and without fee for two weeks.
2. Information regarding "W" and fee deadlines for all other mini-courses is available on the LS&A website: http://www.lsa.umich.edu/.
3. All requests to drop or add mini-courses submitted after the applicable free drop/add period are decided by the Academic Standards Board. Any late drop or add request for mini-courses needs to be supported by significant extenuating circumstances.

Withdrawal from the College

Students who have early registered for a term or half-term but who subsequently decide not to return to the University should notify the Office of the Registrar, 413 East Huron Street, University of Michigan, Ann Arbor, MI 48104-1520, fax (734) 763-9033. To avoid a dis-enrollment 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, (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 "withdrew" notation. These dates are posted for each term on the following website: http://www.umich.edu/~regoff/. Full tuition is assessed after these dates.

After the sixth week of classes in a full term (third week in a half-term), students wishing to withdraw from the College must make an appointment with a member of the Academic Standards Board. After the late drop deadline (nineth week in a full term or four and a half in a half-term), students who withdraw from the term will have a hold placed on their records. These students will be out of registration at least one full term (14 weeks) and must obtain permission from the Academic Standards Board to continue in the College.
Special Kinds of Academic Credit

Experiential and Directed Reading / Independent Study Courses

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

Experiential courses (denoted EXPERIENTIAL in Chapter VI) involve academic work that 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 by classroom instruction; (2) courses normally offered through classroom instruction but occasionally taught on an independent study basis; (3) courses not specially designated as “Independent” and normally offered as classroom instruction but elected by special arrangement with the instructor.

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

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

Credit by Examination (CBE)

Recognizing that students may have background in particular academic areas, the faculty has left it to each department to decide if it is possible for students to earn credit by examination. While the opportunities are quite limited, the amount and type of credit in any area is determined by the academic department(s) in which a student feels qualified to seek credit by examination. Some departments recognize certain subject area College Entrance Examination Board College Level Examination Program (CLEP) examinations and grant credit on the basis of specified performance on such examinations. All CLEP credit is evaluated as incoming transfer credit, and questions regarding CLEP credit should be addressed to the Office of Undergraduate Admissions. Only those CLEP examinations specifically accepted by academic departments at the University of Michigan may be used to certify credit by examination toward a degree.

In addition to, or in place of, CLEP examinations, some academic departments have prepared examinations that are administered on campus. Questions regarding such departmental examinations should be directed to the respective department.

Credit earned by examination is out-of-residence credit. It is posted on a student’s transcript as credit earned toward the degree but without honor points and is 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 a designated course on the UM–Ann Arbor campus with a B or better.
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.
4. Although there is no time limit on retro-credit, students are advised to complete coursework and apply for retro-credits within their first year of enrollment in LS&A.
5. Taking a designated course Pass/Fail 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 retroactive 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 retroactive credits. For guidelines on AP credit, consult an LS&A academic advisor or the relevant language department.
8. Retroactive 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 233 (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. 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.
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 (1255 Angell Hall).

LS&A academic records are maintained by the Records and Enrollment Department in the Registrar's Office (413 East Huron Street).

A student wishing to have a transcript of the academic record sent to another college or university or to an employer can place an order online from http://wolverineaccess.umich.edu/. You will need a Unqiname and university password and should receive a confirmation number. Requests with attachments or needing special services should be brought to a Student Services site, 413 East Huron Street or B430 Pierpont Commons.

Mail requests can be sent to:
Transcript and Certification Office
500 South State Street
University of Michigan
Ann Arbor 48109-1382.

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>
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<tr>
<td>B–</td>
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</tr>
<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
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</tr>
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<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 E.)

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 (Audit) no credit, no honor points

Miscellaneous Notations (NR, #)

NR (no report) no credit, no honor points
# # (no grade reported) no credit, no honor points
NG (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, NG, # # or NR, if not replaced by a passing grade, eventually lapses to E or ED 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 Stephen M. Ross School of Business), the grade will be translated by the Registrar to fit with LS&A’s letter grading scale.

Official Withdrawal (W) / 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 suspended 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 or ten days following an approved extended deadline in which to report a final grade. 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), No Grade (NG), Blank Grades

If an NR is reported by an instructor, the grade is treated as an I and will convert to an ED* at the fourth week of the next fall or winter term of registration.

If 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.*

The NG is recorded when a student has been registered into a class after the course grade sheets have been sent to the instructor. The NG will convert to an ED* if unresolved after the first four weeks of the next fall or winter registration.

*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 or in an academic minor.
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 satisfy 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., GEOSCI 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 the 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 honorary societies, the reported letter grades for "non-graded" elections are computed into the cumulative grade point average.

12. No course elected "Pass/Fail" will receive the Honors notation on the transcript or be counted as an "Honors" course for the Sophomore Honors Award.

13. 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. Advanced Placement credits as well as transfer courses for which students earned grades at another institution do not count against the 30-credit limit.

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 grade VI (Audit); and no degree credit is earned. To arrange an official audit, a student must submit a Request for Audit Status form to the Academic Standards Board, 1255 Angell Hall. A request to officially audit a course must be approved by the end of the third week of a full term or second week of a half-term. Students who do not fulfill course requirements earn the grade ED to indicate that the course was unofficially dropped. In these cases, the term and cumulative grade point averages remain unaffected.

Repetition of Courses

If a course was taken in residence and a grade of A+ through C–, P, CR, or S was 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." 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.

Out of Sequence Courses

Students should assume that once they take an in-residence course in a sequence (chemistry, mathematics, language, and others), they cannot receive credit for taking a prior course in the sequence. For example, a student who took SPANISH 231 after taking and passing SPANISH 232 on the Ann Arbor campus would not receive credit for the SPANISH 231 course.

Students who transfer in credit for a course in a sequence should assume they will lose credit for that course if they take a prior course in the sequence in residence at Ann Arbor. For example, a student taking MATH 115 in Ann Arbor after transferring credit for MATH 116 from another institution would lose the credit for the MATH 116 course.

Students should contact a LS&A academic advisor if they have questions about whether or not a course is part of a sequence.

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, NR, NG and ## are not initially calculated into the term or cumulative grade point averages. Notations of I, NR, NG 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, lapse to E or ED and are computed into both the term and cumulative grade point averages, if the course was a graded election.

Minimum Term and Cumulative Grade Point Averages Required

To be in good academic standing, a student must earn at least a 2.0 term grade point average and a 2.0 cumulative grade point average. If a student fails to accomplish this, the “honor point deficit” can be determined by multiplying the Michigan Semester Hours (MSH) elected by 2.0 and subtracting the total number of Michigan Honor Points (MHP) earned. Only honor points earned in courses elected at the University of Michigan (Ann Arbor, Dearborn, or Flint campus) may affect the grade point average.
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 university honors, special awards, honors at graduation, election to national honor societies, the LS&A Scholarship Program, and departmental academic awards. Transfer credit does not count for honors.

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 all A+, A, or A– grades for two or more consecutive terms in a calendar year based on a minimum of 14 credits in courses which include 12 credits elected on a graded (A–E basis elected each term); all other grades must be P, S, or CR. Terms of fewer than 14 credits completed with grades of A+, A, A–, P, S, or CR enable a student to maintain standing as an Angell Scholar. Any other grades earned during a full or half-term make a student ineligible for this honor. Angell Scholar Honors are posted on a student’s transcript by the Office of the Registrar, and recipients of this honor are invited to attend the annual Honors Convocation. Angell Scholars are selected and honored annually.

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 each Fall and Winter academic term. This distinction is posted on a student’s transcript by the Registrar’s Office. Students who receive this honor two consecutive terms will be invited to attend the annual Honors Convocation.

William J. Branstrom Freshman Prize

Freshmen students in the top 5% of their school/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 for consideration 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; a notation is made on the student’s transcript by the Office of the Registrar, and recipients of this honor are invited to attend the annual Honors Convocation.

Highest Distinction / High Distinction / Distinction

Degrees with distinction are awarded on the basis of rank in class. Students who have completed at least 58 credits in residence, at least 45 of which are “graded” (A+ to D–), and rank in the top 3% of their class are recommended for a degree “with Highest Distinction.” Those students who rank in the top 10% of their class but not in the top 3% are recommended for a degree “with High Distinction.” Those students who rank in the top 25% of their class but not in the top 10% are recommended for a degree “with Distinction.” A notation is made on the diploma and the transcript. The GPA ranges for the distinction notations are determined each May, based on the cumulative GPAs of LS&A graduates of the May degree period. Those same numbers are used for the August and December degree periods of that calendar year. The ranges for May 2004 were:

- Highest Distinction: 3.920 - 4.000
- High Distinction: 3.782 - 3.919
- Distinction: 3.593 - 3.781

Phi Beta Kappa

Phi Beta Kappa, founded in 1776, is the oldest scholastic honorary society in America. Up to four per cent of each year’s graduating seniors and a very few juniors of the highest scholastic ranking in the College of Literature, Science, and the Arts may be invited to join Phi Beta Kappa. Seniors with outstanding achievements in the liberal arts in other schools and colleges of the University of Michigan may be invited to join if they have earned a substantial number of liberal arts credits. Transfer students with superior academic records in the liberal arts 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, strength of curriculum, demonstrated proficiency in foreign language and mathematics, and other factors. The selection committee looks for evidence of both breadth and depth of interest in the liberal arts and sciences. A very high GPA alone is not a guarantee of election to Phi Beta Kappa.

For information, email phibetakappa@umich.edu.
Academic Discipline

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

Action Pending

Action Pending is assigned when a student’s academic record for a term 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 deadline specified in the notification letter 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 but whose deficit is not severe enough to justify suspension. 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 a 2.0.

Probation Continued is assigned when a student on probation has earned a term grade point average above 2.0 but 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 in the College is advisable. These students are required to meet with an Academic Standards Board member within the deadline specified in the notification letter to plan appropriate course electives. A student who fails to make this appointment will be disenrolled from the 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 notifying the student of the action taken by the College.

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

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.

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.

Since first-year students often experience problems adjusting to college, the Academic Standards Board maintains more liberal policies for them than for other students. 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 suspended 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. It 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 consider the 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. This deadline and petition guidelines will be included in the letter of suspension.

Students who have been suspended are permitted one appeal for reinstatement to the College for any given term.

Dismissal

Students may be permanently dismissed from the College if the Academic Standards Board determines that continuation in the College is unlikely to lead to a degree.
Academic Integrity in the College of Literature, Science, and the Arts

The undergraduate academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The College holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the College promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty. Conduct that violates the academic integrity and ethical standards of the College community cannot be tolerated and will result in serious consequences and disciplinary action.

Examples of Academic Misconduct

Academic misconduct includes but is not limited to the following:

Cheating

Cheating is committing fraud and/or deception on a record, report, paper, computer assignment, examination or any other course requirement. Examples of cheating are:

- Obtaining work or information from someone else and submitting it under one’s own name.
- 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.
- Allowing another person to do one’s work and to submit the work under one’s own name.
- Submitting substantially the same paper for two or more classes in the same or different terms without the expressed approval of each instructor.
- Fabricating data which were not gathered in accordance with 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.
- Submitting, as your own work, a computer program or part thereof which is not the result of your own thought and efforts. Contributions to a computer program from external sources must be acknowledged and properly documented.

Plagiarism

Plagiarism is representing someone else’s ideas, words, statements or other works as one’s own without proper acknowledgment or citation. Examples of plagiarism are:

- Copying word for word or lifting phrases or a special term from a source or reference without proper attribution.
- Paraphrasing – using another person’s written words or ideas, albeit in one’s own words, as if they were one’s own thought.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge, in common public use.

Internet Plagiarism

Students may not use Internet source material, in whole or in part, without careful and specific reference to the source. All utilization of the Internet must be thoroughly documented.

Unacceptable Collaboration

Collaboration is unacceptable when a student works with another or others on a project, then submits a written report which is represented explicitly or implicitly as the student’s own work. Using answers, solutions, or ideas that are the result of collaboration without citing the fact of collaboration is improper. Engaging in collaboration when expressly instructed to do your own work is academically dishonest.

Falsification of Data, Records, and Official Documents

- Fabrication of data
- Altering documents affecting academic records
- Misrepresentation of academic status
- Forging a signature of authorization or falsifying information on an official academic document, grade report, letter of recommendation/reference, letter of permission, petition, or any document designed to meet or exempt a student from an established College or University academic regulation.

Aiding and Abetting Dishonesty

Providing material or information to another person with knowledge that these materials or information will be used improperly. This includes both deliberate and inadvertent actions.

Unauthorized or Malicious Interference/Tampering with Computer Property

Unauthorized or malicious interference or tampering with computers is considered an academic offense and, as such, is subject to College judicial sanction.

Academic Judiciary

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 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, 1228 Angell Hall. Procedures to be followed in judiciary hearings are detailed in the “Academic Judiciary Manual of Procedures,” available in 1228 Angell Hall.

Other Grievance Procedures

Students have non-judicial means to redress other grievances. 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.
Several special degree programs are offered by the joint cooperation of LS&A and other colleges or schools 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 some 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 Career Center.

**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 (TCAUP) and a second degree is awarded by the College of Literature, Science, and the Arts, are advised to contact the architecture program chair in TCAUP and the concentration advisor in LS&A. (This program is distinct from the Pre-Professional Program in Architecture described later in this chapter.)

**Engineering (Joint Program in Liberal Arts and Engineering)**

This program is designed to enable students to develop a course of study that 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 that students may elect 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 either in 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 must/should fill out a concentration declaration with an LS&A concentration advisor when they get the concentration advisor's signature on the application and bring it to Chalmers Knight or John Stratman when they come for signature.
7. 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.
8. Students must maintain good academic standing in both colleges to continue in the joint degree program.
9. 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.
10. 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 Bachelor of Science (B.S.) or Bachelor of Arts (A.B.) degree must complete the LS&A degree requirements (LS&A First-Year Writing requirement, the Upper-Level Writing requirement, the Race & Ethnicity requirement, the Quantitative Reasoning requirement, the language requirement, an approved area distribution plan), and an approved LS&A concentration plan. Candidates for the joint Bachelor of Science in Engineering (B.S.E.) and Bachelor in General Studies (B.G.S.) degree must complete the LS&A First-Year Writing requirement, the Upper-Level Writing requirement, the Race & Ethnicity requirement, the Quantitative Reasoning requirement, and a minimum 40 credits of LS&A courses 300-level or above with a GPA of at least 2.0. No more than 15 of these credits may be elected from any one subject.

**Engineering (Bachelor of Science in Cell and Molecular Biology and Master of Science in Biomedical Engineering)**

The Department of Molecular, Cellular, and Developmental Biology in the College of LS&A and the Department of Biomedical Engineering in the College of Engineering administer a five-year program awarding a concurrent BS degree in Cell and Molecular Biology from the
College of LS&A and an MS in Biomedical Engineering from the College of Engineering upon completion of all program requirements. A student will apply to both the Molecular, Cellular, and Developmental Biology and Biomedical Engineering Departments for entrance. A student will be admitted into the program only after completing the first year of the concentration prerequisites (BIOLOGY 162, CHEM 210/211, PHYSICS 140/141, MATH 115 and 116) with a GPA of 3.2 or higher.

Upon acceptance into the program, each student will be assigned two advisors, one in MCDB and one in Biomedical Engineering. Student course selections must be approved by both advisors each term. Specific requirements are listed under the Molecular, Cellular and Developmental Biology Department in Chapter VI.

A student is typically admitted into the MS phase at the end of the third year when the student achieves senior standing. The student must have completed all concentration prerequisites and be judged by both academic advisors as making adequate progress toward the B.S. At this time, the student must formally apply to the Rackham Graduate School for the MS program in Biomedical Engineering. All students with a 3.2 GPA or higher in the BS concentration phase will automatically be admitted into the MS phase. Other CMB students who have reached senior standing with a 3.2 GPA or higher and have fulfilled all concentration prerequisites, but did not previously apply or were not admitted in the BS phase, can also apply for admittance into the MS phase. Students with senior standing will have two years to mix undergraduate and graduate courses, simultaneously fulfilling requirements for both the BS and MS degrees. Students will be charged graduate tuition for only one academic year.

**Individualized Joint Degree Programs**

A student may be interested in a joint degree program with another school or college even if a joint degree program 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.

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 Stephen M. Ross School of Business and who have also completed significant LS&A coursework in a concentration may discuss an individualized joint degree program with the Stephen M. Ross School of Business.

**Information (Bachelor of Arts / Bachelor of Science in Organizational Studies and Linguistics and Master of Science in Information)**

The School of Information offers an accelerated program for exceptional undergraduates at the University of Michigan. The program enables students in the Interdisciplinary Program on Organizational Studies or the Department of Linguistics to complete both a bachelor’s degree and the two-year Master of Science in Information (MSI) degree in five years of study. The School of Information will select candidates for this program during their junior year. The A.B./B.S. degree is normally awarded at the end of the senior year (the first year of study in the School of Information) and the MSI degree after completion of its requirements (normally after a second year of graduate study).

In addition, applicants for the joint degree program must show an academic record that is consistent with the demands of completing six years of course work in five years. This means that accelerated degree applicants must be at or above the norm for the regular entering class at the School of Information, in terms of maturity, GPA, and GRE scores.

Further information can be found under the departmental program statement of Organizational Studies and of Linguistics, or by visiting the School of Information, 300 West Hall, or SI’s website: http://www.si.umich.edu/. Interested undergraduates should begin consultation in the sophomore year at the time when they submit applications to the Organizational Studies Program or when they declare their Linguistics concentration. A separate application to the School of Information is made in the fall academic term of the junior year and is reviewed as part of the regular admission process by the School of Information. Applicants will be notified of the School of Information’s decision before the registration deadline in the winter academic term.

**Linguistics.** Students must satisfy the normal requirements for both the Bachelors and the MSI programs; but any course they take that satisfies a requirement for the Bachelors and also satisfies a requirement for the MSI can be used to satisfy both requirements simultaneously. By taking 24 credit hours of courses that are “double-counted” in this fashion, it is possible to eliminate a year from the normal course of study. In particular, several designated courses taught in the School of Information and the Department of Linguistics satisfy requirements for both degrees. See the official list of courses for details.

To qualify for admission to the School of Information under the Accelerated Program, students need to show that, given the double counting provision, they will be able to complete the LS&A and Linguistics requirements for the Bachelors by the end of the fourth year, while also completing the usual first-year coursework for the MSI.

**Organizational Studies.** In the senior year, students will elect the full sequence of MSI core courses, most of which simultaneously satisfy concentration requirements for the bachelor’s degree while counting toward the MSI degree. For this accelerated program, students need to complete a minimum of 100 LS&A credits toward 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 School of Information that are cross-listed with Organizational Studies.

The eligibility requirements for the accelerated degree program include completion of at least 100 credits toward the undergraduate degree by the end of the junior year. At least 27 of the 100 credits must be in courses meeting the requirements of the Organizational Studies interdisciplinary concentration, and must include a course that meets the quantitative skills requirement.

**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, 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. All elections that are listed in the LS&A Bulletin and the Public Policy courses that are cross-listed with ECON and POLSCI are used to calculate LS&A credit.
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 ECON or POLSCI 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 earned 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 application is completed and submitted to the Graduate School for approval of both the graduate admissions 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, Stephen M. Ross School of Business, Dental Hygiene, Education, and Pharmacy) within the University admit only students who have completed prior liberal arts study. The following information is for students interested in 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 (TCAUP) 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, travels, visiting our changing exhibits, or work experience. For additional information, contact Doug Thomas 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

3-Year BBA Program

Beginning with the Fall 2006 entering class, the 3-year program is the standard program under which a University of Michigan student studies business. Students who wish to earn a Bachelor of Business Administration should transfer to the Stephen M. Ross School of Business after completion of their freshman year. Sophomore standing (at least 27 transferable credits) is a requirement for admission. Applications for admission are due in March of the student’s freshman year.

Please see the online application (http://www.bus.umich.edu/bba) for specific instructions.

Students may enter in Fall Term only. The Admissions Committee begins to consider applications in April for the Fall Term entering class. The deadline for applications is March 31st. Applications are considered only after completed application forms and official transcripts have been received. LS&A students should obtain their transcript of first semester grades in a sealed envelope from the Transcript Office. Final admission decisions will be made after second semester grades have been reported. The Ross School of Business admissions committee will access second semester grades; applying students will not need to request second semester grades. The envelope containing first semester grades must be submitted together with the application forms to the Ross School of Business. Applications are only available online (http://www.bus.umich.edu/bba).

If a student wishes to apply to the 3-year program at the Ross School of Business, he or she is required to have completed or have in-progress the following courses: Calculus, the freshman writing requirement, and ECON 101. A recommended course is “World of Business”. Taking “World of Business” will not necessarily improve your chances of getting into the Ross School of Business, but it will give you a better idea of what the study of business is all about. In highly extenuating circumstances, one of these requirements might be completed while the student is a Ross School of Business student. Please see the instructions with the online application for more information.

Admission is highly competitive. Most students admitted have an overall GPA above 3.2. Particular attention is paid to grades received in economics, English composition, and mathematics. Strength of the overall academic schedule, 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. In the former 2-year program, BBA students maintained an average of a 3.6 GPA (within a range of 2.9 to 4.0) during their first two years in college; this standard is expected to continue with the new three-year program.

Consideration for admission requires evidence that a minimum of 27 transferable credits from the University of Michigan–Ann Arbor will be completed by the end of second academic term. Please see the BBA Bulletin (http://www.bus.umich.edu/bba) for specific courses that will meet the mathematics and economics requirements. The requirement in composition may be completed by ENGLISH 124, 125, or any other course specified by the Sweetland Writing Center as satisfying the First-Year writing requirement. Honors students may substitute GTBOOKS 191 or 192.

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http://www.bus.umich.edu/bba
A thoughtfully planned, balanced liberal arts program in addition to the highly recommended courses in Calculus, ECON 101 and the freshman writing requirement is acceptable preparation for admission.

Students currently attending The University of Michigan—Ann Arbor who are accepted to the BBA program may transfer a maximum of 75 credits. Guidelines for course work that will transfer to the BBA program can be found in the BBA Bulletin (http://www.bus.umich.edu/bba). Transfer of credits are granted only for courses where the student earns a grade of C or better. Any course in which the final grade earned is a C- or lower will not be acceptable for transfer. Classes taken on a Pass/Fail basis must have documentation of a C grade or better.

4-Year BBA Program

The 4-year program is a small, highly selective program that allows students to apply to the BBA program at the Ross School of Business during their senior year of high school. Admission to the program is highly competitive and the Ross School of Business will only accept a small number of students into the 4-year program. If a student does not apply or is not accepted into the 4-year program, this does not hurt his or her chances of being accepted into the 3-year program. If a student is not admitted into the Ross School of Business for the 4-year program, they are encouraged to apply again at the end of his or her freshman year for admission into the 3-year program.

Students who apply to and are accepted by the Ross School of Business out of high school are not directly admitted into the Ross School of Business. They become what is called a “preferred admit.” This means the student is an LS&A student but is given a set of requirements to meet during his or her freshman year. When these requirements are successfully met, the student will automatically become a Ross School of Business student at the end of the freshman year when he or she notifies us of his or her continued interest.

All students planning to enter the Stephen M. Ross School of Business in either the 3-year program or the 4-year program, must satisfy three of the following requirements by the time they graduate from the BBA program:

1. Nine credits in Natural Science (NS) and/or Mathematical and Symbolic Analysis (MSA).
2. Nine credits in Humanities.
4. Fourth-term proficiency in a foreign language as determined by four-terms proficiency in a foreign language course. AP course work in fourth-term proficiency fulfills this requirement.

Dental Hygiene
http://www.dent.umich.edu/depts/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) First-Year Writing; (3) Speech; (4) Introductory Psychology; (5) Introductory Sociology; (6) Additional electives to total 30 credits (biology recommended).

Interested students should contact the Director of Dental Hygiene, Wendy Kerschbaum, in the School of Dentistry [3066 Dentistry, (734) 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
http://www.soe.umich.edu/

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

Kinesiology
http://www.kines.umich.edu/

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 (Sport Management) degrees. Movement Science and Sport Management require 120 credits. However, Sport Management program requires students to apply for advancement to Level 2 during their sophomore year. 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 and on the Kinesiology website, www.kines.umich.edu.

General requirements: Students in Movement Science, Sport Management, and Athletic Training degree programs must satisfy a distribution plan of 36 credits — 12 credits in each of the following three disciplines: humanities (HU), social science (SS), and natural science (NS). Students in the Physical Education degree program must complete a distribution plan of 30 credits — 9 credits in HU and SS, 12 credits in NS. All Kinesiology students are required to take ENGLISH 124/125, ENGLISH 225, PSYCH 111, SPTMGMTC 101, SPTMGMTC 111, and MOVESCI 110.

General information for cross campus transfers: Students can transfer to Kinesiology after their freshman year. Admission is competitive. Interested students are advised to make an appointment with one of the advisors in the Office of Student Services at (734) 764-4472.

Pharmacy
http://www.umich.edu/~pharmacy/

Students accepted to the Doctor of Pharmacy (Pharm.D.) degree program transfer to the College of Pharmacy upon completion of pre-professional work as outlined below. The PCAT is required for admission, with a minimum score of 70 percentile in all areas. In addition, at least one year of patient care experience is required. The College accepts students only for the Fall Term, and the Pharm.D. curriculum requires an additional four years of study. Deadline for submission of applications is February 1.
The pre-pharmacy courses include:

1. MEDADM 401 (Anatomy);
2. BIOLOGY 162;
3. BIOLOGY 305;
4. CHEM 125/126 and 130 (or exemption per LS&A policy), 210/211, 215/216, and 260;
5. MATH 115, 116, 175 or 185 (AP credit not accepted);
6. MICRBIOL 301 and 350;
7. PHYSICS 125/127 and 126/128 or 140/141 and 240/241;
8. Satisfaction of the LS&A First-Year Writing Requirement;
9. 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 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/lsa/students/advising/preprof/prehealth

*Not a concentration program*

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

Interested students should view the website and schedule an appointment with a pre-professional advisor in the Academic Advising Center and visit the Career Center for information about the medical profession.

Pre-medical course requirements are:

1. **Chemistry.** Usually four terms: CHEM 130/125/126, 210/211, 215/216, followed by either 230 or 260, 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, BIOLCHEM 415, or CHEM 451 and 452.

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 (with lab).

4. **Physics.** Two terms, including lab work. Students may select PHYSICS 125/127 and 126/128, PHYSICS 140/141 and 240/241, or a combination of algebra- and calculus-based courses.

5. **English.** Two terms of English are generally required. First-Year Writing usually satisfies one term of this requirement.

6. **Mathematics.** Many medical schools require at least one mathematics course (college-level calculus in some cases). STATS 350 may be used to fulfill part or all of the math requirement.

The above courses account for approximately one third of the coursework 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/lsa/students/resources/academics/advising/preprof

*Not a concentration program*

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.

Successful study of the law requires the ability to speak clearly and correctly. Plan to continue sharpening these skills throughout your undergraduate education. Participate in extracurricular activities, student organizations, and enroll in courses stressing group interaction and leadership responsibilities. It is important to challenge yourself to think independently, attaining exactness of thought, and making valid analytical comparisons and differentiations. Spend time investigating 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 that will be personally interesting while providing intellectual challenges and that will help develop an understanding of the nature and aspirations of American society.

Interested students should view the pre-law website and schedule an appointment with a pre-professional advisor in the Academic Advising Center and visit the Career Center for information and reference material 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 March 18, 2005. Subsequent changes in academic policy and procedures, new academic opportunities, etc., are available on the LS&A website.

Key to Course Listings

Catalog numbers are part of a University-wide numbering system. Generally, courses numbered 100 to 199 are introductory, 200-299 are intermediate, and 300-499 are advanced (upper-level).

Reorganized or renumbered courses are denoted by a parenthetical number in boldface following the course number. When renumbering or reorganization has left the SUBJECT unchanged, only the previous catalog number is given; if the SUBJECT has also changed, the previous SUBJECT 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 catalog number.

Prerequisites appear in italics after the course title. Some prerequisites are advisory. They suggest the assumed background or level of academic experience, and students should be guided by these statements. Some prerequisites are mandatory and are enforced at the point of registration. The Course Guide and the LSA Bulletin indicate the cases when prerequisites are enforced.

Prerequisites are of three types:

- **Courses.** 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) at the required level of competency and when that course is 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 by issuance of electronic permission.

- **Class standing** (first year, sophomore, junior, senior). A course might be appropriate for "first and second year students only," or for "juniors and seniors."

- **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 and an electronic permission issued.

The Credit Symbol, an Arabic numeral in parentheses, denotes the credits earned for the course. 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.

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

Courses meeting certain college requirements are so listed. Language other than English (LR) courses may be used toward meeting the Language Requirement. The First-Year Writing 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 LS&A website (http://www.lsa.umich.edu/).

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.

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

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

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

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

University Online Schedule of Classes. The online Schedule of Classes http://www.umich.edu/~regoff/schedule/ is refreshed nightly. Wolverine Access has real time course and class information. All students, faculty, and staff are encouraged to use either Wolverine Access or the online Schedule of Classes to obtain the most accurate, up-to-date class meeting information.
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# Courses in Other Units

This list shows courses offered by other academic units of the University of Michigan, but which count as LSA credit toward graduation. You may find further information about a course under the name of the offering unit, under the department, or under the cross-listed LSA department.

## AERO, AEROSPACE STUDIES – MILITARY OFFICER SCHOOL OF EDUCATION PROGRAMS

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<th>Course Code</th>
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<tr>
<td>AERO 201 / UC 201</td>
<td>U.S. Aviation History &amp; Its Development into Air Power.</td>
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## ANAT, ANATOMY AND CELL BIOLOGY – MEDICAL SCHOOL

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<td>ANAT 541 / PSYCH 532 / PHYSIOL 541 / BIOLOGY 541</td>
<td>Mammalian Reproductive Endocrinology.</td>
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## AOSS, ATMOSPHERIC, OCEANIC AND SPACE SCIENCES – COLLEGE OF ENGINEERING

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<td>AOSS 102 / GEOSCI 122</td>
<td>Extreme Weather.</td>
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<td>AOSS 105 / CHEM 105 / ENSCEN 105</td>
<td>Our Changing Atmosphere.</td>
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<td>AOSS 172 / ENVIRON 111 / GEOSCI 172 / GEOG 111 / SOC 111 / ENSCEN 172</td>
<td>Introduction to Global Change: Human Impacts.</td>
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<td>The Atmosphere.</td>
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## ARCH, ARCHITECTURE – A. ALFRED TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING

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<td>ARCH 212 / HISTART 212</td>
<td>Understanding Architecture.</td>
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<td>ARCH 423 / NRE 370 / ENVIRON 370 / ARCH 423</td>
<td>Introduction to Urban and Environmental Planning.</td>
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## ARTDES, ART AND DESIGN – SCHOOL OF ART AND DESIGN

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## BA, BUSINESS ADMINISTRATION – STEPHEN M. ROSS SCHOOL OF BUSINESS

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## BE, BUSINESS ECONOMICS AND PUBLIC POLICY – STEPHEN M. ROSS SCHOOL OF BUSINESS

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## BIOLCHEM, BIOLOGICAL CHEMISTRY – MEDICAL SCHOOL

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## BIOSTAT, BIOSTATISTICS – SCHOOL OF PUBLIC HEALTH

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## CHE, CHEMICAL ENGINEERING – COLLEGE OF ENGINEERING

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<td>CHE 512 / MACROMOL 512 / MATSCIE 512</td>
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**EDCURINS, EDUCATION D – CURRICULUM AND INSTRUCTION SCHOOL OF EDUCATION**

EDCURINS 421 / LATIN 421. Teaching of Latin.

EDCURINS 431 / GERMAN 531. Teaching Methods.

EDCURINS 437 / RUSSIAN 410. Teaching of Russian.

EDCURINS 455 / SPANISH 413 / ROMLING 413. Teaching Spanish/Applications of Linguistics.

**EDCURINS 456 / FRENCH 438 / ROMLING 456. Topics in Learning and Teaching French.**

EDCURINS 474 / ENVIRON 481 / NRE 481. Foundations of Environmental Education.

**EDUC, EDUCATION – SCHOOL OF EDUCATION**


**EECS, ELECTRICAL ENGINEERING AND COMPUTER SCIENCE – COLLEGE OF ENGINEERING**

EECS 181. Introduction to Computer Systems.


EECS 203. Discrete Mathematics.

EECS 270. Introduction to Logic Design.

EECS 280. Programming and Introductory Data Structures.

EECS 281. Data Structures and Algorithms.


EECS 284. Introduction to a Programming Language or System.

EECS 285. A Programming Language or Computer System.

EECS 370. Introduction to Computer Organization.

EECS 374. Design of Microprocessor Based Systems.

EECS 376. Foundations of Computer Science.

EECS 381. Object Oriented and Advanced Programming.

EECS 398. Special Topics.

EECS 427. VLSI (Very Large Scale Integrated) Design I.


EECS 477. Introduction to Algorithms.

EECS 478. Logic Circuit Synthesis and Optimization.

EECS 481. Software Engineering.

EECS 482. Introduction to Operating Systems.

EECS 483. Compiler Construction.

EECS 484. Database Management Systems.

EECS 485. Web Database and Information Systems.

EECS 486. Object-Oriented Methodology.


EECS 489. Computer Networks.

EECS 492. Introduction to Artificial Intelligence.

EECS 493. User Interface Development.

EECS 494. Computer Game Design and Development.

EECS 496. Major Design Experience – Professionalism.

EECS 497. EECS Major Design Projects.

EECS 498. Special Topics.

EECS 499. Directed Study.

EECS 503 / APPPHYS 530. Electromagnetic Theory I.

EECS 537 / APPPHYS 537. Classical Optics.


EECS 541 / APPPHYS 541. Applied Quantum Mechanics II.


EECS 546 / APPPHYS 546. Ultrafast Optics.

EECS 552 / APPPHYS 552. Fiber Optical Communications.

EECS 570. Parallel Computer Architecture.


EECS 573. Microarchitecture.


EECS 582. Advanced Operating Systems.

EECS 583. Advanced Compilers.

EECS 584. Advanced Database Systems.

EECS 592. Advanced Artificial Intelligence.

EECS 595 / LING 541. Natural Language Processing.

EECS 598. Special Topics in Electrical Engineering and Computer Science.

**EHS, ENVIRONMENTAL HEALTH SCIENCES – SCHOOL OF PUBLIC HEALTH**

EHS 588 / ENVIRON 475 / NRE 475. Environmental Law.

**ENGR, ENGINEERING – COLLEGE OF ENGINEERING**


**ENSCEN, ENVIRONMENTAL SCIENCES AND ENGINEERING – COLLEGE OF ENGINEERING**


**HBEHED, HEALTH BEHAVIOR AND HEALTH EDUCATION – SCHOOL OF PUBLIC HEALTH**


**HMP, HEALTH MANAGEMENT AND POLICY – SCHOOL OF PUBLIC HEALTH**

HMP 661 / ECON 438. Economics of Health Services.
### JOE, INDUSTRIAL AND OPERATIONS ENGINEERING – COLLEGE OF ENGINEERING

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<td>IOE 511</td>
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### LHC, LAW, HISTORY, AND COMMUNICATION – STEPHEN M. ROSS SCHOOL OF BUSINESS

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### MUSICOL, MUSIC HISTORY AND MUSICOLOGY – SCHOOL OF MUSIC

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<td>History of Western Art Music: Music of the U.S. and Euro-American Music Since World War I.</td>
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<td>MUSICOL 239</td>
<td>History of Western Art Music: Middle Ages through the Baroque.</td>
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### NAVSCI, NAVAL SCIENCE – MILITARY OFFICER SCHOOL OF EDUCATION PROGRAMS

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<td>NAVSCI 310</td>
<td>UC 310. Evolution of Warfare.</td>
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### NEUROSCI, NEUROSCIENCE MEDICAL SCHOOL

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### NRE, SCHOOL OF NATURAL RESOURCES AND ENVIRONMENT

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NRE 305 / ENVIRON 305. Society & Environment.
NRE 310 / ENVIRON 310. Toxicology: The Study of Environmental Chemicals and Disease.
NRE 311 / ENVIRON 311. Introduction to Aquatic Ecosystems.
NRE 312 / ENVIRON 312 / POLSCI 380. Environmental Politics and Policy.
NRE 335 / CAAS 322 / ENVIRON 335. Introduction to Environmental Politics: Race, Class, and Gender.
NRE 336 / ENVIRON 336 / CAAS 332. Environment and Inequality.
NRE 361 / ENVIRON 361 / PSYCH 385. The Psychology of Environmental Stewardship.
NRE 365 / ENVIRON 365. International Environmental Policy.
NRE 370 / ENVIRON 370 / ARCH 423 / UP 423. Introduction to Urban and Environmental Planning.
NRE 375 / ENVIRON 375 / ECON 370. Environmental and Resource Economics.
NRE 396 / ENVIRON 396 / CAAS 396. History of Environmental Thought and Activism.
NRE 398 / ENVIRON 398. Environment Internship Program.
NRE 399 / ENVIRON 399. Junior Honors Seminar.
NRE 402 / ENVIRON 402. Spring Ecosystems and Plants.
NRE 403 / ENVIRON 403 / HISTART 403. History of Human Interaction with the Land.
NRE 411 / ENVIRON 411. Fluvial Ecosystems.

NURS – SCHOOL OF NURSING
NURS 220 / WOMENSTD 220. Perspectives in Women’s Health.

OMS, OPERATIONS AND MANAGEMENT SCIENCE – STEPHEN M. ROSS SCHOOL OF BUSINESS
OMS 518 / IOE 510 / MATH 561. Linear Programming I.
OMS 603 / STATS 550 / IOE 560. Bayesian Decision Analysis.

PAT, PERFORMING ARTS TECHNOLOGY – SCHOOL OF MUSIC
PAT 201. Introduction to Computer Music.
PAT 380 / THTREMUS 353. Sound for the Theatre.

PHARMACOL, PHARMACOLOGY – MEDICAL SCHOOL

PHYSIOL, MOLECULAR AND INTEGRATIVE PHYSIOLOGY – MEDICAL SCHOOL
PHYSIOL 201. Introduction to Human Physiology.
PHYSIOL 306. Problems in Physiology.
PHYSIOL 405. Research Problems in Physiology.
PHYSIOL 502. Human Physiology.

PUBPOL, PUBLIC POLICY – GERALD R. FORD SCHOOL OF PUBLIC POLICY
PUBPOL 481 / PHYSICS 481. Physics and National Science Policy.

SI, SCHOOL OF INFORMATION
SI 110 / SOC 110. Introduction to Information Studies.

THEORY, MUSIC THEORY – SCHOOL OF MUSIC
THEORY 129. Introduction to Aural Skills
THEORY 138. Introduction to College Theory.
THEORY 139. Basic Musicianship: Aural Skills I.
THEORY 140. Basic Musicianship: Aural Skills II.
THEORY 149. Basic Musicianship: Writing Skills I.
THEORY 150. Basic Musicianship: Writing Skills II.
THEORY 160. Accelerated Basic Musicianship: Writing Skills II.
THEORY 211. Basic Theory at the Keyboard: Realization, Improvisation and Score Reading.
THEORY 212. Basic Theory at the Keyboard: Realization, Improvisation and Score Reading.
THEORY 236. Introduction to Music Analysis for Music Theatre Majors.
THEORY 238. Introduction to Musical Analysis.
THEORY 239. Basic Musicianship: Aural Skills III.
THEORY 240. Basic Musicianship: Aural Skills IV.
THEORY 249. Basic Musicianship: Written Skills III.
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<td>Ideas of Theatre: Dramatic Theory and Criticism.</td>
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<td>THTREMUS 403</td>
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<td>THTREMUS 404</td>
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<td>THTREMUS 427 / ENGLISH 427</td>
<td>Advanced Playwriting.</td>
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<td>THTREMUS 429</td>
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<td>THTREMUS 440</td>
<td>Special Topics in African American Theatre and Drama.</td>
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<td>THTREMUS 445</td>
<td>Stage Management Practicum: Opera and Musicals.</td>
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<td>THTREMUS 452</td>
<td>Costume Construction.</td>
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<td>THTREMUS 464</td>
<td>Scene Painting for the Theatre.</td>
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<td>History of Décor.</td>
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<td>THTREMUS 477</td>
<td>History of Dress.</td>
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<td>THTREMUS 490</td>
<td>Honors Tutorial.</td>
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### Urban Planning - A. Alfred Taubman College of Architecture and Urban Planning

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<td>UP 406 / GEOG 406</td>
<td>Introduction to Geographic Information Systems.</td>
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<tr>
<td>UP 423 / NRE 370 / ENVIRON 370 / ARCH 423</td>
<td>Introduction to Urban and Environmental Planning.</td>
</tr>
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<td>UP 572 / GEOG 472</td>
<td>Transportation and Land Use Planning.</td>
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Creative Expression Courses in Other Units

This list shows courses offered by other academic units of the University of Michigan, but which can be used toward the Creative Expression category of the Area Distribution requirement. These courses all count as non-LSA credit, with the exception of Music Composition 221 and 222 and Theatre and Drama 101, 102, 227, 240, and 245.

A. ALFRED TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING

Architecture (ARCH)

Art and Design (ARTDES)

SCHOOL OF MUSIC

Baroque Cello (BARCELLO)

Baroque Flute (BARFLUTE)

Baroque Oboe (BAROBOE)

Baroque Violin (BAROQVIO)

Baroque Viola (BARVIOLA)

Bassoon (BASSOON)

Carillon (CARILLON)

Cello (CELLO)

**Clarinet (CLARINET)**


**Double Bass (DBLBASS)**


**Ensemble (ENS)**

ENS 325. Orchestral Repertory for Strings. (1, 2). (CE). (non-LS&A).
ENS 335. String Quartet. (1, 2). (CE). (non-LS&A).
ENS 349. University Choir. (1, 2). (CE). (non-LS&A).

**Euphonium-Baritone (EUPHBARI)**


**Music Composition (COMP)**

COMP 221. Introduction to Elementary Composition. (3; 2 in the half-term). (CE).
COMP 222. Composition. (3; 2 in the half-term). (CE).

**Cornetto (CORNETTO)**


**Crumhorn (CRUMHORN)**


**Dance (DANCE)**

DANCE 121. Introduction to Jazz Dance. (1). (CE). (non-LS&A).
**Creative Expression Courses in Other Units / 37**

**Early Vocal Practice (EVOCPRAC)**


**Flute (FLUTE)**


**Fortepiano (FPIANO)**


**French Horn (FRENHORN)**


**Guitar (GUITAR)**


**Harp (HARP)**


**Harpichord (HARPSCH)**


Jazz & Improvisational Studies (JAZZ)


Organ (ORGAN)


Performing Arts Technology (PAT)


Percussion (PERCUSS)


Piano (PIANO)


Recorder (RECORDER)


Sackbut (SACKBUT)


Saxophone (SAX)


Shawm (SHAWM)


Strings (STRINGS)


Theatre and Drama (THTREMUS)

THTREMUS 101. Introduction to Acting 1. (3). (CE).
THTREMUS 102. Introduction to Acting 2. (3). (CE).
THTREMUS 227 / ENGLISH 227. Introductory Playwriting. (3; 2 in the half-term). (CE).
THTREMUS 240. Introduction to Design. (3). (CE).
THTREMUS 242. Directing II. (3). (CE).
THTREMUS 245. Introduction to Stage Management. (2-3). (CE).

Trombone (TROMBONE)


Trumpet-Cornet (TRUM)


Tuba (TUBA)

Tuba (TUBA)

Viola (VIOLA)

Violin (VIOLIN)

Viola Da Gamba (VDAGAMBA)

Voice (VOICE)

Wind Instruments (WINDINST)

Winds And Percussion (WINDPERC)
Additional Distribution Courses in Other Units

This list shows courses offered by other academic units of the University of Michigan, but which can be used toward other categories of the Area Distribution requirement. These courses all count as LSA credit.

A. ALFRED TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING

**UP (Urban Planning)**


**COLLEGE OF ENGINEERING**

**AOSS (Atmospheric, Oceanic and Space Sciences)**

AOSS 102 / GEOSCI 122. Extreme Weather. (3). (NS).
AOSS 204 / GEOSCI 204 / ASTRO 204. The Planets: Their Geology and Climates. (3). (NS).

**EECS (Electrical Engineering and Computer Science)**

EECS 270. Introduction to Logic Design. (4). (MSA).

**ENSCEN (Environmental Sciences and Engineering)**


**SCHOOL OF INFORMATION**

**SI (Information)**


**MEDICAL SCHOOL**

**CDB (Cell and Developmental Biology)**


**PHYSIOL (Molecular and Integrative Physiology)**

PHYSIOL 201. Introduction to Human Physiology. (4). (NS).

**SCHOOL OF MUSIC**

**DANCE (Dance)**


**MUSICOL (Music History and Musicology)**

MUSICOL 139. Introduction to Music. (2). (HU).
MUSICOL 239. History of Western Art Music: Middle Ages through the Baroque. (2). (HU).
MUSICOL 341. Introduction to the Art of Music. (3). (HU).
MUSICOL 345. The History of Music. (3). (HU).
MUSICOL 346. The History of Music. (3). (HU).

**THEORY (Music Theory)**

THEORY 238. Introduction to Musical Analysis. (3; 2 in the half-term). (HU).

**THTREMUS (Theatre and Drama)**

THTREMUS 211 / RCHUMS 280 / ENGLISH 245. Introduction to Drama and Theatre. (3; 2 in the half-term). (HU).
THTREMUS 222 / CAAS 341. Introduction to Black Theatre. (3; 2 in the half-term). (HU).
THTREMUS 323 / ENGLISH 349. American Theatre and Drama. (3). (HU).

**SCHOOL OF NATURAL RESOURCES & ENVIRONMENT**

**NRE (Natural Resources and Environment)**

NRE 239 / ENVIRON 239. Introduction to Environmental Analysis. (4). (NS).
NRE 256 / ENVIRON 256 / ANTHRCUL 256. Culture, Adaptation, and Environment. (3). (SS).
NRE 310 / ENVIRON 310. Toxicology: The Study of Environmental Chemicals and Disease. (3). (NS).

**SCHOOL OF NURSING**

**NURS (Nursing)**

Afroamerican and African Studies

4700 Haven Hall
505 South State Street
(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
Mamadou Diouf (History), African history, urban political, colonialism, social, intellectual, and nationalism
Kevin K. Gaines (History), African American history, progressive era; jazz
Augustin Ferdinand Charles Holl (Anthropology), West African Prehistory (prehistoric adaptation to marginal dry lands); Sahel, Sahara (West Africa) and the Negev 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 & Perception) survey methodology; mental health, cultural influences
Ray Silverman (History of Art), Evolution of Metal working Technologies in West Africa, Museum Studies
Hanes Walton, Jr. (Political Science), American 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
Lorna Goodison (English Language and Literature), Creative Writing
Sandra Gunning (English), 19th- and 20th-Century American literature and Afro-American literature
Michele Mitchell (History), post-emancipation United States; African-American debates about the collective destiny of people of African descent; emancipation, imperialism, sexuality, domestic reform and Black nationalism
Ifeoma 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
Richard Turits (History), Hispanic, Caribbean, and Haiti; race, slavery, violence, non-democratic regimes, peasantries, and U.S. interventions
Alfred A. Young (Sociology) (Arthur F. Thurnau Professor), race and urban poverty; African American social thought; African American intellectuals; race and ethnic relations; low-income African American men in urban communities; and the political orientations of African American scholars
Magdalena Zabarowska (American Culture), Immigrant literatures, narrative and gender, cultural theory

Assistant Professors

Paul Anderson (American Culture), modern U.S. cultural history; cultural history of popular music
David Doris (History of Art), African Art and Culture
Amal Fadlalla (Women’s Studies), Cultural anthropology, Gender Studies, Medical anthropology, and Anthropological demography
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
Derrick Gilbert (Residential College), urban ethnography, Black culture, poetry and performance
Lori Hill (Education)
Martha Jones (History), African American History, 19th-Century United States History; Women’s History; Race and the Law
Coleman Jordan (Architecture and Urban Planning)
Karyn Lacy (Sociology)
Alain Mabanckou (Romance Languages) Francophone literatures, New Voices of African Literature
Tiya Miles (American Culture), African American and Native American Comparative and interrelated histories, women of color history, literature and feminist history
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
Larry Rowley (Education)
Xiomara Santamarina (English), nineteenth-century African American women; antebellum culture; nineteenth-century African American and African literature; and African American writers
Catherine Squires (Communication Studies), African American radio stations; African American talk radio; the history of the Black press during the World Wars; intercultural communication; and African America mass media
Megan Sweeney (English)
Dorecera Taylor (Natural Resources and Environment), environmental sociology; policy analysis; the sociology of leisure; and the environmental justice movement
Stephen Ward (Residential College), urban studies, Black politics, Detroit history

Lecturers

Lawrence Davis
Nesha Haniff (Women's Studies), abortion in Jamaica; women's reproductive health, violence against women in the Caribbean; AIDS in South Africa
Damani J. Partridge (Anthropology), Cultural anthropology, race and displacement, citizenship and non-citizens, technologies of exclusion, gender and sexuality, critical visual anthropology, German studies, European studies, anthropology of the state, post-socialism
Julius Scott (History), Caribbean world in the 17th, 18th, and 19th Centuries; slavery and emancipation; the Haitian Revolution and its impact in Afro-America
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, socioecononic 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 and professional performance. Two prizes are awarded for the best original undergraduate and graduate student essays on any topic in Afroamerican, Caribbean, and/or African Studies.

The 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 5511 Haven 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


**African–Caribbean Studies:** 202, 384, 439, 442, 444, 464, 478.

**Cross-Area Courses:** 103, 104, 111, 241, 331, 322, 332, 348, 361, 394, 410, 420, 426, 430, 431, 470, 477, 482, 495.

**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 six 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 subconcentration 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 Afroamerican 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 also 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

**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 3.4 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.

**Study Abroad.** The Center for Afroamerican and African Studies currently has three study abroad programs in Africa which include the countries of Ghana, South Africa and Burkina Faso. Each of the programs is unique with varying length of stays and academic goals. Please contact CAAS at the start of each fall academic term for more information specific to each program. Students interested in spending a term or a summer in Africa or in the Caribbean can also contact the UM Office of International Programs

**Advising.** The CAAS Advising Center (4700 Haven 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.

**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.

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### Courses in Afroamerican and African Studies (CAAS)

**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). May not be repeated for credit. (Cross-Area Courses). May not be included in a concentration plan.

**CAAS 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). May not be repeated for credit. (Cross-Area Courses). May not be included in a concentration plan.


**CAAS 111. Introduction to Africa and Its Diaspora.** (4). (R&E). May not be repeated for credit. May not be included in a concentration plan. I.

**CAAS 200. Introduction to African Studies.**
CAAS 111. (3; 2 in the half-term). (SS). (R&E). May not be repeated for credit. (African Studies).

**CAAS 201. Introduction to Afro-American Studies.**
CAAS 111. (3). (SS). May not be repeated for credit. (African-American Studies).

**CAAS 202. Introduction to Afro-Caribbean Studies.**
CAAS 111. (3). (Excl). (R&E). May not be repeated for credit. (African-American Studies).

**CAAS 203. Issues in Afro-American Development.**

**CAAS 205. Introduction to Black Cultural Arts and Performance.**
CAAS 111. (3). (HU). May be elected twice for credit.

**CAAS 206. Issues in African Studies.**
CAAS 111. (3). (Excl). May not be repeated for credit.

**CAAS 211. Dynamics of the Black Diaspora.**
CAAS 111. (3). (HU). May not be repeated for credit.

**CAAS 214 / HISTART 214. Introduction to African-American Art.**
CAAS 111. (3). (SS). May not be repeated for credit. (African-American Studies).

**CAAS 230 / HISTORY 274. Survey of Afro-American History I.**
CAAS 111. (3). (SS). May not be repeated for credit. (African-American Studies).

**CAAS 231 / HISTORY 275. Survey of Afro-American History II.**
CAAS 111. (3). (SS). May not be repeated for credit. (African-American Studies).


**CAAS 241 / WOMENSTD 231. Women of Color and Feminism.**
CAAS 111. (3). (SS). May not be repeated for credit. (African-American Studies).

**CAAS 246 / HISTORY 246. Africa to 1850.**

**CAAS 247 / HISTORY 247. Modern Africa.**

**CAAS 274 / ENGLISH 274. Introduction to Afro-American Literature.**
CAAS 111. (3; 2 in the half-term). (HU). May not be repeated for credit. (African-American Studies).

**CAAS 303 / SOC 303. Race and Ethnic Relations.**
An introductory course in sociology or CAAS; CAAS 201 recommended. (4; 3 in the half-term). (SS). (R&E). May not be repeated for credit. (African-American Studies).

**CAAS 304. Gender and Immigration: Identity, Race, and Place.**
(3). (Excl). May not be repeated for credit.

**CAAS 305 / HISTORY 305. Histories of the Modern Caribbean.**
(3). (Excl). May not be repeated for credit.

**CAAS 321 / SOC 323. African American Social Thought.**
CAAS 201 recommended. (3). (SS). May not be repeated for credit. (African-American Studies).

**CAAS 322 / ENVR 335 / NRE 335. Introduction to Environmental Politics: Race, Class, and Gender.**
(4; 3 in the half-term). (SS). May not be repeated for credit. (Cross-Area Courses).

**CAAS 327 / PSYCH 315. Psychological Aspects of the Black Experience.**
One course in psychology or Afroamerican and African Studies. CAAS 201 recommended. (3). (SS), (R&E). May not be repeated for credit. (African-American Studies).

**CAAS 331 / PSYCH 316. The World of the Black Child.**
One course in psychology or Afroamerican and African Studies. (3). (Excl). May not be repeated for credit. (Cross-Area Courses).

**CAAS 332 / ENVR 336 / NRE 336. Environment and Inequality.**
(4). (SS). (R&E). May not be repeated for credit. (Cross-Area Courses).

**CAAS 333. Perspectives in Afro-American History.**

**CAAS 335 / APTIS 335 / RELIGION 310. African-American Religion Between Christianity and Islam.**

**CAAS 336 / HISTORY 336 / WOMENSTD 336. Black Women in America.**
CAAS 201 recommended. (3). (SS). May not be repeated for credit. (African-American Studies).

**CAAS 337 / HISTORY 337 / WOMENSTD 337. Black Women in the United States, Part I: From the American Revolution through the Women's Era.**
CAAS 201 recommended. (4). (Excl). May not be repeated for credit.

**CAAS 338 / ENGLISH 320. Literature in Afro-American Culture.**
CAAS 201 recommended. (3). (HU). May not be repeated for credit. (African-American Studies).

**CAAS 339 / LANG 339. African American Languages and Dialects.**
LANG 210 recommended. (3). (Excl). May not be repeated for credit. (African-American Studies).

**CAAS 340 / AMMCULT 340. A History of Blacks in American Film.**

**CAAS 341 / THTREMS 222. Introduction to Black Theatre.**
CAAS 201 recommended. (3; 2 in the half-term). (HU). May not be repeated for credit. (African-American Studies).

**CAAS 342 / THTREMS 233. Acting and the Black Experience.**
Permission of instructor (brief interview). CAAS 201 recommended. (3). (HU). May not be repeated for credit. (African-American Studies).

**CAAS 343 / FRENCH 332. Francophone African Studies in Translation.**
Taught in English. A knowledge of French is not required. (3). (Excl). May be elected twice for credit. French concentrators can take a maximum of two courses in the department taught in English. French minors can take a maximum of one course taught in English from our department. Courses taught in English include: FRENCH 240, 244, 331, 342, 402, and 453.

**CAAS 348 / DANCE 358. Dance in Culture: Origins of Jazz Dance.**
Consent of instructor required. (Prerequisites enforced at registration). (3). (Excl). May be repeated for credit. Repetition requires permission of the department. (Cross-Area Courses). II.
AFROAMERICAN AND AFRICAN STUDIES / 47


CAAS 358. Topics in Black World Studies. (3). (Excl). May be repeated for credit for a maximum of 6 credits.


CAAS 361. Comparative Black Art. CAAS 360. (3). (Excl). May not be repeated for credit. (Cross-Area Courses). II.

CAAS 365 / WOMENSTD 365. Global Perspectives on Gender, Health, and Reproduction. One course in either women's studies or CAAS. (3). (SS). May not be repeated for credit.

CAAS 368 / HISTART 368. How to Look at African Things. (3). (Excl). May be elected twice for credit.

CAAS 380 / HISTART 380. Special Topics in African Art. CAAS 108 or 214, and upperclass standing; CAAS 200 recommended. (3; 2 in the half-term). (Excl). May not be repeated for credit. (African Studies).


CAAS 396 / ENVIRON 396 / NRE 396. History of Environmental Thought and Activism. (3). (Excl). May not be repeated for credit.


CAAS 410. Supervised Reading and Research. Consent of instructor required. (Prerequisites enforced at registration). Application required. (1-6). (Excl). May be repeated for credit. Repetition requires permission of the concentration advisor. (Cross-Area Courses). Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (CAAS 410 or 510), the final grade is posted for both term's elections. I; II, IIIa, IIIb.

CAAS 413. Theories of Black Nationalism. CAAS 111, and one 200-level course, CAAS 200, 201 or 202. (3). (Excl). May not be repeated for credit.


CAAS 426. Urban Redevelopment and Social Justice. (3). (Excl). May not be repeated for credit. (Cross-Area Courses). I.


CAAS 433 / FRENCH 402. Francophone Literature in Translation. A literature course or any course dealing with the Black experience in Africa or the Americas. Taught in English. (3). (Excl). May not be repeated for credit. (Cross-Area Courses).


CAAS 442 / FILMVID 442. Third World Cinema. CAAS 202 or FILMVID 230 or 236 recommended. (3). (Excl). May not be repeated for credit. (Afro-Caribbean Studies).

CAAS 443 / WOMENSTD 443. Pedagogy of Empowerment: Activism in Race, Gender, and Health. CAAS 201 or WOMENSTD 240. (3). (Excl). May not be repeated for credit.


CAAS 458. Issues in Black World Studies. (3). (Excl). May be repeated for credit for a maximum of 6 credits.


CAAS 466. The Music of Africa. (3). (Excl). May not be repeated for credit.

CAAS 468. Practicum in Field Studies in the Diaspora. CAAS 111 and upperclass standing; application required. (3). (Excl). (EXPERIENTIAL). May be elected twice for credit.

CAAS 469. Issues in Field Studies in the Diaspora. CAAS 111 and upperclass standing; application required. (3). (Excl). May be elected twice for credit.


CAAS 478 / LACS 400 / HISTORY 578. Ethnicity and Culture in Latin America. CAAS 202 recommended. (3). (Excl). May be repeated for credit for a maximum of 6 credits. (Afro-Caribbean Studies).

CAAS 482 / ENVIRON 482 / NRE 482. Environmental Justice: Theoretical Approaches. (3). (Excl). May not be repeated for credit. (Cross-Area Courses).

CAAS 484 / ANTHRARC 484. Archaeology of Mind. ANTHRARC 282 recommended. (3). (Excl). May not be repeated for credit.

American Culture

3700 Haven Hall
505 South State Street
(734) 763-0031 (phone)
(734) 936-1967 (fax)
http://www.isa.umich.edu/ac/
e-mail: ac.inq@umich.edu
Professor Philip Deloria, Director

Professors

Philip Deloria (American Culture/History), 19th-century cultural history and theory; Native American history; history of the American West; American environmental history

Gregory Dowd (American Culture/History), Native American and Early American History

Julie Ellison (American Culture/English; Director of Arts and Programs, Office of the Vice President for Research) public scholarship, poetry of everyday life, 18th & 19th century American and English literature, gender studies

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

Mary Kelley (American Culture/History), 19th Century women's writers, women's intellectual history, American intellectual history

Barry Shank (American Culture/Communication Studies), mass media and popular 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

Catherine Benamou (American Culture/Film & Video), Latin American and Latino/a cinema and video

James W. Cook (American Culture/History), 19th-century U.S. cultural, Social, and Intellectual History; Popular, visual and urban culture; race and ethnicity

Matthew Countryman (American Culture/History), African-American social movements; 20th-century U.S. history

Sandra Gunnung (American Culture/English), African-American Literature; American Literature; travel writing

Maria Montoya (American Culture/History), history of the American West; Environmental history; Latino/a Studies

Amy Stillman (Music/American Culture), ethnomusicology, Pacific Islands performance traditions, dance ethnology music and dance

Magdalena Zaborowska (African Studies/American Culture), Immigrant literatures, narrative and gender, cultural theory

Assistant Professors

Phillip Akutsu (American Culture/Psychology), Ethnic minority mental health

Paul Anderson (American Culture/History), modern U.S. cultural history; cultural history of popular music

Maria Cotera (American Culture/Women's Studies), Latina/o gender studies; comparative ethnic studies; ethnography

Vicente Díaz (American Culture), American Imperialism and Decolonization in the Pacific; historiography; cultural and postcolonial studies; Native Pacific cultural studies; Film/Video critique and production in the Pacific; traditional Carolinian seafaring; sports

Joseph Gone (American Culture/Psychology), Mental Health Services for American Indians

Krista Hass (American Culture), 20th-century cultural history; visual and material culture

Jesse Hoffnung-Garskof (American Culture/History), Latino Studies, Latin American and Caribbean History, transnational migrations, music, race and ethnicity

Scott Kurashige (American Culture/History), 20th-century U.S. History; Asian American History; Comparative Ethnic Studies

Lawrence La Fountain-Stokes (American Culture/Romance Languages & Literatures) Latino/a Studies, queer studies, Latino/a diasporic studies, Latin American literary and cultural studies

Tiya Miles (American Culture/Afroamerican Studies), African American and Native American Comparative and interrelated histories, women of color history, literature and feminist theory

Nadine Naber (American Culture/Women's Studies) interdisciplinary Arab-American studies, particularly focusing on gender, religion, urban and diasporic populations

Susan Najita (American Culture/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

Damon Salesa (American Culture/History), Island Pacific studies, American and British imperialisms and colonialism in the Pacific, race studies (particularly race mixing/racial hybridity)

Sarita See (American Culture/English), Asian/Pacific American Literature, U.S. imperialism, Anglophone Southeast Asian literature

Andrea Smith (American Culture/Women's Studies), violence against Native American women, the Christian Right, American Indian activism, religion/spirituality and political activism

Alexandra Stern (Associate Director, Center for History of Medicine), medical history, border culture, and gender history

Michael Witgen (American Culture/History) Native American history and culture, early American history, ethno-history, transnational history

Lecturers

Bruce Conforth (American Culture), popular culture, ethnomusicology, and folklore

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 (American Culture), Ojibwa language and culture
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 literacy 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 ethnicity, 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.

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 AMCULT 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.

Prerequisites to Concentration. One 200-level AMCULT course (either completed or enrolled in at the time concentration is declared).

Concentration Program. A minimum of 31 credits (includes prerequisite).

Required courses (16 credits): AMCULT 335, 345, 350, 399, and either 496 or 498.

Electives: Four additional AMCULT courses, at least two of which must be at the 300 level or above, with at least one of these at the 400 level. Students may take an additional AMCULT 496 or 498 topics course not being counted toward the senior seminar requirement. Upper division electives should cohere around a theme of each student's own choosing, in consultation with the American Culture undergraduate advisor.

Breadth requirements: Among the electives within AMCULT, at least one course at the 200 level or above must fall into each of the following areas (any single course may count toward one or more of the breadth requirements; required core courses cannot fulfill breadth requirements):

- Pre-Twentieth-Century United States
- Transnationalism, Diaspora, and/or Empire
- Women, Gender, and/or Sexuality
- Ethnic and/or Indigenous Studies

Substitutions: When necessary, an appropriate course listed in another department may substitute for a required or elective course with permission of the American Culture undergraduate advisor.

Honors Concentration. Qualified students may enter an Honors concentration. Students who apply for the Honors program should submit a 150-word statement of intent early in the fall term to the undergraduate chair, 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 (AMCULT 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 (AMCULT 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.

Advising. Students are encouraged to consult with the undergraduate advisor. For appointments regarding the concentration program, please call (734) 763-0031.

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

Asian/Pacific Islander American Studies

http://www.lsa.umich.edu/ac/ethnic/apia/

Not a concentration program

The Asian/Pacific Islander 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 Islander American Studies. Additional faculty
affiliated with the program include Phillip Akutsu, Vicente Díaz, Scott Kurashige, Emily Lawsin, Susan Najita, Damon Salesa, and Sarita See.

**Latino Studies**

*May be elected as an area concentration program*

3600 Haven Hall
505 South State Street
(734) 764-9934 or (734) 763-0031
http://www.lsa.umich.edu/ac/latina/

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

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

**Concentration Program.** An interdisciplinary degree, the Latina/Latino Studies concentration consists of 30 credits beyond the introductory prerequisites. The objective of this concentration program is to engage students in a diversity of disciplinary approaches to the study of U.S. Latino/as as well as to introduce them to the central intellectual questions and topics that have emerged in this field of inquiry. Given the interdisciplinary nature of Latino Studies, students interested in pursuing a study in a particular discipline should choose one course each in following fields:

1. **Language Requirement.** Latina/Latino Studies concentration requires two introductory level Spanish courses and complete them successfully may have this requirement waived by passing a proficiency interview and having a waiver form signed.

2. **Required Courses:**
   a. AMCULT 310, “History of U.S. Latinos”
   b. AMCULT 243, “Latinas in the United States” or three credits on a gender-focused course in Latino Studies.
   c. One course or three credits in a Latino Studies course that focuses on race and racialization in the Americas. Courses in other departments may count with the approval of the advisor.
   d. Three credits of community-service learning in a Latino context. Courses may be chosen from the following: AMCULT 310, “Schooling and Community,” SOC 389-018, “Tutoring Latinos,” PSYCH 401-001, “Community Practice in Spanish.” Appropriate practicum courses offered under AMCULT 309 may also meet this requirement. Students may also complete this requirement through independent study 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.

**Native American Studies**

http://www.lsa.umich.edu/ac/native/

*Not a concentration program*

The Program in Native American Studies was established within American Culture in 1995. It is one of three subprograms in Ethnic Studies (Latino/a, Asian/Pacific Islander 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. Native American Studies offers 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 “ethnics” track in American Culture. Students interested in pursuing a course of study in the field should contact Gregory Dowd, Director of Native American Studies. Additional faculty affiliated with the program include Betty Bell, Philip Deloria (History), Barbara Meeks (Anthropology), and Andrea Smith (American Culture/Women's Studies).
American Culture Academic Minors

Asian/Pacific Islander American Studies

An academic minor in Asian/Pacific Islander American Studies is not open to students with any concentration or academic minor in the Program in American Culture.

Students wishing to pursue an academic minor in Asian/Pacific Islander American Studies must develop a specific plan for its completion in consultation with the Program’s designated advisor. Appointments are scheduled at 3700 Haven Hall.

Prerequisites to the Academic Minor: AMCULT 214.

Academic Minor Program: At least 15 credits.

1. Core: Two courses chosen from any two of the following three areas:
   a. Historical Experience: AMCULT 314, 317, and appropriate sections of AMCULT 310 or 496 chosen in consultation with, and approved by, the advisor.
   b. Cultural Expression: AMCULT 324, 325, and appropriate sections of AMCULT 311 or 498 chosen in consultation with, and approved by, the advisor.
   c. Contemporary Communities: AMCULT 346, 347, and appropriate sections of AMCULT 301 or 310 chosen in consultation with, and approved by, the advisor.

2. Electives: Six credits in Asian/Pacific Islander American Studies. Students may elect a comparative ethnic studies course that includes an Asian/Pacific American component. No more than one course may be below the 300-level. Electives may be drawn from occasional special offering in other units such as Film and Video or Theatre and Drama.

3. AMCULT 305 “Asian/Pacific American Community Service and Learning.” (3 credits).

Native American Studies

An academic minor in Native American Studies is not open to students with any concentration or academic minor in the Program in American Culture.

Students wishing to pursue an academic minor in Native American Studies must develop a specific plan for its completion in consultation with the Program’s designated advisor. Appointments are scheduled at 3700 Haven Hall.

Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 5 courses totaling 15 credits, at the 200-level or above. At least two courses (6 credits) must be elected at the 300-level or above.

Courses in American Culture (AMCULT)

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

AMCULT 100. Rethinking American Culture.
(4; 3 in the half-term). (SS). (R&E). May not be repeated for credit.

AMCULT 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). May not be repeated for credit.

AMCULT 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). May not be repeated for credit.

1. General Surveys: One courses chosen from:
   a. AMCULT 216. Introduction to Native American Studies – Social Science
   b. AMCULT 217. Introduction to Native American Studies – Humanities
   c. AMCULT 367 / HISTORY 367. American Indian History.

2. Electives: Additional credits in Native American Studies to bring academic minor total to 15. Electives may be chosen from the following list:
   AMCULT 262 / RELIGION 262. Introductory Study of Native Religious Traditions
   AMCULT 301, section subtitled “Native American Feminism”
   AMCULT 310, section subtitled “Blacks, Indians, and the Making of America”
   AMCULT 316 / ANTHRCUL 315. Native American Peoples of North America
   AMCULT 322. Intermediate Ojibwa
   AMCULT 323. Intermediate Ojibwa
   AMCULT 328 / ENGLISH 382. Native American Literature
   AMCULT 422. Advanced Ojibwa
   AMCULT 423. Advanced Ojibwa
   AMCULT 428. Native American Literature
   AMCULT 461 / ANTHRCUL 461 / LING 461. Language, Culture, and Society in Native North America
   AMCULT 496, section subtitled “Native American Mental Health”
   AMCULT 498, sections subtitled “Native American Autobiography,” “African American and Native American Women Writers”
   ANTHRCUL 315 / AMCULT 316. Native American Peoples of North America
   ANTHRCUL 461 / AMCULT 461 / LING 461. Language, Culture, and Society in Native North America
   ENGLISH 382 / AMCULT 328. Native American Literature
   ENGLISH 417, section subtitled “Contemporary Native American Women Writers”
   LING 461 / ANTHRCUL 461 / AMCULT 461. Language, Culture, and Society in Native North America
   RELIGION 262 / AMCULT 262. Introductory Study of Native Religious Traditions
   WOMENSTD 253, section subtitled “Violence Against Women of Color”

Courses from Requirement 1 not used to meet Requirement 1.

Other courses, such as courses in other departments and special topics courses not listed above, may be taken with the approval of the Director of Native American Studies. These may include “Histories of Native American Women,” “19th-Century Native American Literature,” “Contemporary Native American Literature,” “Contemporary Literature by Native Americans.”

AMCULT 201. American Values.
(4; 3 in the half-term). (HU). May not be repeated for credit.

AMCULT 203. Periods in American Culture.
(3). (HU). May be elected twice for credit. Repetition requires permission of the concentration advisor.

AMCULT 204. Themes in American Culture.
(3). (HU). May be repeated for credit. Repetition requires permission of the concentration advisor.

AMCULT 205. American Cultures.
(3). (HU). May not be repeated for credit.

AMCULT 206. Themes in American Culture.
(3). (SS). May be repeated for credit. Repetition requires permission of the concentration advisor.
AMCULT 207. Periods in American Culture.  
(3). (SS). May be repeated for credit. Repetition requires permission of the concentration advisor.

AMCULT 210. Introduction to Ethnic Studies.  
(3). (SS). May be repeated for credit for a maximum of 6 credits. Repetition requires permission of the department.

AMCULT 211. Introduction to Ethnic Studies.  
(3). (HU). May be repeated for credit for a maximum of 6 credits. Repetition requires permission of the department.

AMCULT 212. Introduction to Latino Studies – Social Science.  
(3). (SS), (R&E). May not be repeated for credit.

AMCULT 213. Introduction to Latino Studies – Humanities.  
(4; 3 in the half-term). (HU), (R&E). May not be repeated for credit.

(4). (ID), (R&E). May not be repeated for credit.

AMCULT 217. Introduction to Native American Studies – Humanities.  
(3). (HU), (R&E). May not be repeated for credit.

(3). (HU). May not be repeated for credit.

(3). (HU). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

AMCULT 240 / WOMENSTD 240. Introduction to Women’s Studies.  
(4; 3 in the half-term). (HU), (R&E). May not be repeated for credit.

AMCULT 243 / WOMENSTD 243. Introduction to Study of Latinas in the U.S.  
(3). (HU), (R&E). May not be repeated for credit.

HISTORY 160 and 161 are recommended but not required. (4). (HU). May not be repeated for credit.

AMCULT 262 / RELIGION 267. Introductory Study of Native Religious Traditions.  
(3). (HU). May not be repeated for credit.

AMCULT 283 / WOMENSTD 283. Native American Feminisms.  
(3). (Excl). May not be repeated for credit.

AMCULT 293 / WOMENSTD 293. 20th-Century Writing by Women of Color.  
(3). (HU). May not be repeated for credit.

AMCULT 295 / WOMENSTD 295. Sexuality in Western Culture.  
(4). (Excl). May not be repeated for credit.

AMCULT 301. Topics in American Culture.  
(1-4). (Excl). May be elected twice for credit. Repetition requires permission of the department.

AMCULT 302 / SOC 302. Introduction to American Society.  
(3). (Excl). May not be repeated for credit.

(4; 3 in the half-term). (SS). May not be repeated for credit.

AMCULT 305. Asian Pacific American Community Service and Learning.  
(3). (Excl). May be elected twice for credit.

PSYCH 111, 112, 114, or 115. (4). (Excl). May not be repeated for credit.

AMCULT 309. Learning through Community Practice.  
Permission of instructor. (1-4). (Excl). (EXPERIENTIAL). May not be repeated for credit.

AMCULT 310. Topics in Ethnic Studies.  
(3). (SS). May be elected for a maximum of 6 credits. May be elected more than once in the same term. Repetition requires permission of the concentration advisor.

AMCULT 311. Topics in Ethnic Studies.  
(3). (HU). May be repeated for credit. Repetition requires permission of the concentration advisor.

AMCULT 312 / HISTORY 312. History of Latinos in the U.S.  
(3). (Excl). (R&E). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AMCULT 315.

AMCULT 313 / ANTHRCUL 314. Cuba and its Diaspora.  
(4). (Excl). May not be repeated for credit.

AMCULT 314 / HISTORY 378. History of Asian Americans in the U.S.  
(4; 3 in the half-term). (SS). May not be repeated for credit.

AMCULT 315 / HISTORY 377. History of Latinos in the U.S.  
(4). (Excl), (R&E). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AMCULT 312.

(4). (SS), (R&E). May not be repeated for credit.

AMCULT 317 / HISTORY 304. History of the Pacific Islands.  
(3). (Excl). May not be repeated for credit.

AMCULT 318 / MODGREEK 318. Greek-American Culture.  
(3). (Excl). (R&E). May not be repeated for credit.

AMCULT 319 / PSYCH 319. Empowering Families and Communities.  
PSYCH 111, 112, 114, or 115. (4). (Excl). (R&E). May not be repeated for credit.

AMCULT 321 / PSYCH 325. Practicum in the Multicultural Community.  
One of the following: PSYCH 111, 112, 114, or 115. (1-4 in the half-term). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 6 credits.

AMCULT 324 / ENGLISH 381. Asian American Literature.  
(3). (HU). May be elected twice for credit.

AMCULT 325 / ENGLISH 388. Pacific Literary and Cultural Studies.  
(3). (HU). May not be repeated for credit.

AMCULT 327 / ENGLISH 387 / SPANISH 327. Latino/Latina Literature of the U.S.  
Taught in English. (3). (HU). May not be repeated for credit.

AMCULT 328 / ENGLISH 382. Native American Literature.  
(3; 2 in the half-term). (HU). May be repeated for credit for a maximum of 6 credits.

AMCULT 335. Arts and Culture in American Life.  
(3). (HU). May not be repeated for credit. I.

(4; 3 in the half-term). (Excl). May not be repeated for credit.

ANTHRCUL 101. (4). (Excl). May not be repeated for credit.

CAAS 201 recommended. (3). (Excl). May not be repeated for credit.

AMCULT 240 and one additional WOMENSTD course. (3). (Excl). May not be repeated for credit.

AMCULT 342 / HISTORY 368 / WOMENSTD 360. History of the Family in the U.S.  
(4; 3 in the half-term). (SS). May not be repeated for credit.

(3). (SS). May not be repeated for credit.

AMCULT 346. Asian Pacific American Communities and Social Issues.  
(4). (SS). May not be repeated for credit.

AMCULT 347. Pacific Islander American Communities.  
(3). (SS). May not be repeated for credit.

AMCULT 350. Approaches to American Culture.  
Consent of instructor required (Prerequisites enforced at registration).  
AMCULT 201, junior standing, or concentration in American Culture. (3; 2 in the half-term). (Excl). May not be repeated for credit.

AMCULT 351. Race and American Cinema.  
(4). (HU), (R&E). May not be repeated for credit.

AMCULT 353 / HISTORY 353. Asians in American Film and Television.  
(4; 3 in the half-term), (ID). (R&E). May not be repeated for credit.

Open to sophomores, juniors, and seniors. (3). (Excl). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

AMCULT 367 / HISTORY 367. American Indian History.  
(4; 3 in the half-term). (SS). (R&E). May not be repeated for credit.
AMCULT 373 / HISTORY 373. History of the U.S. West. (4; 3 in the half-term). (HU). May not be repeated for credit.

AMCULT 374 / HISTORY 374. The Politics and Culture of the "Sixties." (4; 3 in the half-term). (SS). May not be repeated for credit.


Prior coursework in Film and Video Studies, Communications (television studies) or Latino Studies. A knowledge of Spanish is not required. Taught in English. (3). (Excl). May not be repeated for credit.

AMCULT 381 / FILMVID 381. Latinas/Latinos and the Media.
Consent of department (Prerequisites enforced at registration). AMCULT 213 or 380 or FILMVID 236 or 380 or SPANISH 380. (3). (HUI). May not be repeated for credit.

AMCULT 383. Junior Honors Reading and Thesis.
Junior standing and grade point average of at least 3.0. Permission of instructor required. (3; 2 in the half-term). (Excl). (INDEPENDENT). May not be repeated for credit. I, II, III, IIIa, IIIb.

AMCULT 388. Field Study.
Consent of instructor required (Prerequisites enforced at registration). Sophomore standing. (1-4). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 4 credits. Repetition requires permission of the department. Offered mandatory credit/no credit.

AMCULT 389. Reading Course in American Culture.

AMCULT 390. Junior Honors Writing Workshop.
Consent of instructor required (Prerequisites enforced at registration). Permission of a concentration advisor in American Culture. (1-3). (Excl). May not be repeated for credit.

AMCULT 399. Race, Racism, and Ethnicity. (4; 3 in the half-term). (SS). (R&E). May not be repeated for credit.

AMCULT 401. Race and Racialization in the Americas.
AMCULT 212 or 213, and 312. (3). (Excl). (R&E). May not be repeated for credit.

CAAS 202 recommended. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

AMCULT 410. Hispanics in the United States.
(3; 2 in the half-term). (Excl). May be elected twice for credit. Repetition requires permission of the department.

One introduction to psychology course. (3). (Excl). May not be repeated for credit.

AMCULT 421 / SOC 423. Social Stratification.
(3). (Excl). May not be repeated for credit.

Upperclass standing, and any prior coursework in history of art, American culture, or American history. (3). (Excl). May not be repeated for credit.

Upperclass standing; prior coursework in art history, U.S. history, American culture, or urban studies; and permission of instructor. (3). (Excl). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

AMCULT 453 / SOC 462. Native American Social Movements.
Upperclass standing. (3). (Excl). May not be repeated for credit.

AMCULT 458 / WOMENSTD 458. Gender and Race and the Christian Right.
Upperclass standing. (3). (Excl). May not be repeated for credit.


AMCULT 489. Senior Essay.
Consent of instructor required (Prerequisites enforced at registration). Senior concentrators and AMCULT 350. (3). (Excl). (INDEPENDENT). May not be repeated for credit.

AMCULT 490 / FILMVID 451. American Film Genres.
Junior standing. (4). (Excl). May not be repeated for credit. II.

Senior standing and a grade point average of at least 3.5 in Honors concentration. Permission of instructor required. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of AMCULT 493, the final grade is posted for both term's elections. I, II, III, IIIa, IIIb.

AMCULT 496. Social Science Approaches to American Culture.
(3-4; 3 in the half-term). (Excl). May be repeated for credit. Repetition requires permission of the concentration advisor.

AMCULT 498. Humanities Approaches to American Culture.
(3-4; 3 in the half-term). (Excl). May be repeated for credit. Repetition requires permission of the department.

AMCULT 499 / HISTART 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 twice for credit.

Courses in Spanish

AMCULT 224 / SPANISH 290. Spanish for Heritage Language Learners.
Basic knowledge of Spanish language. (4). (Excl). May not be repeated for credit. This course does not satisfy the language requirement.

AMCULT 420 / SPANISH 420. Latin American & Latino/a Film Studies.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

Courses in Ojibwa

AMCULT 222. Elementary Ojibwa.
Non-LS&A students must have permission of the American Culture Program Director. (3; 2 in the half-term). (Excl). May not be repeated for credit. May not be included in an academic minor in Native American Studies.

AMCULT 223. Elementary Ojibwa.
Consent of instructor required (Prerequisites enforced at registration). AMCULT 222 and permission of the American Culture Program Director. (3; 2 in the half-term). (Excl). May not be repeated for credit. May not be included in an academic minor in Native American Studies.

AMCULT 322. Intermediate Ojibwa.
Consent of instructor required (Prerequisites enforced at registration). AMCULT 222 and permission of the American Culture Program Director. (3; 2 in the half-term). (Excl). May not be repeated for credit. May not be included in an academic minor in Native American Studies.

AMCULT 323. Intermediate Ojibwa.
Consent of instructor required (Prerequisites enforced at registration). AMCULT 322 and permission of the American Culture Program Director. (3; 2 in the half-term). (LR). May not be repeated for credit.

AMCULT 422. Advanced Ojibwa.
Consent of instructor required (Prerequisites enforced at registration). AMCULT 322 and permission of the American Culture Program Director. (3; 2 in the half-term). (Excl). May not be repeated for credit.

AMCULT 423. Advanced Ojibwa.
Consent of instructor required (Prerequisites enforced at registration). AMCULT 422 and permission of the American Culture Program Director. (3; 2 in the half-term) (Excl). May not be repeated for credit.
Anthropology

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

Jeffrey R. Parsons, Archaeology, Mesoamerican and Andean Prehistory

John O'Shea, Prehistoric Economics, Archaeology, Method and Theory

John Mitani (James N. Spuhler Collegiate Professor), Primate Behavior, Animal Communication

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

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

David William Cohen (Lemuel A. Jackson Collegiate Professor of African History and Anthropology), Pre-colonial and 20th-Century Africa – eastern and southeastern Africa

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 (James B. Griffin Professor), Archaeology, Cultural Ecology: Near East, Middle America

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

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

A. Roberto Frisancho (Arthur F. Thurnau Professor), Biological Anthropology, Adaptive Responses to Environmental Extremes: Growth, Nutrition, Physiology; Latin America

Philip Gingerich (Ermine Cowles Case Collegiate Professor of Paleontology), Primate Paleontology and Evolution

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

Augustin Holl, Archaeology, Ethnoarchaeology, Food production, complex societies, West Africa (Sahara, Mauritania, Cameroon, Burkina Faso), Southern Levant (Negev Desert, Israel

Judith Irvine, Linguistic Anthropology, Language ideology, language and political economy, performance, colonial and historical linguistics, social organization, Africa

Conrad P. Kottak, General and Cultural Anthropology: Brazil, Madagascar, U.S.

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

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

John Mitani (James N. Spuhler Collegiate Professor), Primate Behavior, Animal Communication, South East Asia, Africa

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

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

Jeffrey R. Parsons, Archaeology, Mesoamerican and Andean Prehistory

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

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

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

Associate Professors

Kelly Askew, Anthropology and Center for Afro-American and African Studies, Sociocultural anthropology, cultural politics, ethnomusicology, nationalism, media, performance, Swahili studies, East Africa

Fernando Coronil, Historical Anthropology, Post-Coloniality, State-Formation, Capitalism, Popular Culture, Gender; Latin America

Janet Hart, Sociocultural Anthropology, Oral Histories, Narrative Analysis, Women's Studies; Greece

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

Alaina Lemon, (Sociocultural Anthropology), Sociocultural, performance and language, historical narrative, racial and national ideologies, visual culture and visual anthropology; Russia, Romani (Gypsy) diaspora, post-socialist states

Laura MacLatchy, Biological Anthropology, Postcranial functional morphology, primate locomotion, vertebrate paleontology, Miocene hominoids, bone biomechanics; Uganda, Ecuador

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

Elisha Renne, Sociocultural Anthropology, Religion, Ritual, Memory, Ideology, State Power, Gender; India

Andrew Shryock, Anthropology, Modernity, historical ethnography, oral tradition, tribe-state relations, identity politics, (trans-)nationalism; Middle East and Middle Eastern communities in North America

Beverly Strassmann, Biological Anthropology, Human evolutionary ecology, life history, theory, culture, endocrinology, reproduction, genetics of kinship, Dogon, West Africa

Assistant Professors

Rebecca Hardin (Anthropology/Natural Resources and Environment), Stuart Kirsch, (Sociocultural Anthropology), Political ecology, indigenous political movements, ritual and religion, cultural property rights debates; Melanesia, Oceania

Eduardo O. Kohn (Michigan Society of Fellows), Human-nonhuman assemblages, ‘nature,’ and ecological anthropology, semiotics and language, emergence and materiality, self and personhood, colonial history in the present, Quichua; indigenous Amazonia and South America

Barbara Meek, (Linguistic Anthropology), Child language socialization and acquisition, endangered and/or dormant language issues, linguistic theory and Athabaskan linguistics; North America

Julia Paley (Anthropology/Social Work), Sociocultural anthropology, political anthropology, democracy, urban studies, ethnographic methodology; Latin America
Gayle Rubin (Sociocultural Anthropology), Sexualities and genders, sexual populations, cities, sexualology theory, durable inequalities, gay/lesbian ethnography, history of racial taxonomies, urban North America

Miriam Ticktin (Anthropology and Women’s Studies) Cultural anthropology, anthropology of medicine and ethics, human rights, law and social justice, transnational feminisms and feminist theory, and immigration, refugees and citizenship in France/Europe

Lecturers

Rachel Caspari, Anthropology Student Advisor, Biological Anthropology, Human evolution, functional morphology, race and racism, history

David Frye (Lecturer, Anthropology; Student Advisor; International Institute; Education Officer, LACS) Ethnography and history of Mexico, the colonial construction of Indianess, religious movements in Mexico, Latin American societies and cultures; Latin America

Damani J. Partridge (Anthropology/Afro-American and African Studies), Cultural anthropology, race and displacement, citizenship and non-citizens, technologies of exclusion, gender and sexuality, critical visual anthropology, German studies, European studies, anthropology of the state, post-socialism

Holly Peters-Golden (Lyte C. Roll Scholar for Humane Medicine, Department of Internal Medicine), Sociocultural Anthropology; Medical anthropology, cancer, physician-patient interaction, explanatory models of illness, social construction of disease, medical education, illness narrative, North America

Lisa C. Young (Lecturer, Department of Anthropology; Adjunct Assistant Research Scientist, Museum of Anthropology), Archaeology, agricultural societies, American Southwest, settlement and subsistence, technology

Julie Skurski (Department of Anthropology; Lecturer LS&A, Honors Program), (Sociocultural Anthropology), Sociocultural Anthropology, historical anthropology, nationalism, gender, social movements, popular culture, Latin America, Caribbean

Adjunct Faculty

Amal Fadlalla (Assistant Professor of Afroamerican and African Studies and Women’s Studies), Global perspectives on gender, health, and reproduction; and gender, diaspora, and transnationalism

Marcia Inhorn (Adjunct Associate Professor, Department of Anthropology; Associate Professor, School of Public Health and Center for Middle Eastern and North African Studies, International Institute), Medical anthropology, gender and health, global health, science and technology studies, feminist theory and ethnography, ethnographic research methods and design, intersection of anthropology and epidemiology, Middle East

Nadine Naber (Assistant Professor, American Culture and Women’s Studies), Arab American Studies; Feminist Transnational and Diaspora Studies, Feminist Post-colonial Studies, Women of Color Feminist Theory

Professors Emeriti

Robbins Burling, Norma Diamond, Stanley M. Garn, Ernst Goldschmidt, Peter Gosling, Sarah C. Humphreys, Raymond Kelly, Frank B. Livingstone, William Lockwood

Anthropology is a science that deals with both the biological and cultural aspects of humanity. Its basic concerns include the organic evolution of the human species; the origin, development, and integration of customs, techniques, and beliefs which define a way of life (or culture) of human social groups; and the interrelations between these biological and cultural factors in human behavior.

The subject matter of anthropology is divided into two major areas of study: Biological Anthropology (ANTHRBIO) and Cultural Anthropology (ANTHRCUL). The latter, in turn, includes sociocultural anthropology, linguistic anthropology, and archaeology (ANTHRARC).

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

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

Sociocultural Anthropology 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 Museums 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.

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 sociocultural anthropology and archaeology of the Great Lakes region and of the eastern United States. Other major collections include cultural materials from the American Southwest; materials from Japan, China, and Tibet; and considerable archaeological, cultural, 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 (ANTHRARC 496 and 497) provide an opportunity to learn museum research methodology and administration through individually supervised work.

The UM Training Program in Archaeology. The UM Training Program in Archaeology provides students with a unique opportunity to participate in original field research. Students receive training in basic methods of archaeological survey, excavation, artifact recording and analysis, while participating in ongoing research in the area chosen by the course director. Field training is integrated with lectures on archaeological method and theory, and the prehistory and ethnography of the area under study. Laboratory sessions introduce students to the analysis of archaeological artifacts, including stone tools, ceramics, animal bones, and plant remains. In addition to learning the basic technical skills of field archaeology, each student works together with the program director and staff to develop a small but original research problem, based on the archaeological data recovered and analyzed during the excavations. The results of this research are presented as a written paper at the end of the field season.

For the highly motivated Michigan student, each fall academic term following the field season the Department of Anthropology offers
laboratory courses of independent research (ANTHRCL 499 or ANTHRARC 496 and 499) that allow the student to continue the research he or she began in the field, refining the original research question, expanding the data base, and producing by the end of the term a more comprehensive and sophisticated research paper. Through independent research students also learn about the long-term curation in museums of archaeological materials. Research by the most dedicated and professionally motivated students may be developed into undergraduate Honors theses (ANTHRBIO 398, ANTHRCL 398, or ANTHRARC 398).

Anthro-Club. The Anthro Club is a group of anthropology concentrators who meet on a regular basis for a variety of activities. Some of the possible events are: informal talks with faculty members, movies, and field trips. It is organized by the students with the aid of the general anthropology advisor.

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

**Anthropology**

*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.** ANTHRCL 101 and ANTHRBIO 161 are recommended.

**Concentration Program.** Concentrators are expected to include at least one course in each of four subdivisions: biological anthropology, archaeological, sociocultural anthropology, and linguistics. 30 credits beyond the 100 level are required. Please note that the following courses do not count toward the 30 credit requirement: ANTHRCL 101, ANTHRBIO 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 and one theory course. For students primarily interested in sociocultural anthropology, 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 (ANTHRBIO 398), archaeology (ANTHRARC 398) or sociocultural anthropology (ANTHRCL 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. ANTHRBIO 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 ANTHRBIO 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: ANTHRBIO 361, 368, 467, 560, 562, 568.

*Courses taken as ANTHRBIO 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 BIOLCHEM 415.

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

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

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

**Advising.** The concentration advisor is Rachel Caspari. Appointments are scheduled in the department office, (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.

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

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

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 101 West Hall.

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:

A. Sociocultural Anthropology
   1. One general introduction to anthropology: ANTHRCUL 101 or 222.
   2. One upper-level course in anthropological theory from those listed under Sociocultural Anthropology-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; ANTHRCUL 101 is recommended.
   2. ANTHRCUL 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. ANTHRARC 386.
   2. New World Civilizations: two courses chosen from ANTHRARC 488, 489, 491.
   3. Old World Civilizations: two courses chosen from ANTHRARC 380, 381, 407, 442, 483.

D. Prehistoric Archaeology
   1. ANTHRARC 282.
   2. New World Prehistory: two courses chosen from ANTHRARC 488, 489, 490, 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: ANTHRARC 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:

1. ANTHRBIOL 161.

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

Medical Anthropology

Not open to students electing the Science, Technology, and Society academic minor in the Residential College

Prerequisites to the Academic Minor: ANTHRCUL 101 or 222 (recommended).

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

1. Core Course: ANTHRCUL 344, Medical Anthropology and one of:
   - ANTHRCUL 232, Genes, Genealogies, Identities: Anthropo-
   - ANTHRCUL 416, Global Health: Anthropological Perspectives
   - (or both courses).

2. Electives (at least two of which must be at the 300-level and above)
   A. Area Course. One course from:
   - ANTHRCUL 258, Culture & Medicine;
   - ANTHRCUL 458, section subtitled "Maternal/Child Health & Environmental Pollution in Africa";
   - CAAS 458, section subtitled "Gender, Poverty, and Health" or "Maternal/Child Health & Environmental Pollution in Africa";
   - HISTORY/CAAS 355, Health & Illness in African Worlds (3 credits);
   - WOMENSTD 483, section subtitled "Gender, Poverty, and Health";
   - or one course approved by the Undergraduate Advisor.

   B. Topical Courses. Two topical courses from the following courses [or one course if both ANTHRCUL 232 and 416 are taken]:
   - ANTHRCUL 325/WOMENSTD 324, Childbirth & Culture;
   - ANTHRCUL 256, Culture, Adaptation and Environment;
   - CAAS 365/WOMENSTD 365, Global Perspectives on Gender, Health, & Reproduction;
   - ANTHRBIO 364, Nutrition & Evolution; or
   - a course(s) approved by the Undergraduate Advisor.
ANTHRARC 180. First-Year Seminar in Anthropological Archaeology. 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 repeated for credit.

ANTHRARC 258. Honors Seminar in Cultural Anthropology. LSA Honors (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ANTHRARC 282. Introduction to Prehistoric Archaeology. (4). (SS). May not be repeated for credit.

ANTHRARC 285(ANTHRCUL 285). Frauds and Fantastic Claims in Archaeology. (4). (SS). May not be repeated for credit. II.

ANTHRARC 296(ANTHRCUL 296). Topics in Archaeology. Junior Only. (3). (Excl). May be elected twice for credit. May be elected more than once in the same term.

ANTHRARC 381(ANTHRCUL 381) / ACABS 382 / HISTART 382. Introduction to Egyptian Archaeology. (4; 3 in the half-term). (HU). May not be repeated for credit.

ANTHRARC 382. European Prehistory. (3; 2 in the half-term). (Excl). May not be repeated for credit.


ANTHRARC 385(ANTHRCUL 385). The Archaeology of Early Humans. Sophomore standing. (3). (SS). May not be repeated for credit.

ANTHRARC 386(ANTHRCUL 386). Early Civilizations. Sophomore standing. (4). (SS). May not be repeated for credit. II.

ANTHRARC 394. Undergraduate Seminar in Archaeology. Consent of instructor required (Prerequisites enforced at registration). ANTHRARC 282, concentration in anthropology. (3). (Excl). May not be repeated for credit.

ANTHRARC 398. Honors in Anthropological Archaeology. Senior Only (Prerequisites enforced at registration). Permission of instructor. (3). (Excl). May be elected twice for credit. Repetition requires permission of the concentration advisor. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At end of second term (ANTHRARC 399), the final grade is posted for both term’s elections. I.

ANTHRARC 399. Honors in Anthropological Archaeology. Senior Only (Prerequisites enforced at registration). Permission of instructor. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

ANTHRARC 400(ANTHRCUL 400) / CAAS 405. Field Studies. Junior standing. (8). (Excl). May not be repeated for credit. II in West Africa.


ANTHRARC 482(480). Topics in Anthropological Archaeology. Consent of instructor required (Prerequisites enforced at registration). Sophomore & above. (3). (Excl). May be elected twice for credit. May be elected more than once in the same term.

ANTHRARC 483(ANTHRCUL 483). Near Eastern Prehistory. (3). (Excl). May not be repeated for credit.

ANTHRARC 484 / CAAS 484. Archaeology of Mind. ANTHRARC 282 recommended. (3). (Excl). May not be repeated for credit.

ANTHRARC 485 / HISTART 485. Archaeology Along the Silk Road. (3). (Excl). May not be repeated for credit.

ANTHRARC 486(ANTHRCUL 486) / ACABS 488. Archaeology of Ancient Mesopotamia. (3). (Excl). May not be repeated for credit. II.


ANTHRARC 488. Prehistory of Mexico. (3). (Excl). May not be repeated for credit.

ANTHRARC 489(ANTHRCUL 489). Maya and Central American Archaeology. (3). (Excl). May not be repeated for credit.


ANTHRARC 491(ANTHRCUL 491). Prehistory of the Central Andes. (3). (Excl). May not be repeated for credit.

ANTHRARC 492(ANTHRCUL 492). Prehistory of Oceania. (3). (Excl). May not be repeated for credit.

ANTHRARC 494(ANTHRCUL 494). Introduction to Analytical Methods in Archaeology. Consent of instructor required (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ANTHRARC 496(ANTHRCUL 496). Museum Techniques in Anthropology. Consent of instructor required (Prerequisites enforced at registration). Juniors & above. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. Credit is granted for a total of six credits elected through ANTHRARC 496 and 497.

ANTHRARC 497(ANTHRCUL 497). Museum Research Techniques. Consent of instructor required (Prerequisites enforced at registration). Junior standing. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. Credit is granted for a total of six credits elected through ANTHRARC 496 and 497.

ANTHRARC 499. Undergraduate Reading and Research in Anthropology. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. A maximum of three credits of independent reading may be included in a concentration plan in anthropology.

ANTHRARC 587(ANTHRCUL 587) / CLARCH 531 / HISTART 531. Aegean Art and Archaeology. Upperclass standing, and CLARCH 221 or 222 or HISTART 221 or 222. (3). (Excl). May not be repeated for credit.

BIOLOGICAL ANTHROPOLOGY (ANTHRBIO)


ANTHRBIO 169. Natural Selection. 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). May not be repeated for credit.

ANTHRBIO 297. Topics in Biological Anthropology. Junior standing. (3). (NS). (BS). May be repeated for credit for a maximum of 12 credits.

ANTHRBIO 351. Bones, Stones, and Genes: The Origins of Modern Humanity. Sophomore or Junior or Senior (Prerequisites enforced at registration). (4). (NS). (BS). May not be repeated for credit.


ANTHRBIO 365. Human Evolution. Sophomore or Junior or Senior (Prerequisites enforced at registration). High school biology is assumed. (4). (NS). (BS). May not be repeated for credit.


ANTHRBIO 371. Techniques in Biological Anthropology. Consent of instructor required (Prerequisites enforced at registration).
(1-3), (Excl), (BS). May be repeated for credit for a maximum of 6 credits. May not be included in a concentration plan in anthropology.

ANTHRBIO 398. Honors in Biological Anthropology. Senior Only; consent of instructor required (Prerequisites enforced at registration). Permission of instructor, (3). (Excl), (BS), (INDEPENDENT). May be elected twice for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (ANTHRBIO 399), the final grade is posted for both term's elections. I.

ANTHRBIO 399. Honors in Biological Anthropology and Anthropology/Zoology. Senior Only; consent of instructor required (Prerequisites enforced at registration), permission of instructor, (3). (Excl), (BS), (INDEPENDENT). May be elected twice for credit. II.

ANTHRBIO 405. Molecular Anthropology. At least one anthropology or biology course, (3). (Excl), (BS). May not be repeated for credit.

ANTHRBIO 450. Molecular Anthropology Lab. Consent of instructor required (Prerequisites enforced at registration). ANTHRBILO 450. (3). (Excl), (BS). May not be repeated for credit.

ANTHRBIO 452. Population Genetics and Anthropology. One course in anthropology or biology, (4). (Excl), (BS). May not be repeated for credit. No credit granted to those who have completed EEB 490.

ANTHRBIO 464. Nutritional Functional Anthropometry. Senior or Above (Prerequisites enforced at registration). (4). (Excl), (BS). May not be repeated for credit.

ANTHRBIO 467. Human Behavioral Ecology. A strong background in the natural sciences is assumed, including any two of the following courses: ANTHRBILO 161, 368; BIOLOGY 162; MCD 404; EEB 494, (4; 3 in the half-term). (Excl), (BS). May not be repeated for credit.

ANTHRBIO 468 / PSYCH 439 / WOMENSTD 468. Behavioral Biology of Women. ANTHRBILO 161, 361, 368, PSYCH 335, or EEB 494; and permission of instructor, (4). (Excl), (BS). May not be repeated for credit.

ANTHRBIO 490. Topics in Biological Anthropology. Consent of instructor required (Prerequisites enforced at registration). (1-4; 2-3 in the half-term). (Excl), (BS). May not be repeated for credit.

ANTHRBIO 471. Undergraduate Reading and Research in Anthropology. Permission of instructor required. (1-3). (Excl), (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. A maximum of three credits of independent reading may be included in a concentration plan in anthropology. I, II, III, IIIa, IIIb.

ANTHRBIO 562. Human Nature. Consent of instructor required (Prerequisites enforced at registration). ANTHRBILO 467. (2). (Excl), (BS). May not be repeated for credit.


ANTHRBIO 564. Hominid Origins. ANTHRBILO 351, 365 or 466, or an advanced course in evolution. Primarily for biological anthropology concentrations. (4). (Excl), (BS). May not be repeated for credit.

ANTHRBIO 565. Evolution of Genus Homo. ANTHRBILO 351 or 365; consent of instructor required (Prerequisites enforced at registration), (4). (Excl), (BS). May not be repeated for credit.

ANTHRBIO 566. Laboratory in Human Osteology. Consent of instructor required (Prerequisites enforced at registration). (4; 2 in the half-term). (Excl), (BS). May not be repeated for credit.

ANTHRBIO 568. Primate Behavioral Ecology and Sociobiology. Consent of instructor required (Prerequisites enforced at registration), (3). (Excl), (BS). May not be repeated for credit.

CULTURAL ANTHROPOLOGY (ANTHRRCUL)

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

Introductory Courses


ANTHRRCUL 158. First-Year Seminar in Cultural Anthropology. 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 repeated for credit. May not be included in an anthropology concentration.

ANTHRRCUL 222. The Comparative Study of Cultures. (4; 2 in the half-term). (SS). May not be repeated for credit.

ANTHRRCUL 225. Introduction to Cultural Studies. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ANTHRRCUL 226 / HIST 229. Introduction to Historical Anthropology. (4). (SS). May not be repeated for credit.

ANTHRRCUL 256 / ENVIRON 256 / NRE 256. Culture, Adaptation, and Environment. (3). (SS). May not be repeated for credit.

ANTHRRCUL 272 / LING 272. Language in Society. Primarily for first- and second-year students. (4), (SS), (R&E). May not be repeated for credit. II.

ANTHRRCUL 298. Topics in Cultural Anthropology. (3). (SS). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

ANTHRRCUL 299. Topics in Linguistic Anthropology. (3). (SS). May be repeated for credit for a maximum of 12 credits.

Sociocultural Anthropology – Regional Courses


ANTHRRCUL 302. Sex and Gender in Japan. (4). (Excl). May not be repeated for credit.

ANTHRRCUL 305. Peoples and Cultures of the Himalaya. One course in cultural anthropology, (3). (Excl). May not be repeated for credit.

ANTHRRCUL 309. Anthropology of Europe. Sophomore standing; introductory anthropology recommended. (3). (SS). May not be repeated for credit.


ANTHRRCUL 404. Peoples and Cultures of Southeast Asia. ANTHRRCUL 101 or 222. (3; 2 in the half-term). (Excl). May not be repeated for credit.


ANTHRRCUL 414 / CAAS 444. Introduction to Caribbean Societies and Cultures. I. Junior standing. (3). (Excl). May not be repeated for credit. I.

ANTHRRCUL 415. Andean Civilization. Consent of instructor required (Prerequisites enforced at registration). Concentration in Anthropology. (3; 2 in the half-term). (Excl). May not be repeated for credit. II.
ANTHRCUL 417. Indians of Mexico and Guatemala.
ANTHRCUL 101, 222, or junior standing. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ANTHRCUL 422. Ethnography in America.
Junior standing, and one course in anthropology or AMCULT at the 200-level or above. (3). (Excl). May not be repeated for credit.

Sociocultural Anthropology – Theory/Method

ANTHRCUL 246 / RELIGION 246. Anthropology of Religion.
(4). (Excl). May not be repeated for credit.

ANTHRCUL 330. Culture, Thought, and Meaning.
(4). (HU). May not be repeated for credit.

(4). (Excl). May not be repeated for credit.

ANTHRCUL 332. Exchange, Commodities, and Money.
Sophomore standing. (4; 3 in the half-term). (SS). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

ANTHRCUL 532. Politics and Practice of Ethnography.
Graduate students, qualified seniors with permission of instructor. (3). (Excl). May not be repeated for credit.

Sociocultural Anthropology – Topical Courses

(4). (SS). May not be repeated for credit.

ANTHRCUL 325 / WOMENSTD 324. Childbirth & Culture.
Sophomore standing. (4). (Excl). May not be repeated for credit.

ANTHRCUL 326 / WOMENSTD 326. The Politics of Health and Social Suffering.
One course in WOMENSTD or ANTHRCUL. (3). (Excl). May not be repeated for credit.

Sophomore standing. (4). (Excl). May not be repeated for credit.

ANTHRCUL 333. Non-Western Legal Systems, I.
Sophomore standing. (3). (SS). May not be repeated for credit.

ANTHRCUL 334 / HISTORY 324. Anthropology of Time & Space.
At least one course in anthropology. (3). (SS). May not be repeated for credit.

ANTHRCUL 338. The Arts in Anthropological Perspective.
ANTHRCUL 101 or 222 or sophomore standing. (4). (Excl). May not be repeated for credit.

ANTHRCUL 101. (4). (Excl). May not be repeated for credit.

ANTHRCUL 344. Medical Anthropology.
ANTHRCUL 101 or 222; or sophomore & above. (Prerequisites enforced at registration). (4). (SS). May not be repeated for credit.

(3; 2 in the half-term). (Excl). May not be repeated for credit.

ANTHRCUL 349. Indigenous Political Movements.
(3). (Excl). May not be repeated for credit.

ANTHRCUL 356. Topics in Ethnology.
ANTHRCUL 101. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

ANTHRCUL 357. Undergraduate Seminar in Ethnology.
A course in cultural anthropology and junior standing. (3; 2 in the half-term). (Excl). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

ANTHRCUL 425. Evolution of War and Peace in Unstratified Societies.
Junior standing. (3). (Excl). May not be repeated for credit.

One course in African Studies, anthropology, or women’s studies. CAAS 200 recommended. (3). (Excl). May not be repeated for credit.

ANTHRCUL 429. Television, Society, and Culture.
(3). (Excl). May not be repeated for credit.

One course in WOMENSTD or ANTHRCUL. (3). (Excl). May not be repeated for credit.

ANTHRCUL 438. Urban Anthropology.
(3; 2 in the half-term). (Excl). May not be repeated for credit.

ANTHRCUL 439. Economic Anthropology and Development.
Junior standing, (3; 2 in the half-term). (Excl). May not be repeated for credit.

ANTHRCUL 440. Cultural Adaptation.
Junior standing. (3). (Excl). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

ANTHRCUL 455 / WOMENSTD 455. Feminist Theory and Gender Studies in Anthropology.
Junior standing. (3). (Excl). May not be repeated for credit.

ANTHRCUL 457. The Film and Other Visual Media in Anthropology.
An introductory course in cultural anthropology. American culture, women’s studies, or film and video studies. (4; 3 in the half-term). (Excl). May not be repeated for credit.

ANTHRCUL 458. Topics in Cultural Anthropology.
consent of instructor required (Prerequisites enforced at registration).
Junior & above. (3). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

(3). (Excl). May not be repeated for credit.

ANTHRCUL 462. Language, Culture, and Society in Africa.
Upperclass standing. (3). (Excl). May not be repeated for credit.

Junior or Above (Prerequisites enforced at registration), (3). (Excl). May not be repeated for credit.

ANTHRCUL 541. Ecological Approaches in Cultural Anthropology.
Senior or graduate standing. (3; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 6 credits. Credit is granted for a total of six credits elected through ANTHRCUL 541 and ANTHARC 586.

400-level coursework in Anthropology. (3). (Excl). May not be repeated for credit.

Linguistic Anthropology

LING 210 recommended. (3). (SS). (R&E). May not be repeated for credit.

ANTHRCUL 373. Articulating Gender: Women, Men, Speech.
At least one course in Anthropology (Ethnology or Linguistic Anthropology), Linguistics, Women’s Studies, or the Social Sciences. (3). (SS). May not be repeated for credit.

ANTHRCUL 374 / LING 374. Language and Culture.
Sophomore standing. (4; 2 in the half-term). (HU). May not be repeated for credit.

ANTHRCUL 375 / LING 362. Talking and Telling.
One course in linguistics, anthropology, or a related field. (3). (Excl). May not be repeated for credit.

ANTHRCUL 474. Language, Ethnicity, and Nationalism.
Upperclass standing. (3). (Excl). May not be repeated for credit.

ANTHRCUL 475. Ethnography of Writing.
Junior standing. (3). (Excl). May not be repeated for credit.

Graduate standing, or permission of instructor. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ANTHRCUL 572 / LING 542. Introduction to Sociolinguistics.
LING 514 or graduate standing. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ANTHRCUL 576. Introduction to Linguistic Anthropology.
Consent of instructor required (Prerequisites enforced at registration). Two courses in anthropology or linguistics, and permission of instructor. (3). (Excl). May not be repeated for credit.
ANTRHCL 577. Language as Social Action. Consent of instructor required (Prerequisites enforced at registration). ANTRHCL 576. (3). (Excl). May not be repeated for credit.


Honors, Reading, Research, and Field Courses

ANTRHCL 258. Honors Seminar in Cultural Anthropology. LSA Honors (Prerequisites enforced at registration). Admission to the College Honors Program. Sophomores & above. (3). (Excl). May not be repeated for credit.

ANTRHCL 398. Honors in Cultural Anthropology. Senior Only; consent of instructor required (Prerequisites enforced at registration). Permission of instructor. (3). (Excl). (INDEPENDENT). May not be repeated for credit.

ANTRHCL 399. Honors in Cultural Anthropology. Permission of instructor required. (Prerequisites enforced at registration). May not be repeated for credit. I.

ANTRHCL 499. Undergraduate Reading and Research in Anthropology. Permission of instructor required. (Prerequisites enforced at registration). May not be repeated for credit for a maximum of 6 credits. A maximum of three credits of independent reading may be included in a concentration plan in anthropology. I, II, III, IIIa, IIIb.

ANTRHCL 556. Fieldwork, Research Methods, and Cultural Anthropology as a Profession. (3). (Excl). May not be repeated for credit.

Applied Physics

2071 Randall Laboratory
450 Church Street
(734) 936-0653 (phone)
(734) 764-2193 (fax)
hp://www-applied.physics.lsa.umich.edu/
e-mail: cyndia@umich.edu
Professor Bradford Orr (Physics), Director

Not a concentration program

Professors James W. Allen (Physics), Pallab K. Bhattacharya (EECS), John C. Billoo (Materials Science & Engineering), Philip Buckbaurn (Physics), Roy Clarke (Physics), Steven Dierker (Physics), Roland Drayson (AOSS), Ronald Gilgenbach (Nuclear Engineering & Radiological Sciences), John L. Gland (Chemistry), Chemical Engineering), George Haddad (EECS), Mohammed Islam (EECS), Raoul Kopelman (Chemistry), Yue-Ying Lau (Nuclear Engineering & Radiological Sciences), Emmet Leith (EECS), Roberto D. Merlin (Physics), Gerard A. Moureu (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 Uher (Physics), Herbert G. Winful (EECS), Jens C. Zorn (Physics)

Associate Professors Michael Atzmon (Materials Science & Engineering, Nuclear Engineering & Radiological Sciences), Alex D. Gallimore (Aerospace Engineering), Marc M. Banaszak Holl (Chemistry), Franco Nori (Physics), Ted Norris (EECS), Xiaojing 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 Kurdak (Physics), Joanna Mirecki-Millunchick (Materials Science & Engineering), Nils Walter (Chemistry)

Applied Physics is a graduate intercollegiate program with participating faculty in the College of Literature, Science, and the Arts, the College of Engineering, and the Medical School. It combines coursework in the fundamentals of physical theory, its applications to technology, and practical "hands-on" training in the research laboratories leading to the Ph.D. degree.

COURSES IN APPLIED PHYSICS (APPHYPHYS)

APPHYS 530 / EECS 530. Electromagnetic Theory I. PHYSICS 438 or EECS 330. (3). (Excl). (BS). May not be repeated for credit. I.

APPHYS 537 / EECS 537. Classical Optics. EECS 330 or 334. (3). (Excl). (BS). May not be repeated for credit.


APPHYS 541 / EECS 541. Applied Quantum Mechanics II. APPHYS 540. (3). (Excl). (BS). May not be repeated for credit. II.

APPHYS 546 / EECS 546. Ultrafast Optics. APPHYS 537. (3). (Excl). (BS). May not be repeated for credit.

APPHYS 552 / EECS 552. Fiber Optical Communications. EECS 434 or 538. (3). (Excl). (BS). May not be repeated for credit.

Armenian Studies Program

1080 South University Avenue, Suite 3663
(734) 764-1825 (phone)
(734) 763-9154 (fax)
hp://www.umich.edu/~iinet/asp/
e-mail: armenianstudies@umich.edu
Professor Kevork Bardakjian, Director

Department of Near Eastern Studies
3076 Frieze Building
105 South State Street
(734) 764-0314 (phone)
(734) 763-4765 (fax)

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; Marie Manoogian Professor of Armenian Language and Literature), Armenian language, literature, and culture

The Armenian Studies Program at the University of Michigan, Ann Arbor, began in 1976 with the introduction of courses in the Western Armenian language and a survey of Armenian history. In 1981 the Alex Manoogian Chair in Modern Armenian History was established, thanks to the generous gift of Mr. and Mrs. Alex Manoogian. Six
years later, the Marie Manoogian Chair in Armenian Language and Literature was created, making the University of Michigan—Ann Arbor a major center of Armenian Studies in the United States.

Courses taught by Professor Kevork B. Bardakjian (literature) and a Professor of Armenian history constitute the core of the Armenian Studies Program complemented by outreach activities, and the Armenian Language Summer Institute in Yerevan, Armenia. In addition to language, literature and history instruction, the Armenian Studies Program offers courses on Armenian art and architecture, Armenian-American literature, the Modern Armenian Renaissance, and Armenian intellectual history.

### Courses in Armenian Studies (ARMENIAN)

**Armenian Literature and Culture in English**

- **ARMENIAN 274 / AAPTIS 274. Armenia: Culture and Ethnicity.** Taught in English. (3). (HU). May not be repeated for credit.
- **ARMENIAN 287 / HISTORY 287. Armenian History from Prehistoric Times to the Present.** Taught in English. (3). (Excl). May not be repeated for credit.
- **ARMENIAN 415 / AAPTIS 473. An Introduction to Classical and Medieval Armenian Literature.** Taught in English. (3). (Excl). May not be repeated for credit.
- **ARMENIAN 416 / AAPTIS 474. An Introduction to Modern Armenian Literature.** Taught in English. (3). (Excl). May not be repeated for credit.

**Language Courses**

- **ARMENIAN 171 / AAPTIS 171. Western Armenian, I.** (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 173.
- **ARMENIAN 172 / AAPTIS 172. Western Armenian, II.** ARMENIAN 171. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 173.
- **ARMENIAN 173 / AAPTIS 173. Intensive First-Year Western Armenian.** (8 in the half-term). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 173.
- **ARMENIAN 181 / AAPTIS 181. Eastern Armenian, I.** (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 183.
- **ARMENIAN 182 / AAPTIS 182. Eastern Armenian, II.** ARMENIAN 181. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 183.
- **ARMENIAN 183 / AAPTIS 183. Intensive First-Year Eastern Armenian.** (8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 182. IIIb.
- **ARMENIAN 271 / AAPTIS 271. Intermediate Western Armenian, I.** ARMENIAN 172 or 173. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 273.
- **ARMENIAN 272 / AAPTIS 272. Intermediate Western Armenian, II.** ARMENIAN 271. (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 273.
- **ARMENIAN 273 / AAPTIS 273. Intensive Second-Year Western Armenian.** ARMENIAN 172 or 173. (8 in the half-term). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 272. IIIb in Yerevan, Soviet Armenia.
- **ARMENIAN 478 / AAPTIS 478. Classical Armenian I.** (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 483.
- **ARMENIAN 479 / AAPTIS 479. Classical Armenian II.** ARMENIAN 478. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 483.
- **ARMENIAN 483 / AAPTIS 480. Intensive Introductory Classical Armenian.** (6 in the half-term). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ARMENIAN 479. IIIb.

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**Asian Languages and Cultures (ALC)**

3070 Frieze Building
(734) 764-8286 (phone)
(734) 647-0157 (fax)
hhttp://www.lsa.umich.edu/asian
e-mail: um-alc@umich.edu
Professor Nancy Florida, Chair

**Professors**

- Madhav Deshpande, Sanskrit language, literature, & linguistics
- Nancy K. Florida, Southeast Asian literature and culture, particularly history & literature of colonial & post-colonial Indonesia
- 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
- Shu-en-fu Lin, Pre-modern Chinese literature, especially classical poetry and poetics
- Lydia Liu, (Helmut F. Stern Professor of Chinese Studies) Modern Chinese literature
- Donald S. Lopez, Jr., (Carl W. Belser Professor of Buddhist and Tibetan Studies), Indian and Tibetan Buddhism
- Esperanza Ramirez-Christensen, Pre-modern Japanese literature, particularly poetry, criticism, and Heian prose

**Associate Professors**

- William H. Baxter, III, Chinese language and linguistics
- Ken K. Ito, Modern Japanese literature, particularly Meiji and Taisho fiction
- Ayako Tokugawa, Asian Cinema
- David Rolston, Traditional Chinese fiction and drama, particularly traditional fiction criticism and Peking Opera

**Assistant Professors**

- Miranda Brown, Chinese studies
- Kevin Carr, Japanese art history
- Henry Em, Korean studies
- Kristi Merrill, South Asian Literature
- James Robson, Buddhist Studies
- Jonathan Zwecker, Japanese literature

**Lecturers**

- Mandira Bhaduri, Bengali language
- Qinghai Chen, Chinese language
- Haewon Cho, Korean language
- Shoko Emori, Japanese language
- Laura Grande, Chinese language
Karen Gu, Chinese Language
Yoshiro Hanai, Japanese language
Junko Kondo, Japanese language
Misao Kozuka, Japanese language
Karunakaran Krishnamoorthy, Tamil language
Montatip Krishnamra, Thai language
Tuo Li, Chinese language
Wei Liu, Chinese language
Mithilesh Mishra, Hindi language
Thi Nga Nguyen, Vietnamese language
Mayumi Oka, Japanese language
Ok-Sook Park, Korean language
Tetsuya Sato, Japanese language
Mohammad Tahsin Siddiqi, Hindi-Urdu language
Pashaura Singh, Sikh Studies
Gareth Sparham, Tibetan Language
Kandala Srinivasacharya, Telugu language
Margarethra Sudarsh, Indonesian language
Yi-Nan Sung, Chinese language
Hilda Tao, Chinese language
Rumi Terao, Japanese language
Adelwisa Agas Weller, Filipino language

Professors Emeriti
Kenneth J. DeWoskin, Yi-tsi Feuerwerker, Harriet C. Mills, Donald J. Munro, Paz B. Naylor

The department offers instruction in the languages, literatures, and cultures of China, Japan, Korea, Tibet, South Asia, and Southeast Asia, including courses in traditional and modern Chinese and Japanese literature, Chinese and Japanese civilization, Chinese philosophy, courses in the literatures and cultures of South & Southeast Asia, and a sequence of courses on Buddhism in China, India, Japan, and Tibet. The department offers an undergraduate concentration in Asian Studies as well as academic minors in Asian Studies and Asian Languages and Cultures. 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 these languages, intensive work in Chinese, Hindi-Urdu, Japanese, Korean, and Tamil are 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 an Asian language taught in the department (e.g., Chinese or Japanese) should not use that language to fulfill the language requirements for their sub-concentration if they decide to concentrate in Asian Studies. For information on these language requirements, see the description of the concentration in Asian Studies below.

Area Centers. The department is part of a larger network of teaching and scholarship on Asia at the University of Michigan. The Center for Chinese Studies, the Center for Japanese Studies, the Center for South Asian Studies, the Center for Southeast Asian Studies, and the Korean Studies Program, 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 department offers a Summer Study Abroad in Tibet. This unique opportunity offers undergraduate students a comprehensive nine-week, six credit program for the study of Tibetan language, history, and culture situated in Tibet. It combines two weeks in Tibet's capital Lhasa and neighboring urban areas, three weeks in various rural areas on the high plateau of Central Tibet (the Tibetan Autonomous Region), and 4 weeks across the Eastern Tibetan region of Kham (Sichuan Province). Course topics range from Tibetan language, Buddhism, and traditional religious history to contemporary social, cultural, and political issues. The program makes use of leading Tibetan and Western experts residing in Lhasa, extended visits to central Tibetan religious and historical sites, and field-work projects in various settings. The first of its kind to be offered by any academic institution in the United States, the program traverses the breadth of Tibet's variegated landscapes and diverse cultures.

The University of Michigan is a co-sponsor of the Inter-University Program for Chinese Language Studies in Beijing at UC-Berkeley and the Inter-University Center for Japanese Language Studies in Yokohama at Stanford. 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 respective programs; 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 Southeast Asian Studies 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: January 31. Applications are available from the Center for Japanese Studies, Suite 3640, 1080 South University Avenue, Ann Arbor, MI 48109-1106.

The Japan Center for Michigan Universities (JCMU) is an opportunity for undergraduates currently enrolled at the University of Michigan to study Japanese language, society, and culture in Japan. Located in Shiga Prefecture, on Lake Biwa, (near Kyoto and Osaka), the JCMU offers academic courses and programs for university credit. The program is open to undergraduates from any of the fifteen state-
supported universities in Michigan, as well as students from Shiga Prefecture. Prerequisites: applicants must have been enrolled full-time for at least one year at one of the state-supported universities in Michigan. Applicants must apply through their home institution. Applications deadline: March 1. Applications are available from the Center for Japanese Studies, Suite 3640, 1080 South University Avenue, Ann Arbor, MI 48109-1106.

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

Asian Studies

May be elected as a departmental concentration program

The Concentration in Asian Studies 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 student’s major track and field. Students choose a track and then focus on a field of study.

Major Tracks

(sub-concentrations):

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

Suggested Fields of Study:

Cultural Studies
Gender Studies
History/Civilization
Language
Linguistics

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 Asian language appropriate to their major track. 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, a concentration advisor.

a. Major track requirement. At least 15 credits in courses in the student’s major track (e.g., South Asian Studies) and preferably in the chosen field (e.g., Religion). Language courses in the appropriate major track at the 300-level and above may count toward this requirement.

b. Breadth requirement. At least six credits from either or both of the following two categories: (1) courses exclusively focused on one of the major tracks outside the student’s chosen major track, or (2) transregional courses focused on more than one of the major tracks (which could include the student’s chosen major track).

c. Junior/Senior Colloquium for Concentrators.

d. Cognate requirement. At least 6 credits elected outside the Department of Asian Languages and Cultures from either or both of the following categories: (1) theory or methodology courses in the student’s chosen field that are focused on a discipline rather than on Asia (e.g., a student in the Korean Studies major track whose field is either language or linguistics could elect the course “Introduction to Linguistics” from the Department of Linguistics), or (2) courses in the student’s chosen major track, but outside the student’s chosen field (e.g., the same student could elect the course “Modern Korea” from the Department of History).

Advising. Appointments are scheduled at the department’s Student Services Office, 3064 Frieze Building (936-3915). Students who have a formal or informal interest in Asia are encouraged to consult a concentration advisor.

Honors Concentration: Candidates for the Honors concentration must complete all regular requirements for the concentration, maintain a cumulative grade point average of at least 3.4 and at least 3.5 in courses elected as part of the concentration. 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 departmental Honors courses and the quality of the student’s Honors thesis.

Academic Minors in Asian Languages and Cultures

An academic minor in the Department of Asian Languages and Cultures is not open to students with a concentration or other academic minor in the Department of Asian Languages and Cultures.

Students wishing to pursue an academic minor in the Department of Asian Languages and Cultures must develop a specific plan for its completion in consultation with the department’s designated advisor. Appointments are scheduled in the department.

Asian Languages and Cultures

Prerequisites to the Academic Minor: Two years (fourth-term proficiency) in an Asian Language.

Academic Minor Program: At least 15 credits chosen in consultation and approved by the designated advisor, in the following categories, as stated:

1. Two terms of an Asian language (Chinese, Filipino, Hindi, Indonesian, Japanese, Korean, Sanskrit, Tamil, Thai, Tibetan, Urdu, Vietnamese) at the third-year level or above

2. Asian Studies: At least two courses on Asian culture that will familiarize the student with the contexts of the language the student has studied; one of these courses must be at the 300-level or above.

At least six of the credits must be elected at the University of Michigan or through an overseas program associated with the UM.

Asian Studies

Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 15 credits chosen in consultation and approved by the designated advisor:

At least three non-language courses in Asian Studies offered through ALC within one of the regional tracks: Chinese Studies, Japanese Studies, Korean Studies, South Asian Studies, or Southeast Asian Studies. Two courses must be elected at the 300-level or above.

An academic minor plan may also be organized around disciplines or lines of inquiry not necessarily defined by a region in consultation with and approved by the department’s designated advisor.

Twelve of the credits counted toward the academic minor must be elected at the University of Michigan or at an overseas program associated with the UM.
## Asian Studies (Asian)

### Courses in Asian Languages and Cultures

#### ASIAN 120. Understanding Japan: A Multidisciplinary Introduction.
- (4). (Excl). May not be repeated for credit.

#### ASIAN 123. Understanding Traditional China Through Stories of Conflicting Values.
- (3). (HU). May not be repeated for credit.

#### ASIAN 150. First-Year Seminar in Asian Studies: Civilizations of Asia.
- No knowledge of Asian Languages required. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May be repeated for credit for a maximum of 6 credits. Repetition requires permission of the instructor.

#### ASIAN 203 / HISTART 203. Chinese Art and Religion.
- (4). (Excl). May not be repeated for credit.

#### ASIAN 204(121) / HISTORY 204. East Asia: Early Transformations.
- (4; 3 in the half-term). (HU). May not be repeated for credit.

#### ASIAN 205(122) / HISTORY 205. Modern East Asia.
- (4; 3 in the half-term). (SS). May not be repeated for credit.

#### ASIAN 206(111) / HISTORY 206. Indian Civilization.
- (4; 3 in the half-term). (HU). May not be repeated for credit.

#### ASIAN 207(112) / HISTORY 207. Southeast Asian Civilization.
- (4; 3 in the half-term). (SS). May not be repeated for credit.

- (4). (HU). May not be repeated for credit.

#### ASIAN 221 / GTBOOKS 221. Great Books of China.
- A knowledge of Chinese is not required. Taught in English. (4). (HU). May not be repeated for credit. II (in even years).

- A knowledge of Japanese is not required. Taught in English. (4). (HU). May not be repeated for credit. II (in odd years).

- (3). (HU). May not be repeated for credit.

#### ASIAN 224. Traditions of Poetry in India.
- (3). (HU). May not be repeated for credit.

#### ASIAN 225 / RELIGION 225. Hinduism.
- (4). (HU). May not be repeated for credit.

#### ASIAN 226. Other Hearts and Other Minds: Poetries of Asia.
- (3). (HU). May not be repeated for credit.

#### ASIAN 230 / PHIL 230 / RELIGION 230. Introduction to Buddhism.
- (4). (HU). May not be repeated for credit.

#### ASIAN 231 / RELIGION 231. Introduction to Tibetan Buddhism.
- (4). (HU). May not be repeated for credit.

#### ASIAN 235. Introduction to the Study of Asian Cultures.
- Taught in English. (4). (HU). May not be repeated for credit.

#### ASIAN 245 / FILMVD 245. Anime.
- (4). (Excl). May not be repeated for credit.

#### ASIAN 249(154) / HISTORY 249. Introduction to Korean Civilization.
- (4; 3 in the half-term). (HU). May not be repeated for credit.

#### ASIAN 250. Undergraduate Seminar in Buddhist Studies.
- No knowledge of an Asian language required. (3). (HU). May not be repeated for credit.

#### ASIAN 251. Undergraduate Seminar in Chinese Culture.
- No knowledge of Chinese language is required. (3). (HU). May not be repeated for credit.

- No knowledge of Japanese language is required. (3). (HU). May be elected twice for credit. Repetition requires permission of the department.

#### ASIAN 253. Undergraduate Seminar in South and Southeast Asian Culture.
- No knowledge of any Asian language required. (3). (HU). May be elected twice for credit. Repetition requires permission of the department.

#### ASIAN 254. Undergraduate Seminar in Korean Culture.
- No knowledge of Korean language is required. (3). (HU). May be repeated for credit for a maximum of 6 credits. Repetition requires permission of the department.

- (3). (HU). May not be repeated for credit.

#### ASIAN 263 / PHIL 263. Introduction to Chinese Philosophy.
- (3; 2 in the half-term). (HU). May not be repeated for credit.

#### ASIAN 300. Love and Death in Japanese Culture.
- A knowledge of Japanese is not required. Taught in English. (4). (HU). May not be repeated for credit.

#### ASIAN 301 / WOMENSTD 301. Writing Japanese Women.
- Taught in English; a knowledge of Japanese is not required. (4). (HU). May not be repeated for credit.

#### ASIAN 302. Rewriting Identities in Modern Japan.
- Taught in English. Knowledge of Japanese is not required. (4). (HU). May not be repeated for credit. II.

#### ASIAN 303 / RELIGION 303. Sikhism.
- (3). (HU). May not be repeated for credit.

#### ASIAN 304 / RELIGION 304. Sikhism II.
- ASIAN 303. (3). (HU). May not be repeated for credit.

#### ASIAN 308 / RCHUMS 308. Arts and Ideas of Modern South and Southeast Asia.
- (3). (HU). May not be repeated for credit.

#### ASIAN 310. The Theater of China and Japan.
- (4). (HU). May not be repeated for credit.

#### ASIAN 312. Traditional Korean Thought.
- Knowledge of Korean language is not required. (3). (HU). May not be repeated for credit.

#### ASIAN 315. Adapting Japanese Fiction to Film.
- (3). (HU). May not be repeated for credit. No credit granted to those who have completed or enrolled in Professor Ito’s FYS ASIAN 250 on the same topic (to be enforced by Prof. Ito).

#### ASIAN 320. Sikh History I (16th-18th Centuries).
- (3). (HU). May not be repeated for credit.

#### ASIAN 321. Sikh History II (19th Century-Present).
- (3). (HU). May not be repeated for credit.

#### ASIAN 324 / HISTORY 325 / RELIGION 325. The History of Islam in South Asia.
- (3). (HU). May not be repeated for credit.

#### ASIAN 330. South Asian Literary Humor.
- Taught in English. (3). (HU). May not be repeated for credit.

- (4). (HU). May not be repeated for credit. II.

#### ASIAN 361. The Pursuit of Happiness in the Chinese Tradition.
- (4). (HU). May not be repeated for credit.

#### ASIAN 373 / RCHUMS 373. The Performing Arts in South & Southeast Asia.
- (3). (HU). May not be repeated for credit.

- (3). (HU). May not be repeated for credit.

#### ASIAN 380. Topics in Asian Studies.
- (3). (Excl). May be repeated for credit for a maximum of 6 credits.

#### ASIAN 381. Junior/Senior Colloquium for Concentrators.
- Junior or senior standing and concentration in Asian Studies. (3). (Excl). May not be repeated for credit. II.

- Consent of instructor required (Prerequisites enforced at registration). Honors candidates in Asian Studies. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of ASIAN 395, the final grade is posted for both term’s elections.

#### ASIAN 412. Topics in Japanese Culture.
- (1-4). (Excl). May be elected up to three times for credit. May be elected more than once in the same term.
ASIAN 418. Urdu Poetry.
Four terms of Urdu. (1). (Excl). May be repeated for credit for a maximum of 3 credits.

Upperclass standing. (4; 3 in the half-term). (Excl). May not be repeated for credit.

(3). (Excl). May be repeated for credit for a maximum of 6 credits.

ASIAN 455. Topics in Asian Studies.
(3). (Excl). May be elected twice for credit.

ASIAN 457. Modernism and Modernity in East Asian Fiction.
(3). (Excl). May not be repeated for credit.

ASIAN 460. Gender and Nationalism in Korea.
Taught in English. (3). (Excl). May not be repeated for credit.

ASIAN 472 / HISTORY 484. The Korean War.
(3). (Excl). May not be repeated for credit.

ASIAN 473 / HISTORY 473. Modern Korea.
(3). (Excl). May not be repeated for credit.

A knowledge of Japanese is not required. Taught in English. (3). (Excl). May not be repeated for credit.

ASIAN 480 / PHIL 457 / RELIGION 480. Topics in Buddhism.
ASIAN 220 or 230. (3). (Excl). May not be repeated for credit.

ASIAN 481 / RELIGION 483. Zen Buddhism.
One previous course in Buddhist Studies recommended. (4). (Excl). May not be repeated for credit.

ASIAN 230. (3). (Excl). May not be repeated for credit.

ASIAN 489. Korean Buddhism.
ASIAN 220 or 230. (3). (Excl). May not be repeated for credit.

ASIAN 490. Topics in Japanese Studies.
(3). (Excl). May not be repeated for credit.

ASIAN 491. Topics in Japanese Studies.
(1). (Excl). May not be repeated for credit.

ASIAN 492. Topics in S&SEA Studies.
(1-3). (Excl). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

Consent of instructor required (Prerequisites enforced at registration).

ASIAN LANGUAGES (ASIANLAN)

ASIANLAN 101. First-Year Chinese I.
(5). (Excl). May not be repeated for credit. 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 ASIANLAN 103. I.

ASIANLAN 102. First-Year Chinese II.
ASIANLAN 101 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 103. II.

ASIANLAN 103. Intensive First-Year Chinese.
Permission of instructor. (10). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 101 and 102, or 104.

ASIANLAN 104. Reading & Writing Chinese I.
Permission of instructor. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 101, 102, 103. I.

ASIANLAN 111. First-Year Filipino I.
(5). (Excl). May not be repeated for credit. I.

ASIANLAN 112. First-Year Filipino II.
ASIANLAN 111 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. II.

ASIANLAN 115. First-Year Hindi I.
(4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 117. I.

ASIANLAN 116. First-Year Hindi II.
ASIANLAN 115 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 117. II.

ASIANLAN 118. Reading and Writing Hindi I.
Permission of instructor. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 115.

ASIANLAN 121. First-Year IndonesIan I.
(5). (Excl). May not be repeated for credit. I.

ASIANLAN 122. First-Year IndonesIan II.
ASIANLAN 121 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. II.

ASIANLAN 125. First-Year Japanese I.
(5). (Excl). May not be repeated for credit. 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 ASIANLAN 127 or 129. I.

ASIANLAN 126. First-Year Japanese II.
ASIANLAN 125 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 127 or 129. II.

Permission of instructor. (10). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 125, 129, or 129.

Consent of instructor required (Prerequisites enforced at registration).
(10). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 125, 126, and 127.

ASIANLAN 135. First-Year Korean I.
(5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 137. I.

ASIANLAN 136. First-Year Korean II.
ASIANLAN 135 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 137. II.

ASIANLAN 145. First-Year Punjabi I.
(4). (Excl). May not be repeated for credit.

ASIANLAN 146. First-Year Punjabi II.
ASIANLAN 145 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 151. First-Year Sanskrit I.
(4). (Excl). May not be repeated for credit.

ASIANLAN 152. First-Year Sanskrit II.
ASIANLAN 151 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 155. First-Year Tamil I.
(4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 157. I.

ASIANLAN 156. First-Year Tamil II.
ASIANLAN 155 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 157. II.

ASIANLAN 157. Intensive First-Year Tamil.
(8 in the half-term). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 155 or 156.

ASIANLAN 161. First-Year Thai I.
(5). (Excl). May not be repeated for credit. I.

ASIANLAN 162. First-Year Thai II.
ASIANLAN 161 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. II.

ASIANLAN 165. First-Year Tibetan I.
(4). (Excl). May not be repeated for credit. Graduate students should elect BUDDHST 501.

ASIANLAN 166. First-Year Tibetan II.
ASIANLAN 165 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. Graduate students should elect BUDDHST 502.

ASIANLAN 171. First-Year Urdu I.
(4). (Excl). May not be repeated for credit.
ASIANLAN 172. First-Year Urdu II.
ASIANLAN 171 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. II.

ASIANLAN 175. First-Year Vietnamese I.
(5). (Excl). May not be repeated for credit. I.

ASIANLAN 176. First-Year Vietnamese II.
ASIANLAN 175 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. II.

ASIANLAN 181. First-Year Telugu I.
(4). (Excl). May not be repeated for credit.

ASIANLAN 182. First-Year Telugu II.
ASIANLAN 181 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 201. Second-Year Chinese I.
ASIANLAN 102 or 103 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. 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 ASIANLAN 203. I.

ASIANLAN 202. Second-Year Chinese II.
ASIANLAN 201 (Prerequisites enforced at registration). (5). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 201 or 202. II.

ASIANLAN 102 or 103 (Prerequisites enforced at registration). Permission of instructor. (10). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 203. II.

ASIANLAN 204. Reading & Writing Chinese II.
ASIANLAN 104 (Prerequisites enforced at registration). Permission of instructor. (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 204, 202, or 203. II.

ASIANLAN 205. Mandarin Pronunciation.
ASIANLAN 101. (2). (Excl). May not be repeated for credit. Native speakers of Cantonese with advanced literacy should opt for ASIANLAN 307/308.

ASIANLAN 207. Chinese Calligraphy.
ASIANLAN 101. (1). (Excl). May be repeated for credit for a maximum of 3 credits.

ASIANLAN 211. Second-Year Filipino I.
ASIANLAN 112 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. I.

ASIANLAN 212. Second-Year Filipino II.
ASIANLAN 211 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit.

ASIANLAN 215. Second-Year Hindi I.
ASIANLAN 116 or 117 or 118 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 215. I.

ASIANLAN 216. Second-Year Hindi II.
ASIANLAN 215 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 217. II.

ASIANLAN 215 (Prerequisites enforced at registration). (8 in the half-term). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 215 or 216. Four credits granted to those who have completed ASIANLAN 205.

ASIANLAN 221. Second-Year Indonesian I.
ASIANLAN 122 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. I.

ASIANLAN 222. Second-Year Indonesian II.
ASIANLAN 221 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit.

ASIANLAN 225. Second-Year Japanese I.
ASIANLAN 126 or 127 or 129 or RCLANG 196 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. 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 ASIANLAN 227 or 229. I.

ASIANLAN 226. Second-Year Japanese II.
ASIANLAN 225 (Prerequisites enforced at registration). (5). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 227 or 229. II.

ASIANLAN 126 or 127 or 129 or RCLANG 196 (Prerequisites enforced at registration). Permission of instructor. (10). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 225, 226, or 229.

ASIANLAN 228. Japanese Calligraphy.
ASIANLAN 125 (Prerequisites enforced at registration). (1). (Excl). May be repeated for credit for a maximum of 3 credits.

ASIANLAN 229 / RCLANG 296. Intensive Japanese II.
Consent of instructor required (Prerequisites enforced at registration). ASIAN 129. (10). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 225, 226, and 227.

ASIANLAN 235. Second-Year Korean I.
ASIANLAN 136 or 137 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. 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 ASIANLAN 237. I.

ASIANLAN 236. Second-Year Korean II.
ASIANLAN 235 (Prerequisites enforced at registration). (5). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 237. II.

ASIANLAN 136 or 137 (Prerequisites enforced at registration). (10). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 235 or 236. IIIb.

ASIANLAN 245. Second-Year Punjabi I.
ASIANLAN 146 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 246. Second-Year Punjabi II.
ASIANLAN 245 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit.

ASIANLAN 251. Second-Year Sanskrit I.
ASIANLAN 152 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 252. Second-Year Sanskrit II.
ASIANLAN 251 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit.

ASIANLAN 255. Second-Year Tamil I.
ASIANLAN 156 or 157 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 257. I.

ASIANLAN 256. Second-Year Tamil II.
ASIANLAN 255 (Prerequisites enforced at registration). (3). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 257.

ASIANLAN 257. Intensive Second-Year Tamil.
ASIANLAN 156 or 157 (Prerequisites enforced at registration). (6 in the half-term). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 255 or 256.

ASIANLAN 261. Second-Year Thai I.
ASIANLAN 162 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 262. Second-Year Thai II.
ASIANLAN 261 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit.

ASIANLAN 265. Second-Year Tibetan I.
ASIANLAN 166 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 266. Second-Year Tibetan II.
ASIANLAN 265 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit.

ASIANLAN 271. Second-Year Urdu I.
ASIANLAN 172 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 272. Second-Year Urdu II.
ASIANLAN 271 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit.

ASIANLAN 275. Second-Year Vietnamese I.
ASIANLAN 176 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. I.

ASIANLAN 276. Second-Year Vietnamese II.
ASIANLAN 275 (Prerequisites enforced at registration). (4. (LR). May not be repeated for credit.
ASIANLAN 281. Second-Year Telugu, I.
ASIANLAN 182 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 282. Second-Year Telugu, II.
ASIANLAN 281 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit.

ASIANLAN 301. Third-Year Chinese I.
ASIANLAN 302 or 203 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 303 or 304. I.

ASIANLAN 302. Third-Year Chinese II.
ASIANLAN 301 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 303 or 304. II.

ASIANLAN 304. Reading and Writing Chinese III.

ASIANLAN 305. Advanced Spoken Chinese I.
ASIANLAN 202 or 203. (2). (Excl). May be elected twice for credit.

ASIANLAN 306. Advanced Spoken Chinese II.
ASIANLAN 202 or 305. (2). (Excl). May not be repeated for credit.

ASIANLAN 375. Third-Year Tamil I.
ASIANLAN 258 or 257 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit. I.

ASIANLAN 376. Third-Year Tamil II.
ASIANLAN 355 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit. II.

ASIANLAN 377. Third-Year Thai I.
ASIANLAN 362 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit. I.

ASIANLAN 378. Third-Year Thai II.
ASIANLAN 361 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit. II.

ASIANLAN 381. Third-Year Tibetan I.
ASIANLAN 266. (3). (Excl). May not be repeated for credit.

ASIANLAN 382. Third-Year Tibetan II.
ASIANLAN 365 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ASIANLAN 383. Third-Year Urdu I.
ASIANLAN 272 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ASIANLAN 384. Third-Year Urdu II.
ASIANLAN 371 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ASIANLAN 385. Third-Year Vietnamese I.
ASIANLAN 376 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ASIANLAN 386. Third-Year Vietnamese II.
ASIANLAN 375 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ASIANLAN 401. Fourth-Year Chinese I.
ASIANLAN 323 or 303 or 304 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit.

ASIANLAN 402. Fourth-Year Chinese II.
ASIANLAN 401 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit.

ASIANLAN 404. Reading and Writing Chinese IV.
ASIANLAN 304. (4). (Excl). May not be repeated for credit.

ASIANLAN 405. Chinese for the Professions I.
ASIANLAN 302, 303, or 304. (3). (Excl). May not be repeated for credit.

ASIANLAN 406. Chinese for the Professions II.
ASIANLAN 405 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ASIANLAN 407. Readings in Modern Chinese Society and Culture.
ASIANLAN 302 or 303 or 304 (Prerequisites enforced at registration). ASIANLAN 302. (3). (Excl). May not be repeated for credit. II.

ASIANLAN 409. Literary Chinese I.
ASIANLAN 202 or 203. (4). (Excl). May not be repeated for credit. I.

ASIANLAN 410. Literary Chinese II.
ASIANLAN 202 or 203. (4). (Excl). May not be repeated for credit. II.

ASIANLAN 421. Readings in Indonesian I.
ASIANLAN 322 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ASIANLAN 422. Readings in Indonesian II.
ASIANLAN 421 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ASIANLAN 425. Fourth-Year Japanese I.
ASIANLAN 326 or 327 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 426. Fourth-Year Japanese II.
ASIANLAN 425 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ASIANLAN 326 or 327 (Prerequisites enforced at registration). Permission of instructor. (4). (Excl). May not be repeated for credit.

ASIANLAN 430. Business Japanese II.
ASIANLAN 429 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.
The Astronomy curriculum is useful to students seeking a general knowledge of astronomy as part of a liberal arts education as well as to those preparing for a professional career in the field. The introductory sequences provide an understanding of the structure and evolution of the universe, introduce basic concepts of science, and acquaint students with scientific methods. These introductory courses (ASTRO 101 and 102; 111 and 112; 130; 160) both stimulate and satisfy intellectual curiosity and lay the foundation for advanced work.

Astronomy has been pursued at the University of Michigan since 1856, and the historic Detroit Observatory still stands in its original location on Observatory Street as a reminder of the department's longevity, although astronomical research is no longer performed there. The department operates a planetarium, undergraduate laboratories, and small telescopes located on the top floor of Angell Hall. It operates four research telescopes at three different sites: a 2.4 meter Curtis Schmidt telescope on Cerro Tololo, Chile, and two telescopes of 1.3 and 2.4 meter aperture at MDM (Michigan-Dartmouth-MIT) Observatory located on Kitt Peak near Tucson, Arizona. Graduate students have access to all of these instruments.

Student Astronomical Society (SAS). SAS provides a forum, primarily for undergraduate students, where they can learn about the astronomical profession. To further this end SAS holds regular meetings, sponsors lectures, provides tutoring in Astronomy classes, participates in Inreach/Outreach programs for local primary and secondary school students, and holds Public Viewing Nights at the Angell Hall Observatory.

Honors Research Tutorials. Students participating in the Honors Science Program may elect HONORS 291 and 292 through the Astronomy Department during the sophomore year. Professor Bregman assigns students on the basis of interests and background to participating staff members.

Astronomy & Astrophysics

May be elected as a departmental concentration program

Prerequisites to Concentration. ASTRO 160 is preferred but ASTRO 101, 102, 111, 112, 120, 125, or 130 will be accepted; Mathematics through MATH 216; PHYSICS 140/141, 240/241 (or Honors equivalents), and 340/341.
Concentration Program. ASTRO 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: MATH 404, MATH 450, MATH 556, or PHYSICS 451. In addition, all astronomy concentrators are required to elect one of the following: ASTRO 401, 403, 405, or 406. Students are urged to complete the requirements in physics and mathematics as soon as possible. Students planning graduate work might benefit from knowledge of Spanish, but this is not essential.

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 Professor Bregman. Information about scheduling advising appointments is available from the department office.

Astronomy & Astrophysics Academic Minor
An academic minor in Astronomy and Astrophysics is not open to students with a concentration in Department of Astronomy.

Students wishing to pursue an academic minor in Astronomy and Astrophysics must develop a specific plan for its completion in consultation with the department’s designated advisor. Information about scheduling advising appointments is available from the department office.

Prerequisites to the Academic Minor: Mathematics through differential equations: MATH 216 or its equivalent, and PHYSICS 140/141, 240/241, 340/341, and 390.

Academic Minor Program: 15 credits of courses as follows:
1. No more than two Introductory Courses from this group
   a. Introduction to Astronomy and Astrophysics: ASTRO 160 (preferred) or 102 or 112.
   b. Introduction to the Solar System: ASTRO 101 or 111.
2. Core Courses: at least two courses chosen from among: ASTRO 361, 402, 404.
3. Electives: Remaining credits can be selected from ASTRO 399, 401, 403, 405, 406, 427.

COURSES IN ASTRONOMY (ASTRO)

A basic high school math and science background. (4). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 111, 115, 130, or 160. I and II.

ASTRO 102. Introductory Astronomy: Stars, Galaxies, & the Universe.
A basic high school math and science background. (4). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 112, 120, 130, or 160. I and II.

ASTRO 111. Introductory Astronomy: The Solar System and the Search for Life Beyond Earth.
A basic high school math and science background. (4). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 101, 115, 120, 130, or 160. I, II, and IIIa.

ASTRO 112. Introductory Astronomy: Stars, Galaxies, & the Universe.
A basic high school math and science background. (4). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 102, 120, 130, or 160. I, II, IIIa, and IIIb.

ASTRO 115. Modern Planetary Astronomy.
Basic high school math and science background. (4). (Excl). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 101 or 111.

ASTRO 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. (3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 102, 112, 125, or 160. I.

ASTRO 122. The Origin of the Elements and the History of Matter.
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit.

ASTRO 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. (3). (NS). (BS). May not be repeated for credit.

ASTRO 127. Naked Eye Astronomy.
(1). (NS). (BS). May not be repeated for credit.

ASTRO 160. Introduction to Astrophysics.
MATH 115, and prior or concurrent enrollment in PHYSICS 140 or 160. (4). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 102, 112, 120, or 130. I and II.

ASTRO 204 / A OSS 204 / GEOSCI 204. The Planets: Their Geology and Climates.
High school mathematics through plane geometry and trigonometry. (3). (NS). (BS). May not be repeated for credit. Those with credit for GEOSCI 113 may only elect ASTRO 204 for 2 credits.

(3). (Excl). (BS). May not be repeated for credit. I.

ASTRO 361. Astronomical Techniques.
ASTRO 160. (4). (Excl). (BS). May not be repeated for credit. II.

Consent of instructor required (Prerequisites enforced at registration). (1-3). (Excl). (INDEPENDENT). May be repeated for credit.

ASTRO 399. Introduction to Research.
Consent of instructor required (Prerequisites enforced at registration). (1-3). (Excl). (BS). (INDEPENDENT). May be repeated for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of ASTRO 399, the final grade is posted for both term’s elections.

PHYSICS 140 (or 160) and MATH 116, and prior/concurrent enrollment in PHYSICS 240 (or 260). A knowledge of one or more high-level languages (FORTRAN, C, Pascal) useful. (3). (Excl). (BS). May not be repeated for credit II.

ASTRO 402. Stellar Astrophysics.
MATH 216, and prior or concurrent enrollment in PHYSICS 340. (3). (Excl). (BS). May not be repeated for credit.

ASTRO 403. Astrophysics of the Interstellar Medium.
MATH 216, and prior or concurrent enrollment in PHYSICS 340 (or 260) and PHYSICS 390. (3). (Excl). (BS). May not be repeated for credit.

ASTRO 404. Galaxies and the Universe.
MATH 216, and prior or concurrent enrollment in PHYSICS 340 and PHYSICS 390. (3). (Excl). (BS). May not be repeated for credit II.

ASTRO 405. High Energy Astrophysics.
MATH 216, and prior or concurrent enrollment in PHYSICS 340 and PHYSICS 390. (3). (Excl). (BS). May not be repeated for credit.

ASTRO 406. Computational Astrophysics.
MATH 216, prior or concurrent enrollment in PHYSICS 240 (or 260), and some knowledge of programming. (3). (Excl). (BS). May not be repeated for credit II.

ASTRO 429. Senior Seminar.
ASTRO 402 and 404. Open only to senior Astronomy and Astrophysics concentrators. (2). (Excl). (BS). May not be repeated for credit.

70 / COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS
Atmospheric, Oceanic and Space Sciences (AOSS)

2207 Space Research Building
(734) 647-3660 (phone)
http://aoss.engin.umich.edu/

Not a LS&A concentration program

Although AOSS 202 is offered through the College of Engineering, the course is approved by LS&A to earn LS&A credits and may be used to meet Natural Science distribution requirements. Other Atmospheric, Oceanic, and Space Sciences courses are listed in the College of Engineering Bulletin, and in the Schedule of Classes as part of the offerings of the College of Engineering in the AOSS subsection and may be elected by LS&A students as a part of non-LS&A course work. These other courses do not help meet LS&A distribution requirements. Students who have a serious professional interest in the field should consult the department.

COURSES IN ATMOSPHERIC, OCEANIC AND SPACE SCIENCES (AOSS)

The following course counts as an LS&A course for LS&A degree credit.

AOSS 102 / GEOSCI 122. Extreme Weather.
(3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AOSS 202.

(3). (NS). (BS). May not be repeated for credit.

(4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology. I.

(4). (SS). May not be repeated for credit. No credit for seniors. II.

(3). (NS). (BS). May not be repeated for credit.

AOSS 204 / GEOSCI 204 / ASTRO 204. The Planets: Their Geology and Climates.
High school mathematics through plane geometry and trigonometry. (3). (NS). (BS). May not be repeated for credit. Those with credit for GEOSCI 113 may only elect ASTRO 204 for 2 credits.

CHEM 130 and MATH 116. (4). (Excl). (BS). May not be repeated for credit. I.

GEOSCI 320 and MATH 216. (4). (Excl). (BS). May not be repeated for credit. II.

AOSS 410 / GEOSCI 409. Earth System Modeling.
GEOSCI 320 and 321. (4). (Excl). (BS). May not be repeated for credit. II.

MATH 116, CHEM 210, and PHYSICS 240 (or 260). (3). (Excl). (BS). May not be repeated for credit.

Biological Chemistry

Not a concentration program.

The Department of Biological Chemistry is a participating unit in the interdepartmental Biochemistry concentration program listed in this Bulletin in Chapter VI under Chemistry.

COURSES IN BIOLOGICAL CHEMISTRY (BIOLCHEM)

The following count as LS&A courses for LS&A degree credit.

BIOLCHEM 415. Introductory Biochemistry.
Two terms of organic chemistry. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in BIOLOGY 310 or 311, or CHEM 451/452 I.

BIOLCHEM 416. Introductory Biochemistry Laboratory.
Quantitative Analysis; Prior or concurrent election of BIOLCHEM 415 or CHEM 451/452. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in BIOLOGY 429 or BIOLCHEM 516. I.

BIOLCHEM 451 / CHEM 451. Introduction to Biochemistry I.
CHEM 260; BIOLOGY 162; and MATH 115. (4). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in BIOLOGY 310 or 311, or BIOLCHEM 415. I.

BIOLCHEM 452 / CHEM 452. Introduction to Biochemistry II.
CHEM 451. (4). (Excl). (BS). May not be repeated for credit. II.

BIOLCHEM 499. Biochemical Research for Undergraduates: Laboratory. Consent of instructor required (Prerequisites enforced at registration). BIOLCHEM 451 or CHEM 451/452; permission of the course director. (1-6; 1-4 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit. I, II, and III.

Two terms of organic chemistry; BIOLCHEM 415 or CHEM 451/452. Physical Chemistry is strongly recommended. (1). (Excl). (BS). May not be repeated for credit. I.

BIOLCHEM 578. Biochemical Techniques.
Two terms of organic chemistry; BIOLCHEM 415 or CHEM 451/452. Physical chemistry is strongly recommended. (1). (Excl). (BS). May not be repeated for credit. I.

Program in Biology

1111 Natural Science Building
830 North University Avenue
(734) 764-2446 (phone)
(734) 647-0884 (fax)
http://wwwlsa.umich.edu/biology/
Professors Diarmuid Ó Foighil (EEB) and Robert Bender (MCDB), Co-directors

Biology is an Interdepartmental Program administered jointly by the Department of Ecology and Evolutionary Biology (EEB) and the Department of Molecular, Cellular, and Developmental Biology (MCDB).

Concentrations and Minor. The Biology Program administers concentrations in Biology and General Biology, and it administers an academic minor in Biology. Information on the Cell and Molecular Biology (CMB) concentration, or the Plant Biology concentration is located under the listings for the Department of MCDB (CMB concentrations) or the Department of EEB (Plant Biology concentration) in this Bulletin.

Advising. Students who are interested in the Biology or General Biology concentrations or the Biology academic minor 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.

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

1. All BIOLOGY, EEB, MCDB, 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, General Biology, CMB, or Plant Biology 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 BIOLOGY 225 also are encouraged to take BIOLOGY 226* – Animal Physiology Laboratory (2 credits).

**II. Ecology, Evolution, and Organismal Biology:**
- 230* (4) Introduction to Plant Biology
- 252* (4) Chordate Anatomy/Phylogeny
- 255* (5) Plant Diversity
- 281 (3) General Ecology
- 289* (4) Animal Diversity

Note: Students taking BIOLOGY 281 are also encouraged to take BIOLOGY 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 micro-organisms; 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 Biology or General Biology 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 meal and recreation times as well as in the classroom, field, and laboratory. Many courses offered at the Biological Station can be used as part of a concentration plan in biology or 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 five credits. A normal load at the Biological Station is two courses (ten credits). Each formal course occupies the entire day assigned to it. Field work is supported by modern equipment, vehicles, boats, laboratories, and a fine library.

The phone number for the campus office is (734) 763-4461.

**Awards/Fellowships:**

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

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

**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, or Plant Biology to help them to conduct research with a faculty member in the departments during the spring and/or summer terms.

**Anne Rudo 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, 1343 East Hall.

**Biology**

*May be elected as an interdepartmental concentration program*

This concentration program develops an appreciation of the levels 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); CHEM 210, 211, 215, and 216; MATH 115 and 116; PHYSICS 125/127 and 126/128, or PHYSICS 140/141 and 240/241.

Concentration Program. 33 credits distributed as follows:
1. Select at least one course from each of two groups I-II. (See Course Listings I-II for the available courses in each group.) Students should enroll in these courses as early as possible.
   I. Molecular, Cell, and Developmental Biology
   II. Ecology, Evolution, and Organismal Biology
2. Required courses in genetics, biochemistry, and evolution:
   (a) BIOLOGY 305;
   (b) one of BIOLOGY 310, 311, BIOLCHEM 415, or CHEM 451 and 452; and
   (c) BIOLOGY 390.
3. Select one course in EEB or MCDB at the 300- or 400-level (except EEB 302, MCDB 302 or 412).
4. Select additional Biology, EEB, or MCDB courses at the 200-level or above (except BIOLOGY 262, EEB 302, MCDB 302, or MCDB 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, 1111 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 (EEB 300 or 400, or MCDB 300 or 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); CHEM 210, 211, 215, and 216; MATH 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. Select at least one course from each of two groups I-II. (See Course Listings I-II for the available courses in each group.) Students should enroll in these courses as early as possible.
   I. Molecular, Cell, and Developmental Biology
   II. Ecology, Evolution, and Organismal Biology
2. Required courses in genetics, biochemistry, and evolution:
   (a) BIOLOGY 305;
   (b) one of BIOLOGY 310, 311, BIOLCHEM 415, or CHEM 451 and 452; and
   (c) BIOLOGY 390.
3. Two laboratory or field courses in Biology beyond the introductory level (EEB 300 or 400, or MCDB 300 or 400, independent study, elected for a minimum of 3 credits, may be used for one of the laboratory courses).
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, 1111 Natural Science.
5. Only three credits of any independent study course may count toward the concentration program.

Advising. Appointments with concentration advisors are scheduled in 1111 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.

Honors Program

The Honors Program trains students to conduct independent research in Biology. In addition to completing all the requirements for the Biology concentration, an Honors degree requires a concentration GPA of at least 3.4, and the completion of a significant piece of independent research that is reported in an Honors thesis and presented in a public forum.

Admission to the Honors Program. It is recommended that students discuss the Honors Program with a concentration advisor early in their undergraduate career, and to meet with a concentration advisor to declare their Honors no later than six months prior to submission of the thesis.

The Honors Program

1. 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 of EEB or MCDB, 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 EEB or MCDB Departments, the student must also identify a co-sponsor from within the EEB or MCDB Departments.

Students are encouraged to register for independent research (EEB 300 or 400, or MCDB 300 or 400) for at least two terms; most students register for three or four terms of independent research. Students working in labs outside of EEB or MCDB will usually register for EEB or MCDB 300 and 400 through their co-sponsor's independent study number. It is permitted, however, 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.

2. Readers. Prior to submitting the thesis, the student should identify three readers for the thesis, one of whom is the sponsor. At least two readers must be faculty members of the Departments of EEB or MCDB, unless the student receives the written approval of the Biology Honors Committee for an exception. Readers must agree to turn in their evaluations within ten days after the thesis is submitted.
Academic Minor in Biology

An academic minor in Biology is not open to students with a concentration in Biology, General Biology, Plant Biology, Cell & Molecular Biology, or Biochemistry, nor to students electing an academic minor in Environmental Studies or Global Change.

The academic minor in Biology is not intended for students interested in graduate work in the biological sciences.

Prerequisites to the Academic Minor. BIOLOGY 162 (or the equivalent).

Academic Minor Program. Five courses totaling at least 17 credits in Biology at the 200-level and above, distributed as follows:

1. Two courses chosen from among BIOLOGY 281, 305, 310 or 311, 390.
2. One laboratory or field course in BIOLOGY, EEB, or MCDB beyond the introductory level (EEB 300 or 400, or MCDB 300 or 400, independent study, elected for a minimum of 3 credits, may be used as the laboratory course.)
3. One additional BIOLOGY, EEB, or MCDB course at the 300-level or higher above (except EEB 302, MCDB 302, or MCDB 412). A third course from Group One not used to satisfy Group One requirements may be used to satisfy this requirement.
4. Elective courses in BIOLOGY, EEB, or MCDB to bring academic minor credits to at least 17.

Courses in Biology (BIOLOGY)

BIOLOGY 100. Biology for Nonscientists. Some exposure to biology and chemistry at the high school level is assumed. (4). (NS). (BS). May not be repeated for credit. Not open to those with Advanced Placement or Departmental credit in biology, nor to those concentrating in the biological sciences. Credit is granted for a combined total of 12 credits elected in introductory biology. I.

BIOLOGY 101. Biology and Human Affairs. (4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology. I.

BIOLOGY 102. Practical Botany. (4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology. II.

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

BIOLOGY 105. Biology of Human Nutrition. (4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology. I.

BIOLOGY 107. Evolution of Life. Some exposure to biology at the high school level is assumed. (3). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology.

BIOLOGY 108. Introduction to Animal Diversity. (4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology. II.

BIOLOGY 109. Ecological Knowledge and Environmental Problem Solving. (3). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology. II.


BIOLOGY 118. AIDS and Other Health Crises. (4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology. II.

BIOLOGY 120. First-Year Seminar in Biology. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology.

BIOLOGY 130. Animal Behavior. (3). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology.

BIOLOGY 140. Genetics and Society. (4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology.


BIOLOGY 200. Undergraduate Tutorial. (3). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology.

BIOLOGY 207. Introductory Microbiology. BIOLOGY 162, (4). (NS). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. I.

BIOLOGY 208. Embryology. BIOLOGY 162 (Prerequisites enforced at registration). (3). (NS). (BS). May not be repeated for credit. I.


BIOLOGY 222. From Message to Mind: An Introduction to Neurobiology. BIOLOGY 162 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. II.

BIOLOGY 226. Animal Physiology Laboratory.
Prior or concurrent enrollment in BIOLOGY 225. (2). (Excld). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. I, II.

BIOLOGY 230. Introduction to Plant Biology.
BIOLOGY 162; prior or concurrent enrollment in BIOLOGY 225. (4); 5 in the half-term. (NS). (BS). May not be repeated for credit. I; III at the Biological Station.

BIOLOGY 252. Chordate Anatomy and Phylogeny.
BIOLOGY 162. (4). (Excld). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. I.

BIOLOGY 255. Plant Diversity.
BIOLOGY 162; prior or concurrent enrollment in BIOLOGY 310, BIOLCHEM 415, or CHEM 451. I, II, III at the Biological Station.

BIOLOGY 282. General Ecology Laboratory.
BIOLOGY 162, a laboratory course in chemistry, and concurrent or prior enrollment in BIOLOGY 288. (3). (Excld). (BS). May not be repeated for credit. I.

BIOLOGY 162. (4). (NS). (BS). May not be repeated for credit.

BIOLOGY 305. Genetics.

BIOLOGY 310. Introductory Biochemistry.
BIOLOGY 162 and CHEM 210 (Prerequisites enforced at registration). Prior or concurrent enrollment in CHEM 215. (4). (Excld). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in BIOLOGY 311, BIOLCHEM 415, or CHEM 451. II, IIIa.

BIOLOGY 311. Introductory Biochemistry.
BIOLOGY 162 and CHEM 210 (Prerequisites enforced at registration). Prior or concurrent enrollment in CHEM 215. (4). (Excld). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in BIOLOGY 310, BIOLCHEM 415, or CHEM 451. I.

BIOLOGY 390. Evolution.
BIOLOGY 162; prior or concurrent enrollment in BIOLOGY 288. (4 in Ann Arbor; 5 at the Biological Station). (Excld). (BS). May not be repeated for credit. I, II in Ann Arbor; IIIa at the Biological Station.

BIOLOGY 482. Limnology.
Three laboratory courses in botany or zoology. (5 in the half-term). (Excld). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. IIIb at the Biological Station.

BIOLOGY 525 / CHEM 525. Chemical Biology I.
CHEM 451, 452, 461, and 463. (3). (Excld). (BS). May not be repeated for credit.

BIOLOGY 526 / CHEM 526. Chemical Biology II.
MCDB 525. Prior or concurrent enrollment in CHEM 402 or equivalent. (3). (Excld). (BS). May not be repeated for credit.

BIOLOGY 541 / PSYCH 532 / PHYSIOL 541 / ANAT 541. Mammalian Reproductive Endocrinology.
BIOLOGY 310 or 311, or BIOLCHEM 415. (4). (Excld). (BS). May not be repeated for credit. II.

Biophysics

Courses offered by the Biophysics Research Division (http://www.umich.edu/~biophys/) are listed in the Schedule of Classes as part of LSBA’s offerings in the subsection Biophysics.

Courses in Biophysics (BIOPHYS)

BIOPHYS 520 / CHEM 520. Biophysical Chemistry I.
CHEM 463, BIOLCHEM 415, or CHEM 420; permission of course director. (3). (Excld). (BS). May not be repeated for credit.

BIOPHYS 521 / CHEM 521. Biophysical Chemistry II.
CHEM 461, BIOLCHEM 415, and CHEM 430; and permission of course director. (2). (Excld). (BS). May not be repeated for credit.

Chemistry

1500 Chemistry Building
930 North University Avenue
(734) 647-2858 (phone)
(734) 647-4865 (fax)
http://www.umich.edu/~michchem/
Professor Carol A. Fierke, Chair
Professor Brian P. Coppola, Associate Chair for Curriculum and Faculty Affairs

Professors
Arthur J. Ashe, III, Organometallic Chemistry of Main-Group Elements
Mark M. Banaszak Holl, Synthetic and Mechanistic Solution, Surface, and Solid State Chemistry
John Barker, Chemical Kinetics, Atmospheric Chemistry
Mary Anne Carroll, Atmospheric Chemistry: Instrument development and application to field measurements of reactive nitrogen species
Mary Sue Coleman (President of the University of Michigan)
Brian P. Coppola (Arthur F. Thurnau Professor), Organic chemistry, chemical education
Dimitri Ccouvanis (Lawrence S. Bartell Collegiate Professor of Chemistry), 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
Carol A. Fierke, Biological Chemistry
Anthony H. Francis (Arthur F. Thurnau 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
Theodore Goodson III, Physical Chemistry
Henry C. Griffin, Hot and Cold Nuclei; Nuclear Chemistry
Robert T. Kennedy, Analytical Chemistry, Chemical Biology, Bioanalytical Chemistry, Chemical Separations, Mass Spectrometry
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
David Lubman, Biological Mass Spectrometry, Spectroscopy and Instrumentation
Rowena G. Matthews, Mechanisms of B12- and folate-dependent enzymes
Mark E. Meyerhoff, Membrane Electrodes, Gas Sensors, Analytical Applications of Immobilized Bio-reactants, Enzyme-linked Competitive Binding Assays, New Stationary Phases for Liquid Chromatography
John Montgomery, Organic Chemistry
Michael D. Morris, Analytical Laser Spectroscopy and Imaging; Electrochemical Separations
Vincent L. Pecoraro, Synthetic Inorganic and Bioinorganic Chemistry
James Penner-Hahn, Biophysical Chemistry and Inorganic Spectroscopy: Investigation of Metal Site Structure in Bioinorganic Systems; X-ray, EPR and NMR Spectroscopy of Proteins
Paul G. Rasmussen (Arthur F. Thurnau Professor), Polymer/Inorganic Chemistry
William R. Roush (Warner-Lambert/Parke-Davis Professor of Chemistry), Organic Chemistry
Richard D. Sacks, High Speed Analytical Separations
Robert R. Sharp, Multidimensional and Multiquantum NMR of Paramagnetic Systems
David Sherman, Medicinal Chemistry
Edwin Vedejs (Moses Gomberg Collegiate Professor of Chemistry), Organic Chemistry
Ronald W. Woodard, Medicinal Chemistry
Omar Yaghi, Materials Chemistry
Charles F. Yocum, Biological Chemistry of Photosynthetic Water Oxidation
Edward T. Zellers, Microfabricated chemical sensors; interfacial chemistry; polymer-solvent interactions; occupational/environmental exposure assessment
Erik R.P. Zuiderweg, Structure and Dynamics of biomolecules and Complexes of Biomolecules in Solution, Using Multi-Dimensional Multi-Nuclear NMR Spectroscopy

Associate Professors
E. Neil G. Marsh, Enzymes: structure mechanism and specificity; protein engineering and molecular recognition
Ayyalasamy Ramamurthi, Solid-State NMR Spectroscopy, Structural Biology of Membrane Proteins, Study of Polymers
Roseanne Senson, Ultrafast Laser Spectroscopy and Chemical Reaction Dynamics

Assistant Professors
Hashim Al-Hashimi, Biophysical Chemistry
Ioan Andricioaei, Chemical Biology
Larry W. Beck, Analytical NMR spectroscopy of materials; zeolite catalysis
Heather A. Carlson, Computational Chemistry and Theoretical Biophysics
Zhan Chen, Biomaterial and polymer surface, biocompatibility

Barry D. Dunietz, Theoretical Physical Chemistry
Eitan Geva, Theoretical and computational chemistry
Kristina Hakansson, Analytical Chemistry; State-of-the-art mass spectrometric techniques
Mark J.A. Johnson, Organometallic and Inorganic Chemistry, New Synthetic Methods, and Catalysis
Kevin J. Kubarych, Physical Chemistry
Anna K. Mapp, Organic chemistry, chemical biology, new synthetic methods
Adam J. Matzger, Organic, polymers/organic materials
Melanie Sanford, Organometallic Chemistry
Nils G. Walter, Chemical biology; Folding and function of catalytic RNA; Biophysical Chemistry of nucleic acids
John P. Wolfe, Organic Chemistry

Lecturers
Nancy Konigsberg Kerner, General chemistry, chemical education
Kathleen Nolta, Organic chemistry
Jadwiga T. Sipowska, Physical chemistry, general chemistry

Adjunct Professor
William H. Pearson, Organic Chemistry

Adjunct Associate Professor
Melinda M. Gugelchuk, organic chemistry

Professors Emeriti

The curricula in Chemistry serve those preparing for careers in chemistry, biochemistry, medicine, chemical engineering, pharmacy, and allied fields as well as those seeking a general knowledge of chemistry as part of a liberal arts education. Beyond the first-year courses, there is an emphasis on development of technical knowledge and laboratory experience needed in chemistry and related scientific fields. The undergraduate concentration programs prepare students for 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 CHEM 130 or 210/211 can be the starting point for students interested in the sciences, engineering, or medicine. CHEM 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 CHEM 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 CHEM and to be able to participate earlier in undergraduate research.

Special Departmental Policies. The department requires that a student earn a grade of at least C- in all CHEM courses which are prerequisite for subsequent elections. A concentration program grade point average of at least 2.0 is required; this includes chemistry courses, mathematics and physics prerequisites and advanced electives which are part of a concentration plan. Students must request any change in a grade before the end of the next regular academic term.
Safety Regulations. No contact lenses will be allowed in any chemistry laboratory. In laboratory classes students must wear either prescription or safety glasses at all times.

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

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 eight incoming freshmen with an interest in chemistry or biochemistry and with registration in a chemistry course.

Summer Fellowships of $3500 for ten weeks of 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 at 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 Vanko Memorial Award. Recognition of well-rounded senior chemist or biochemist with monetary award ($250).

Merck 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 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 underrepresented 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 (B.S. or B.S. Chem.)

May be elected as a departmental concentration program

Prerequisites to Concentration for Either Program. CHEM courses through 215, 216, 241/242, and 260; PHYSICS 140/141 and 240/241; and MATH 115, 116, 215, 216, or an equivalent sequence are required for any concentration program in Chemistry. PHYSICS 240 and MATH 215 are prerequisites for CHEM 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 CHEM 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, CHEM 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 CHEM 302/312, 402, 447, 461, 462, 463, 480, and four credits of CHEM 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 CHEM 461 and 463, maintenance of a satisfactory GPA (3.4) in concentration courses including prerequisites, and satisfactory completion of an Honors thesis (CHEM 499) based on the research done in CHEM 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 CHEM 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) 647-2858]. Students interested in the joint program with the College of Engineering should make an appointment with Chalmers Knight [Academic Advising Center, 1255 Angell Hall, (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; CHEM 210/211, 215/216; MATH 115, 116, 215 (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:
1. Core:
3. An advanced laboratory or undergraduate research course. Recommended options for the advanced laboratory course are BIOCHEM 416, MCDB 429, CHEM 480, or two terms of CHEM 398 (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.

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 3.4 and at least a 3.4 in the 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)


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). (BS). May not be repeated for credit.

CHEM 125. General Chemistry Laboratory I. To be elected by students who are eligible for (or enrolled in) CHEM 130, and concurrent enrollment in CHEM 126. (1). (NS). (BS). May not be repeated for credit. Credit is not granted without concurrent enrollment in and completion of CHEM 126. I, II, IIIa.

CHEM 126. General Chemistry Laboratory II. To be elected by students who are eligible for (or enrolled in) CHEM 130, and concurrent enrollment in CHEM 125. (1). (NS). (BS). May not be repeated for credit. Credit is not granted without concurrent enrollment in and completion of CHEM 125, I, II, IIIa.

CHEM 130. General Chemistry: Macroscopic Investigations and Reaction Principles. Three years of high school math or MATH 105; one year of high school chemistry recommended. Placement by testing, or permission of Chemistry department. (3). (NS). (BS). (QR/2). May not be repeated for credit. Intended for students without AP credit in chemistry. I, II, IIIa.


CHEM 211. Investigations in Chemistry.

CHEM 215. Structure and Reactivity II.
CHEM 210/211. To be taken with CHEM 216. (3). (NS). (BS). May not be repeated for credit. I, II, IIIa.


CHEM 218. Independent Study in Biochemistry. Consent of instructor required (Prerequisites enforced at registration). For students with less than junior standing. (1). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 4 credits. I, II, III, IIIa, IIIb.


CHEM 230. Physical Chemical Principles and Applications. CHEM 215/216. Students who plan to continue beyond a fourth term in chemistry would typically enroll in CHEM 260/241/242 instead of CHEM 230; credit will not be given for both of these courses. (3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in CHEM 260. I, II, IIIa.
CHEM 241. Introduction to Chemical Analysis. Prior or concurrent enrollment in CHEM 230 or 260, and concurrent enrollment in CHEM 242. (2). (NS). (BS). May not be repeated for credit.

CHEM 242. Introduction to Chemical Analysis Laboratory. Prior or concurrent enrollment in CHEM 230 or 260, and concurrent enrollment in CHEM 241. (2). (NS). (BS). May not be repeated for credit.


CHEM 261. Introduction to Quantum Chemistry. CHEM 215/216, MATH 115, and prior or concurrent enrollment in PHYSICS 140 (or 160). CHEM 261 is intended primarily for Chemical Engineering students. (1). (Excl). (BS). May not be repeated for credit. No credit granted for students who have completed or are enrolled in CHEM 260. I, II, IIIa.


CHEM 399. Undergraduate Research. Consent of instructor required (Prerequisites enforced at registration). 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 credit for a maximum of 4 credits. I, II, III, IIIa, IIIb.


CHEM 417 / PHYSICS 417. Dynamical Processes in Biophysics. MATH 216, 256, 286 or 316 and PHYSICS 340 or CHEM 463 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit.


CHEM 451 / BIOLCHEM 451. Introduction to Biochemistry I. CHEM 260; BIOLOGY 162; and MATH 115. (4). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in BIOLOGY 310 or 311, or BIOLCHEM 415. I.

CHEM 452 / BIOLCHEM 452. Introduction to Biochemistry II. CHEM 451. (4). (Excl). (BS). May not be repeated for credit. II.

CHEM 453. Biophysical Chemistry I: Thermodynamics and Kinetics. CHEM 260 (or CHEM 261 and CHE 330), CHEM 451, PHYSICS 240, and MATH 215. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in CHEM 463.

CHEM 454. Biophysical Chemistry II: Macromolecular Structure and Dynamics. CHEM 453 or 463, and CHEM 451/452 or equivalent. (3). (Excl). (BS). May not be repeated for credit.


CHEM 462. Computational Chemistry Laboratory. MATH 215, and prior or concurrent enrollment in CHEM 461. (1). (Excl). (BS). May not be repeated for credit.

CHEM 463. Physical Chemistry II. CHEM 461/462. (3). (Excl). (BS). May not be repeated for credit.


CHEM 480. Physical and Instrumental Chemistry. CHEM 447 and 461/462, and concurrent enrollment in CHEM 463. (3). (Excl). (BS). May not be repeated for credit.

CHEM 485. Projects Laboratory. CHEM 480. (2). (Excl). (BS). May not be repeated for credit.

CHEM 495. Professional Development in the Chemical Sciences. CHEM 461. (2). (Excl). (BS). May not be repeated for credit.


CHEM 507. Inorganic Chemistry. CHEM 461. (3). (Excl). (BS). May not be repeated for credit.

CHEM 511 / MATSCIE 510. Materials Chemistry. CHEM 461, BIOLCHEM 415, CHEM 430; and permission of course director. (3). (Excl). (BS). May not be repeated for credit.

CHEM 520 / BIOPHYS 520. Biophysical Chemistry I. CHEM 463, BIOLCHEM 415, OR CHEM 420; permission of course director. (3). (Excl). (BS). May not be repeated for credit.

CHEM 521 / BIOPHYS 521. Biophysical Chemistry II. CHEM 463, BIOLCHEM 415, AND CHEM 430; AND permission of course director. (3). (Excl). (BS). May not be repeated for credit.


CHEM 526 / BIOLOGY 526. Chemical Biology II. CHEM 525. Prior or concurrent enrollment in CHEM 402 or equivalent. (3). (Excl). (BS). May not be repeated for credit.

CHEM 536 / MACROMOL 536. Laboratory in Macromolecular Chemistry. CHEM 535 or PHYSICS 418. (2). (Excl). (BS). May not be repeated for credit.


CHEM 565. Nuclear Chemistry. Permission of instructor. Intended for graduate students and seniors. (3). (Excl). (BS). May not be repeated for credit.

CHEM 570. Molecular Physical Chemistry. CHEM 461 and 463. (3). (Excl). (BS). May not be repeated for credit.

CHEM 575. Chemical Thermodynamics. CHEM 461. (3). (Excl). (BS). May not be repeated for credit.

Center for Chinese Studies

1080 South University, Suite 3668
(734) 764-6308 (phone)
(734) 764-5540 (fax)
http://www.umich.edu/~iinet/ccs/
email: chinese.studies@umich.edu
Professor Brad Farnsworth (Center for International Business Education), Director

Not a concentration program. Undergraduates may pursue Chinese Studies through the Asian Studies concentration or academic minor of the Department of Asian Languages and Cultures.

Professors Chang (History), Duanmu (Linguistics), Gomez (Buddhist Studies & Psychology), Kamachi (History), Lam (Musicology), Lee, James (History & Sociology & Pop. Studies), Lieberthal (Political Science & Business Administration), Lim (Corporate Strategy & International Business), Lin (Chinese Literature), Liu (Chinese Studies & Comparative Literature), Lopez (Buddhist & Tibetan Studies), Powers (History of Art & Chinese Art and Cultures), Sheng (Music & Music Composition), Whitman (Law & Women's Studies), Yu (Sociology)

Associate Professors Baxter (Chinese Language and Linguistics), Erickson (History of Art), Lee, Ching Kwan (Sociology), Mueggerl (Anthropology), Park (Economics), Porter (English & Comparative Literature), Rolston (Chinese Language and Literature), Tardif (Psychology), Wang (Women's Studies),

Assistant Professors Brown (ALC), Gallagher (Political Science), Ning (History of Art)

Lecturers Chen (Chinese Language), Li, Tuo (ALC), Tao (Chinese Language)

Professors Emeriti Denberger (Economics), DeWoskin (Chinese Literature), Diamond (Anthropology), Edwards (History of Art), Feuerwerker, Albert (History), Feuerwerker, Yi-tsi Mei (Chinese Literature), Freedman (Sociology), Gray (Law), Hermalin (Sociology), Mills (Chinese Literature), Munro (Philosophy & Chinese), Murphey (History), Oakley (Nursing), Stevenson (Psychology), Terpstra (International Business), To (Education), Wan, (Librarian), Wu (History of Art & Curator of Asian Art), Young (History)

The Center for Chinese Studies offers a broad, interdisciplinary approach to the study of China at the Master's Level. Undergraduates may pursue Chinese Studies through the Asian Studies concentration of the Department of Asian Languages and Cultures.

Classical Studies

2160 Angell Hall
435 South State Street
(734) 764-0360 (phone)
(734) 763-4959 (fax)
http://www.umich.edu/~classics/
e-mail: classics@umich.edu
Professor Richard Janko, Chair

Professors

Susan E. Alcock (John H. D'Arms Collegiate Professor of Classical Archaeology and Classics), Hellenistic and Roman East, landscape archaeology, archaeological survey, archaeology of imperialism
H. D. Cameron, Greek drama, linguistics, Greek orators, Plautus
Anne Carson (Professor of Comparative Literature; Professor of English), ancient Greek literature, poetry, critical theory, translation
John F. Cherry, Aegean and Mediterranean prehistory, regional field survey, archaeological theory, island archaeology, computers and the Classics
Bruce W. Frier (Henry King Ransom Professor of Law), Roman law, Roman social and economic history, Hellenistic and Roman historiography and political science, ancient architecture, numismatics
Kweku A. Garbrah, Greek and Latin languages, comparative philology, epigraphy, early Latin tragedy
Sharon C. Herbert, Greek archaeology, vase painting, Hellenistic Near East
Richard Janko, Greek language and literature, especially Mycenaean Greek, Homer and oral poetry, ancient literary criticism (especially Aristotle and Philodemus), comedy, Orphism and Greek religion, ancient manuscripts, textual criticism
Vassilios Lambropoulos (C.P. Cavafy Professor of Modern Greek Studies; Professor of Comparative Literature), modern Greek culture; the ancients and the moderns; ethics and politics; literature after cultural studies

Dirk Obbink (Lugwig Koenen Collegiate Professor of Papyrology), Literary papyrology, lost books, fragmentary sources, Hellenistic philosophy, Lucretius and poetae docti, Greek lyric poetry, literacy
James I. Porter, Greek and Latin literature, literary criticism and aesthetics, contemporary literary theory
David S. Potter, Greek and Roman Asia Minor, Greek and Latin historiography and epigraphy
Ruth Scodel, Homer, tragedy, Greek literary criticism, ancient narrative

Associate Professors

Benjamin Acosta-Hughes, Hellenistic literature, archaic Greek lyric, Augustan poetry, Greco-Egyptian culture and society, attic oratory and Greek prose style, Greek tragedy
Traianos Gagos, Greek papyrology; social and economic history of Roman and late antique Egypt (Petra papyri); integration of the historical, archaeological, and papyrological records of the Egyptian village, Karanis; violence in Egypt; computer applications in papyrology and classics; modern Greek language
Sara L. Rappe, Hellenistic and classical philosophy, neo-Platonism, philosophy of language
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

Assistant Professors

Derek Collins, archaic Greek poetry, Latin literature, history of the classical tradition, religion
Basil Dufallo, Latin literature, ancient rhetoric, Roman cultural studies, critical theory
Sara L. Forsdyke, Greek historiography, Greek political thought and ideology, Greek orators, Greek law, Greek history
Benjamin Fortson, Early Greek and Latin, history of Greek and Latin, comparative Indo-European linguistics, metrics and poetics, Roman comedy
Farouk Grewing, Roman poetry, especially post-Augustan; epigram; ancient grammatical theory, literary criticism; Neo-Latin
Lisa Nevett (History of Art), archaeology and iconography of domestic space in the ancient Greek world
Joseph Reed, Augustan and Hellenistic poetry, Adonis cult

Lecturers
Netta Berlin, Latin literature, epic poetry, Augustan poetry, literary theory
Donka Markus, Oral performance of literature in Rome; Latin pedagogy; teaching with technology; Reading theory
Deborah Pennell Ross, Latin language and literature, linguistics
Gina M. Soter, Pedagogy of Latin and Greek; Greek and Roman theater, 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
David Halperin (W.H. Auden Collegiate Professor; Professor of English Language and Literature and Professor of Women’s Studies), The history and theory of homosexuality; classical studies and its relation to contemporary cultural history; gay men’s social practices and cultural identifications
Deborah Pennell Ross, Latin language and literature, linguistics
Donka Markus, Oral performance of literature in Rome; Latin pedagogy; teaching with technology; Reading theory
Lauren Talalay, Aegean prehistory, gender, Neolithic figurines

Adjunct Associate Professors
Artemis Leontis, Comparative literature, especially classics and modern literatures, modern Greek literature, language, and culture; diaspora studies, including Greek Americans
Johanna H. Prins (Associate Professor of English and Comparative Literature), Nineteenth-century poetry; history and theory of lyric; translation and reception of classics, comparative literature
Lauren Talalay, Aegean prehistory, gender, Neolithic figurines

Adjunct Assistant Professors
Beate Dignas, Greek/Hellenistic history, epigraphy

Professors Emeriti
Theodore V. Buttrey, Sally Humphreys, Ludwig Koenen, John G. Pedley, David O. Ross, Jr., Charles Wilke

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.

LS&A language requirement. The LS&A language requirement for the A.B./B.S. degree may be satisfied with the successful completion of: MODGREEK 202, both GREEK 301 and 302 (or equivalent); GREEK 307 and 308; GREEK 300 and any upper-level course; or LATIN 232 or 295 (but not LATIN 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 and Greek which compress the normal two-year sequence required for elementary language proficiency. Intensive courses are available for Latin and Greek (GREEK 103 and 300), 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 and Greek, please contact the department.

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

Concentration Program Options. The department offers Honors concentrations in each of the six concentrations. Among other requirements, a thesis is required and should be a minimum of 40 pages in length. Interested students who have a cumulative grade point average of at least 3.5 should contact their concentration advisor no later than the winter term of their junior year at the latest.

General information for Honors concentrators. It is the student’s responsibility to find a suitable faculty advisor who agrees to oversee the thesis and work closely with them. For each student, an Honors committee, including at minimum the thesis advisor and the undergraduate concentration advisor, is constituted. The committee is responsible for the oral examination of the student’s work.

An Honors concentrator normally enrolls for up to six credits of independent study in the senior year with his or her advisor (e.g., three credits of CLARCH 495, CLCIV 495 or whichever designation is appropriate, each term). Discussion of topics and the identification of a thesis advisor, should normally begin in the Winter Term of the junior year at latest.

The Honors thesis should be a minimum of 30-40 pages long. The thesis should demonstrate the student’s ability to do original research, to think incisively, and to write clearly.

The student, faculty advisor, and undergraduate advisor should agree, well in advance, upon the due date of the Honors thesis and upon the date and from of the oral defense, The final degree of Honors to be awarded (no Honors, Honors, High Honors, Highest Honors) is determined by the quality of the thesis and the student’s performance on the oral examination.

Advising. Students interested in the department’s concentration programs in Ancient Greek, Latin, Classical Languages and Literatures, Classical Archaeology, Classical Civilization, or Modern Greek 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 receive a certificate and book prize of their choosing. Prizes are also awarded for excellence demonstrated in a Modern Greek translation competition. Announcements of the competition are 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 memory of Gerda M. Seligson recognizing the most exceptional undergraduate Classical Greek concentrator.

The Classical Archaeology Prize – awarded to the top undergraduate senior for distinguished achievement in the study of Classical Archaeology.

The Classical Civilization Prize – awarded to the top undergraduate senior for distinguished achievement in the study of Classical Civilization.

Arthur and Mary Platisis Student Prize Competition for Work on the Greek Classical Legacy. These prizes recognize and award undergraduate and graduate students for exceptional, original work relating to the Greek Classical legacy from its earliest historical roots in Minoan Crete, the Homeric epics, and the pre-Socratic philosophers, through the Classical and Hellenistic eras and as echoed and reinforced in the works of Byzantine and Modern Greek culture.

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, journals, recent commentaries and major works of reference, and provides ample work space for research.

The Undergraduate Reading Room: This is a great resource developed specifically with undergraduates in mind. The room provides a great place to study in comfort and comes equipped with computers for our concentrators. It also contains the Classics Career Resource Center (CCRC) which 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. Membership is open to any interested.

**Eta Sigma Phi – Alpha Eta Chapter:** ESP is the national honorary collegiate society for students of Latin and/or Greek. For membership details, visit their website at: [http://www.umich.edu/~etasigma/](http://www.umich.edu/~etasigma/).

### 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 CLARCH numbered 221 through 540 do not require knowledge of Greek or Latin.

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

1. at least two of the following introductory courses: CLARCH 221, 222, 323
2. at least three upper-level courses (numbered 380 and above) in the field of Classical Archaeology.
3. at least one course in either Greek or Roman history or civilization.
4. at least one upper-level course in a cognate field (e.g., Anthropology, History, History of Art, Near Eastern Studies, Religion, Women’s Studies).
5. third-term proficiency in Greek or Latin (usually met by successful completion of GREEK 301 or the equivalent; LATIN 231 or the equivalent). Students who plan to fulfill this requirement in other ways should speak to the undergraduate advisor.

Students interested in possibly continuing in the field of Classical Archaeology should discuss their plans (not least in the ancient languages) with the undergraduate advisor as early and as frequently as possible.

**Honors Concentration.** In addition to the concentration requirements stated above, Honors candidates are required to take to take a minimum of eight credits in the second classical language (Ancient Greek if the major language is Latin; Latin if the major language is Ancient Greek). Honors students receive six credits during their senior year for researching and writing the Honors thesis (CLARCH 495); they must offer an oral defense of this work, in a form to be agreed upon with their thesis advisor. Interested students who have a cumulative GPA of at least 3.5 should contact their concentration advisor no later than the Winter Term of their junior year at the latest.

**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: CLCIV 101, 102, HISTORY 200, 201, GTBOOKS 191.

**Concentration Program.** Requires a minimum of 9 courses (at least 3 credits each) for approximately 29 credits including:

1. at least five upper-level courses (minimum 15 credits) in Classical Civilization at the 300 or 400 level, with at least two of these at the 400 level. These courses must include at least one course in literature and one course in religion/philosophy. One course in Latin or Ancient Greek may substitute for one of these Classical Civilization courses.
2. One course (minimum 3 credits) in Classical Archaeology.
3. One course (minimum 3 credits) in Ancient Greek or Roman history. This requirement is separate from any History course that may have been taken as a prerequisite to the concentration.

4. at least one upper-level elective cognate course (minimum 3 credits) outside the division of Classical Civilization. LATIN 231 or 232 may also count to meet this requirement.

5. The "Capstone Seminar," either CLCIV 480, Studying Antiquity or CLCIV 481, Classical Tradition.

Honors Concentration. Honors candidates must achieve fourth-term proficiency, as defined by the LSBA language requirement, in either ancient Greek or Latin. They complete concentration requirements 1-4, listed above. In place of requirement 5, above, students must take CLCIV 498 and 499. They must also take two upper-level cognate courses deemed relevant (at the discretion of the thesis advisor) to the subject of the Honors thesis. Honors students receive six credits during their senior year for researching and writing the Honors thesis (CLCIV 495); they must offer an oral defense of this work, in a form to be agreed upon with their thesis advisor. Interested students who have a cumulative gpa of at least 3.5 should contact their concentration advisor no later than the Winter Term of their junior year at the latest.

Classical Languages & Literatures

May be elected as a departmental concentration program

Concentration Program. The concentration requires study of both Greek and Latin; the student chooses one language as the major language for the purpose of determining requirements. The student takes a minimum of 9 courses (of at least 3 credits each) including:

1. In the major language at least 3 courses at the 400-level or above; 300-level courses count toward the concentration in the major language only.
2. In the minor language, at least one course at the 400-level or above.
3. Two courses selected from CLARCH 221, CLCIV 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, Honors candidates are required to take one course, at or above the 450-level, in either Greek or Latin. Honors students receive six credits during their senior year for researching and writing the Honors thesis (GREEK 495 and/or LATIN 495); this thesis must be based upon texts in the original ancient languages. Candidates must offer an oral defense of this work, in a form to be agreed upon with their thesis advisor. Interested students who have a cumulative gpa of at least 3.5 should contact their concentration advisor no later than the Winter Term of their junior year at the latest.

Ancient Greek Language & 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 CLARCH 221, CLCIV 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, Honors candidates are required to take one course, at or above the 450-level, in Greek. Honors students receive six credits during their senior year for researching and writing the Honors thesis (GREEK 495); this thesis must be based upon texts in the original ancient languages. Candidates must offer an oral defense of this work, in a form to be agreed upon with their thesis advisor. Interested students who have a cumulative gpa of at least 3.5 should contact their concentration advisor no later than the Winter Term of their junior year at the latest.

Latin Language & 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 must be at the 400-level or above, usually including LATIN 401 or 402.
2. Two courses selected from CLARCH 222, CLCIV 102, or HISTORY 200 or 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, Honors candidates are required to take one course, at or above the 450-level, in Latin. Honors students receive six credits during their senior year for researching and writing the Honors thesis (LATIN 495); this thesis must be based upon texts in the original ancient languages. Candidates must offer an oral defense of this work, in a form to be agreed upon with their thesis advisor. Interested students who have a cumulative gpa of at least 3.5 should contact their concentration advisor no later than the Winter Term of their junior year at the latest.

Teaching Certificate. Students interested in a secondary school teaching certificate with a teaching major or minor in Latin must have Professor Deborah Ross approve their program of study.

Teaching Major in Latin. Thirty credits which must include:

1. Fifteen credits in LATIN beyond LATIN 194 or 232, of which 12 must be at the 400-level or above; neither LATIN 499 nor 599 may be counted toward the teaching major without permission of the teaching certificate advisor;
2. One course in Latin composition;
3. One course in Classical Archeology;
4. One course in Roman history;
5. One course in Linguistics.

Teaching Minor in Latin. Twenty credits which must include:

1. Twelve credits in LATIN beyond LATIN 194 or 232, of which 9 must be at the 400-level or above. Neither LATIN 499 nor 599 may be counted toward the teaching minor without permission of the teaching certificate advisor;
2. One course in Roman history;
3. One course in Linguistics.
Modern Greek Studies

http://www.lsa.umich.edu/modgreek/
Professor Vassilios Lambropoulos, Director

May be elected as a departmental concentration program

Affiliated faculty
Benjamin Acosta-Hughes (Classical Studies), John Fine (History), Traianos Gagos (Classical Studies), Janet Hart (Anthropology), Andreas Kalyvas (Political Science), Vassilios Lambropoulos (Classical Studies), Artemis Leontis (Classical Studies, Comparative Literature), Laurie Talalay (Kelsey Museum of Archaeology, Classical Studies), Thelma Thomas (History of Art), Ray van Dam (History)

The field of Modern Greek consists in the study of global Hellenism over the last five centuries, including its intersection with the classical tradition in other cultures. Students pursuing the concentration in Modern Greek Studies study thoroughly modern Hellenism, with a special emphasis on Greece and the Greek communities of the U.S. They also familiarize themselves with modern Hellenism's ancient and medieval origins. In addition to acquiring an in-depth knowledge of contemporary Greek language, culture, and history, students gain exposure to a number of disciplines by taking courses in various fields and they become aware of distinct methods (literary, historical, anthropological, theoretical/philosophical, etc.) used in the study of civilizations. The concentration requires detailed learning of the language and firm grounding in the knowledge of culture but also offers systematic familiarity with broader issues of our times such as identity, tradition, transnationalism, globalization, and orientalism. Thus the concentration provides a broad-based liberal arts education and contributes to the development of critical thinking and related skills, both linguistic and interpretive. The concentration builds on the great strengths of the Department of Classical Studies and the Program in Comparative Literature, as well as on traditional West European, Balkan, and Mediterranean strengths across the College.

Modern Greek courses cover language, literature, and culture, offering a systematic introduction to the Greek world of the last ten centuries, and especially to its contemporary social reality and intellectual achievement. As part of a broad liberal arts education, they promote the contextual study, both local and global, of contemporary Greek culture, placing particular emphasis on literary studies, critical theory, cultural politics, ethnicity, and diaspora (especially Greek-American). The Modern Greek Studies program offers both a concentration and an academic minor; interested students should contact Professor Vassilios Lambropoulos.

Prerequisites to the concentration. MODGREEK 101 and 102.

Concentration Program. Minimum of ten courses, distributed as follows:

1. Modern Greek Language: Three terms of Modern Greek language courses at the 200-level and above.
2. Modern Greek Literature and Culture: Three courses in Modern Greek literature and culture at the 300-level and above.
3. Structure courses: Four courses, selected in consultation with, and approved by, the concentration advisor. At least one course must be selected in each of three of the areas listed below
   A. Classical Civilization
   B. Byzantine History and Art
   C. Anthropology
   D. Political Science

Concentration course list:

AMCULT 318
ANTHRCUL 357, 458 (section titled People in Movement)
ARCH 509 (section titled Urbanism in the Mediterranean)
CLCIV 385, 467, 480
CLARCH 440
COMPLIT 340, 382 (section titled Greek Myth and Cinema)
HISTART 440, 442
HISTORY 286, 408, 409, 430, 431
MODGREEK 201, 202, 214, 301, 302, 318, 340, 499*
POLSCI 495 (appropriate sections)
RELIGION 286

*Up to three credits of Directed Readings (MODGREEK 499) may be used with approval of the concentration advisor.

Honors concentration. Students holding a cumulative GPA of 3.5 and Modern Greek Studies 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 Modern Greek Studies. In addition to the normal concentration requirements, students must complete an Honors Thesis and a reading list in their senior year.

Study Abroad. Opportunities exist for study abroad in Greece or Cyprus for the summer or an academic term. Students should work closely with the concentration advisor on both the selection of the foreign schools and the transfer of credit to ensure that their concentration program will be appropriately enriched.

Advising. Concentration advising is provided by the holder of the C.P. Cavafy Professorship of Modern Greek Studies. Information about scheduling appointments is available from the department office.

Classical Studies Academic Minors

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

Students wishing to pursue an academic minor in Classical Studies must develop a specific plan for its completion in consultation with the department's designated advisor. Appointments may be scheduled at 2160 Angell Hall.

Classical Archaeology

Prerequisites to the Academic Minor: CLARCH 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 (CLARCH 221, 222, or 323).
2. Civilization or History courses (Greek or Roman): At least one broad introductory course (CLCIV 101, 102; HISTORY 200, 201).
3. Upper-Level Classical Archaeology courses: At least three courses at the 300- or 400-level in CLARCH.

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 (CLCIV 101, CLARCH 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 (CLCIV 102, CLARCH 222, or HISTORY 201).

**Modern Greek Studies**

**Prerequisite to the Academic Minor**: MODGREEK 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 MODGREEK 201.
2. **Modern Greek culture**: at least one broad introductory course (MODGREEK 214. Introduction to Modern Greek Culture).
3. **Upper-Level courses**: at least two upper-level (300- or 400-level) courses in modern Greek diaspora (MODGREEK 318. Greek American Culture) and travel (MODGREEK 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.

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**COURSES IN CLASSICAL STUDIES**

**CLARCH 221 / HISTART 221. Introduction to Greek Archaeology.**
Upperclass standing. (4; 3 in the half-term). (HU). May not be repeated for credit. I.

**CLARCH 222 / HISTART 222. Introduction to Roman Archaeology.**
Upperclass standing. (4; 3 in the half-term). (HU). May not be repeated for credit. II.

**CLARCH 322. Introduction to Field Archaeology.**
Upperclass standing. (3; 3 in the half-term). (HU). May not be repeated for credit.

**CLARCH 340 / HISTART 340. Archaeology of Ancient Housing.**
Upperclass standing. (3). (Excl). May not be repeated for credit.

**CLARCH 365 / CLCIV 365. Alexander the Great: The Making of a Legend.**
Upperclass standing. (3). (HU). May not be repeated for credit.

**CLARCH 382 / CLCIV 382. Food in the Ancient World: Subsistence and Symbol.**
Upperclass standing. (3). (HU). May not be repeated for credit.

**CLARCH 383 / CLCIV 383. Death in the Ancient World.**
Upperclass standing. (3). (HU). May not be repeated for credit.

**CLARCH 384 / HISTART 384. Principal Greek Archaeological Sites.**
Upperclass standing, and a course in archaeology. (3). (Excl). May not be repeated for credit.

**CLARCH 385. The Western Mediterranean in the Bronze & Iron Ages.**
Upperclass standing. (3). (Excl). May not be repeated for credit.

**CLARCH 396. Undergraduate Seminar.**
Permission of instructor. (3). (Excl). May be repeated for credit. Repetition requires permission of the department.

**CLARCH 422 / HISTART 422. Etruscan Art and Archaeology.**
Upperclass standing, and CLARCH 221 or 222. (3). (Excl). May not be repeated for credit.

**CLARCH 424 / HISTART 424. Archaeology of the Roman Provinces.**
Upperclass standing, and CLARCH 221 or 222. (3). (Excl). May not be repeated for credit.

**CLARCH 427 / HISTART 427. Pompeii: Its Life and Art.**
Upperclass standing. (3). (Excl). May not be repeated for credit.

**CLARCH 428 / HISTART 428. The Public Spaces of Imperial Rome.**
Upperclass standing, and HISTART 101 or CLARCH 222. (3). (Excl). May not be repeated for credit.

**CLARCH 432 / HISTART 432. Greek Sculpture.**
Upperclass standing, and HISTART 101. (3; 2 in the half-term). (Excl). May not be repeated for credit.

**CLARCH 433 / HISTART 433. Greek Sculpture.**
Upperclass standing. (3). (Excl). May not be repeated for credit.
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 debt modern civilization owes the Greeks and Romans.

(4). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GTBOOKS 191 or 201. I.

CLCIV 102. Classical Civilization II: The Ancient Roman World (in English).
(4). (HU). May not be repeated for credit. II.

CLCIV 120. First-year Seminar in Classical Civilization (Humanities).
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.

CLCIV 121. First-year Seminar in Classical Civilization (Composition).
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (Introductory Composition). May not be repeated for credit.

CLCIV 215. Ovid.
(1). (HU). May not be repeated for credit.

CLCIV 328. Ancient Languages and Scripts.
(3). (HU). May not be repeated for credit.

CLCIV 341. Classics and Cinema.
(4). (HU). May not be repeated for credit.

CLCIV 342. Sexuality and Sexual Stereotype in Greek and Roman Culture.
(3). (HU). May not be repeated for credit.

CLCIV 350. Topics in Classical Civilization.
CLCIV 101 and 102. (3). (HU). May be repeated for credit for a maximum of 6 credits.

(3). (HU). May not be repeated for credit.

CLCIV 371. Sport in the Ancient Greek World.
(3). (HU). May not be repeated for credit.

(4; 3 in the half-term). (HU). May not be repeated for credit.

CLCIV 375. War in Greek and Roman Civilization.
(4). (HU). May not be repeated for credit.

CLCIV 381 / RELIGION 381. Witchcraft: An Introduction to the History and Literature of Witchcraft.
(4). (HU). May not be repeated for credit.

CLCIV 382 / CLARCH 382. Food in the Ancient World: Subsistence and Symbol.
(3). (HU). May not be repeated for credit.

(3). (HU). May not be repeated for credit.

CLCIV 384. The Roman Army.
Upperclass standing. (3). (HU). May not be repeated for credit.

CLCIV 385. Greek Mythology.
(4). (HU). May not be repeated for credit.

CLCIV 386. Greek Drama.
(3; 2 in the half-term). (HU). May not be repeated for credit.

One philosophy introduction. A knowledge of Greek or Latin is not required. Taught in English. (4; 2 in the half-term). (HU). May not be repeated for credit.

CLCIV 389. The Good Life.
(3). (HU). May not be repeated for credit.

CLCIV 390. Greek Literature in English.
(3; 2 in the half-term). (HU). May not be repeated for credit.

CLCIV 391. Latin Literature in English.
(3; 2 in the half-term). (HU). May not be repeated for credit.

CLCIV 393. Plato's Dialogues in English.
(3). (HU). May not be repeated for credit.

CLCIV 403 / POLSCI 403. Greek Political Thought.
POLSCI 101 or 302. (3). (Excl). May not be repeated for credit.

CLCIV 101 or HISTORY 200 or HISTORY 201 or an introductory class in Egyptian archaeology or history, or CLCIV 102 or CLARCH 221 or 222, or HISTART 221 or 222. (3). (Excl). May not be repeated for credit.

CLCIV 460 / WOMENSTD 460. Theorizing Women in Antiquity.
Junior standing. (3). (Excl). May not be repeated for credit.

CLCIV 472. Roman Law.
Not open to first-year students. (3; 2 in the half-term). (Excl). May not be repeated for credit.

(4; 3 in the half-term). (Excl). May not be repeated for credit.

CLCIV 478. Roman Family Law.
Not open to freshmen. (3). (Excl). May not be repeated for credit.

CLCIV 480. Studying Antiquity.
Open only to concentrators in Classical Civilization, Classical Archaeology, Classical Languages and Literatures, Ancient Greek, Latin, and Modern Greek (Prerequisites enforced at registration). Permission of instructor. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

CLCIV 481. The Classical Tradition.
CLCIV 101 or 102. (3). (Excl). May not be repeated for credit.

CLCIV 483 / ACABS 421 / RELIGION 488. Christianity and Hellenistic Civilizations.
(4). (Excl). May not be repeated for credit.

CLCIV 495. Senior Honors Research.
Consent of instructor required (Prerequisites enforced at registration). Upperclass standing. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits.

CLCIV 499. Supervised Reading.
Permission of Instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. Continuing Course. Y grade can be reported at end of the first term to indicate work in progress. At the end of the second term of CLCIV 499, the final grade is posted for both term’s elections.

CLASSICAL LINGUISTICS (CLLING)

CLLING 599. Directed Reading.
Consent of instructor required (Prerequisites enforced at registration). (1-4). (Excl). (INDEPENDENT). May be repeated for credit.

GREEK (GREEK)

Elementary Courses

GREEK 101. Elementary Greek.
(4). (Excl). May not be repeated for credit. Graduate students should elect GREEK 502 I.

GREEK 102. Elementary Greek.
GREEK 101 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GREEK 103 or 503. Graduate students should elect GREEK 503 II.

GREEK 103. Intensive Elementary Greek, I.
(6). (Excl). May not be repeated for credit. No credit granted to those who have completed GREEK 101 or 102, or any subsequent GREEK course. Does not satisfy the language requirement.

GREEK 300. Intensive Elementary Greek, II.
GREEK 102 or 103 with C- or better (Prerequisites enforced at registra-
tion), (6). (Excl). May not be repeated for credit. No credit granted to those who have completed GREEK 301. Does not satisfy the language requirement.

GREEK 301. Second-Year Greek.
GREEK 102 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. The language requirement is satisfied with the successful completion of both GREEK 301 and 302. Graduate students elect GREEK 507. I.

GREEK 302. Second-Year Greek.
GREEK 102. (4). (Excl). May not be repeated for credit. The language requirement is satisfied with the successful completion of both GREEK 301 and 302. Graduate students should elect GREEK 508. II.

GREEK 101 and 102; and permission of instructor. Taught in Greek. (3). (Excl). May not be repeated for credit. The language requirement is satisfied with the successful completion of both GREEK 307 and 308.

GREEK 101 and 102; and permission of instructor. Taught in Greek. (3). (Excl). May not be repeated for credit. The language requirement is satisfied with the successful completion of both GREEK 307 and 308.

Intermediate Courses

GREEK 320. Greek Play.
(1). (Excl). May be repeated for credit for a maximum of 2 credits. Offered mandatory credit/no credit.

GREEK 401. Readings in Classical Greek Prose.
GREEK 302. (3). (Excl). May be repeated for credit for a maximum of 9 credits.

GREEK 402. Greek Drama.
GREEK 302. (3). (Excl). May be repeated for credit for a maximum of 9 credits.

Advanced Courses

GREEK 410. Elementary Greek Prose.
GREEK 302. (3). (Excl). May not be repeated for credit.

GREEK 435. Fifth-Century Prose.
GREEK 301 and 302. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GREEK 436. Herodotus.
GREEK 301 and 302. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GREEK 444. Homer.
GREEK 302. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GREEK 450. Advanced Readings in Greek.
GREEK 302 or 508. (3). (Excl). May be elected twice for credit. Repetition requires permission of the department.

GREEK 457. Greek Orators.
GREEK 302. (3). (Excl). May not be repeated for credit.

GREEK 475 / LATIN 475. Roman Historiography.
Graduate standing; or permission of instructor. (3). (Excl). May not be repeated for credit.

GREEK 481. Plato, Republic.
GREEK 302. (3). (Excl). May be elected twice for credit.

GREEK 489 / ACABS 429. Letters of Paul in Greek.
One to two years Greek or the equivalent. Permission of instructor. (3). (Excl). May not be repeated for credit.

GREEK 495. Senior Honors Research.
Consent of instructor required (Prerequisites enforced at registration). Upperclass standing. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits.

GREEK 497. Senior Greek Seminar.
Honors student; others with permission of instructor. (3). (Excl). May not be repeated for credit.

GREEK 499. Supervised Reading.
Permission of instructor required. (1-4). (Excl). (INDEPENDENT). May be repeated for credit. May not be included in a concentration plan in Greek Language and Literature or Classical Languages and Literatures. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of GREEK 499, the final grade is posted for both term’s elections. I, II, IIIA, IIIB.

GREEK 506. Advanced Greek Composition.
GREEK 410. (3). (Excl). May not be repeated for credit.

GREEK 509. The Homeric Epic.
Permission of instructor required for undergraduates; advanced ability to read Greek. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GREEK 511. Thucydides.
GREEK 302. (3). (Excl). May not be repeated for credit.

GREEK 515. Euripides.
GREEK 302. (3). (Excl). May not be repeated for credit.

GREEK 520. Sophocles.
GREEK 402. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GREEK 521. Pindar.
GREEK 301 and 302. (3). (Excl). May not be repeated for credit.

GREEK 548. Hesiod.
GREEK 401. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GREEK 550. Lyric Poetry.
GREEK 301 and 302. (3). (Excl). May not be repeated for credit.

GREEK 554. Plato: Meno and other Early Dialogues.
GREEK 302. (3). (Excl). May not be repeated for credit.

GREEK 556. Greek Philosophical Literature I.
GREEK 302. (3). (Excl). May not be repeated for credit.

GREEK 557. Philodemus.
Upper-level concentrator or graduate standing. (3). (Excl). May not be repeated for credit.

GREEK 591. History of Greek Literature, Homer to Sophocles.
20 credits of GREEK. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GREEK 592. History of Greek Literature, Euripides to the Romances.
GREEK 591. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GREEK 599. Supervised Reading in Greek.
Consent of instructor required (Prerequisites enforced at registration). (1-4). (Excl). (INDEPENDENT). May be repeated for credit. Repetition requires permission of the department. I, II, IIIA, IIIB.

Modern Greek (MODGREEK)

MODGREEK 100. Intensive First-Year Modern Greek.
(8 in the half-term). (Excl). May not be repeated for credit. Graduate students should elect MODGREEK 500. No credit granted to those who have completed MODGREEK 101 or 102. IIIa.

MODGREEK 101. Elementary Modern Greek.
(4). (Excl). May not be repeated for credit. Graduate students should elect MODGREEK 501. I.

MODGREEK 102. Elementary Modern Greek.
MODGREEK 101. (4). (Excl). May not be repeated for credit. Graduate students should elect MODGREEK 502. II.

MODGREEK 105. Elementary Modern Greek Conversation.
MODGREEK 101. (1). (Excl). May be elected twice for credit. Offered mandatory credit/no credit.

MODGREEK 201. Second-Year Modern Greek I.
MODGREEK 102. (4). (Excl). May not be repeated for credit. Graduate students should elect MODGREEK 503. I.

MODGREEK 202. Second-Year Modern Greek II.
MODGREEK 201. (4). (LR). May not be repeated for credit. Graduate students should elect MODGREEK 504. II.

MODGREEK 205. Intermediate Modern Greek Conversation, I.
MODGREEK 201. (1). (Excl). May be elected twice for credit. Offered mandatory credit/no credit.

MODGREEK 214. Introduction to Modern Greek Culture.
(3). (SS). May not be repeated for credit.

MODGREEK 301. Intermediate Modern Greek I.
MODGREEK 202. (3). (Excl). May not be repeated for credit. Graduate students should elect MODGREEK 505.

MODGREEK 302. Intermediate Modern Greek II.
MODGREEK 202. (3). (Excl). May not be repeated for credit. Graduate students should elect MODGREEK 506.

MODGREEK 305. Intermediate Modern Greek Conversation, II.
MODGREEK 301/302. (1). (Excl). May be elected twice for credit. Offered mandatory credit/no credit.

MODGREEK 318 / AMCULT 318. Greek-American Culture.
(3). (Excl). (R&E). May not be repeated for credit.
MODGREEK 340 / COMPLT 340. Travels to Greece. (3). (HU). May not be repeated for credit.

MODGREEK 495. Senior Honors Research. Consent of instructor required (Prerequisites enforced at registration). Upperclass standing. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits.

MODGREEK 499. Supervised Reading. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be elected up to three times for credit.

LATIN (LATIN)

Elementary Courses

LATIN 101. Elementary Latin. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 103, 193, or 502.

LATIN 102. Elementary Latin. LATIN 101. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 193 or 502.

LATIN 103. Review Latin. Some background in Latin and assignment by placement test. (4). (Excl). May not be repeated for credit. Credit is granted for no more than two courses among LATIN 101, 102 and 103. No credit granted to those who have completed or are enrolled in LATIN 193 or 502.

LATIN 193. Intensive Elementary Latin I. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 101, 102, 103 or 502.

LATIN 194. Intensive Elementary Latin II. LATIN 193 or equivalent. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 231, 232, or 503. Graduate students should elect LATIN 503. This course does not satisfy the language requirement.


Intermediate Courses

LATIN 231. Introduction to Latin Prose. LATIN 102 or 103. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 194 or 503.

LATIN 232. Vergil, Aeneid. LATIN 231 or 221. (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 194 or 503.

LATIN 295 / RCLANG 295. Intensive Latin II. LATIN 195 or 102, 103, 193/504. (8). (LR). May not be repeated for credit.

Advanced Courses

LATIN 410. Poetry of the Republic or Later Empire. LATIN 301 or 302. (3; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 9 credits.

LATIN 411. Letters of Cicero. LATIN 301 or 302. (3; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 9 credits.


LATIN 426. Practicum. Junior or senior standing, and permission of instructor. (3; 2 in the half-term). (Excl). May not be repeated for credit. I, II, IIIb.


LATIN 436 / MEMS 441. Medieval Latin II, 900-1350 A.D. Two years of college Latin. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LATIN 439. Ovid, Selections. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LATIN 440. Vergil, Bucolics and Georgics. LATIN 302. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LATIN 450. Advanced Readings in Latin. LATIN 301 or 505. (3). (Excl). May be elected twice for credit. Repetition requires permission of the department.

LATIN 452. Caesar’s Commentaries. (3). (Excl). May not be repeated for credit.

LATIN 453. Sallust. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LATIN 456. Horace. LATIN 301. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LATIN 470. Catullus. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LATIN 475 / GREEK 475. Roman Historiography. Graduate standing; permission of instructor. (3). (Excl). May not be repeated for credit.

LATIN 490. Martial and Roman Epigram. LATIN 301. (3). (Excl). May not be repeated for credit.

LATIN 495. Senior Honors Research. Consent of instructor required (Prerequisites enforced at registration). Upperclass standing. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits.

LATIN 497. Senior Latin Seminar. Honors student; others with permission of instructor. (3). (Excl). May not be repeated for credit.

LATIN 499. Latin: Supervised Reading. Consent of instructor required (Prerequisites enforced at registration). (1-4). (Excl). (INDEPENDENT). May be repeated for credit. May not be included in a concentration plan in Greek Language and Literature or Classical Languages and Literatures. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of LATIN 499, the final grade is posted for both term’s elections. I, II, IIIa, IIIb.

LATIN 504. Intensive Latin. Consent of instructor required (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed LATIN 102, 193, or 502.

LATIN 506. Advanced Latin Composition. LATIN 403. (3). (Excl). May not be repeated for credit.

LATIN 510. The Plays of Plautus. LATIN 401. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LATIN 511. Letters of Cicero. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LATIN 514. Tacitus, Annals. One advanced course in Latin. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LATIN 515. Elegiac Poets. LATIN 401. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

LATIN 558. Cicero, Philosophical Works. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LATIN 556. Aeneid. One advanced course in Latin or graduate standing. (3). (Excl). May not be repeated for credit.

LATIN 591. History of Roman Literature, Beginnings to Cicero. Approximately eight credits in advanced Latin reading courses. (3). (Excl). May not be repeated for credit.

LATIN 592. History of Roman Literature, Vergil to Ausonius. LATIN 591 or twelve credits in advanced Latin reading courses. (3). (Excl). May not be repeated for credit.

Communication Studies

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 concentration in Communication Studies forms an excellent base of knowledge and analytical training for students considering graduate study or professional work involving media relations or other media-related activities. The undergraduate concentration, however, is not intended as specific preparation for professional careers in the media; thus, pre-professional training in journalism, television and film production, etc. is 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. Numerous awards and scholarships are offered through the department. Information concerning all awards is available on the department’s website and in the department office at 2020 Frieze Building. Award amounts vary and range from $500 to $2,500.

- Ann Arbor News Scholarship
- John L. and Clara M. Brumm Memorial Scholarship
- Mary Lou Butcher Equality in Journalism Award
- J. Evans Campbell Scholarship
- James P. Chapman Memorial Scholarship
- Mark Foote Distinguished Thesis Award
- Winifred S. Gettemy Scholarship in Communication
- G.H. Jenkins Memorial Journalism Award
- G. MacDonald Scholarship
- Saks Family Scholarship
- Claude Sifritt Undergraduate Award
- Claude Sifritt Senior Thesis Fellowship
- Carole Simpson Minority Aid Scholarship
- Leland Stowe Award

Research on Journalistic Performance. The department administers the Howard R. Marsh Center for the Study of Journalistic Performance. This endowed facility studies the role of the news media in a democratic society. A visiting professorship in journalism is also supported by a gift by Howard R. Marsh. The Marsh Center brings invited news media professionals and communication scholars to the campus during the academic year.

Upper-Level Writing Requirement (ULWR). Courses meeting the LS&A Upper-Level Writing Requirement in Communication Studies are COMM 351, 361, 371 and 381. Priority for seats in these courses is given to senior and junior concentrators who seek ULWR credit. Students enrolled in these courses must complete all writing assignments, regardless of whether or not they are seeking ULWR credit.

Quantitative Reasoning (QR) Requirement. COMM 211 meets the Quantitative Reasoning requirement set by LS&A and is a required prerequisite to the concentration.

Michigan Association of Communication Studies (MACS). MACS is a group of undergraduate concentrators and prospective concentrators who meet on a regular basis to explore career and internship opportunities in communications related markets. A primary goal of MACS is to provide a forum that perpetuates student leadership, interaction (networking), and professional development. For more information see the MACS website:

http://www.umich.edu/~macsorg/
Communication Studies

Prerequisites to Concentration. Communication Studies is a selective concentration. There are four prerequisite courses. COMM 111 is taken for credit, and COMM 101, 102, and 211 are graded. To apply to Communication Studies as a concentration, the student must have completed all four prerequisite courses; received credit for COMM 111; and completed COMM 101, 102, and 211 each with a grade of C- or higher. A student must apply to the concentration in either the Fall or Winter academic term. Transfer credit is not accepted for any prerequisite course.

Application. Students must apply for and be accepted into the concentration program. Students are declared into the concentration by a concentration advisor only. Application to the concentration can be submitted after all four prerequisite courses have been completed during the sophomore or junior year, but application during the sophomore year is highly recommended. Admission is very competitive, and enrollment in the concentration will be limited to assure a high quality educational experience. Department faculty will make admission decisions based on the grade point average in the prerequisite courses, overall grade point average, and the essay written by the applicant.

Academic performance is not the only factor in the admissions process, and it is important to note that a high GPA will not guarantee admission.

For additional information about the application process, consult the Communication Studies website:
http://www.lsa.umich.edu/comm/students/conc_req/

Special Departmental Policies. An "in-person" concentration advising appointment is required for students to declare a Communication Studies concentration. Students cannot declare by email, phone, or fax. Additionally, the official grades of all prerequisite courses must be recorded on the student’s transcript before the student can apply to the concentration.

Concentration Program. A minimum of 29 credits: at least 23 credits in Communication Studies beyond the prerequisite courses and 6 credits of cognate work. These must include the following:

1. Areas of Communication Study: COMM 351 or 371, and COMM 361 or 381 should be completed by the end of the junior year.
2. Advanced Communication Study: A minimum of 15 credits of COMM courses numbered 300 and above, not used to satisfy requirement 1 above, at least eight credits of which must be at the 400-level and above. Undergraduate Internship (COMM 321) may not be included in this requirement, and no more than three credits of independent reading/research and three credits of Honors seminar courses can be used to meet this requirement.
3. Cognates: Six credits of approved cognate work from a single department at the 300-level or above, chosen in consultation with, and approved by, a concentration advisor.

In order to ensure that concentrators can enroll in required courses, up to 75% of spaces in many 300- and 400-level Communication Studies courses are reserved for declared concentrators. In cross-listed courses, the other 25% of spaces are open for other students.

Undergraduate Internship: COMM 321. Communication Studies declared concentrators who have reached junior standing may receive some amount of experiential course credit for an internship. Experiential credit is granted for work that takes place outside a university classroom, laboratory, library, or studio and is directly related to an academic discipline. In order to be approved for credit, internships must: (1) involve systematic learning with demonstrated application of experience to the theory, concepts, or research methods of the field; (2) be approved in advance by the faculty internship coordinator by the proposal deadline: (Summer – June 12; Fall – September 12; Winter – January 12); and (3) result in a product (e.g., an analytical paper) that is evaluated as acceptable by the faculty internship coordinator. Communication Studies concentrators learn of available internships through the University of Michigan’s Career Center. Additional internship and professional career opportunities are provided through the department’s website, undergraduate program coordinator, and the Internship and Career Resource Center, 2035 Frieze Building.

Honors Program. Qualified students are encouraged to undertake an Honors concentration. The Honors Program in Communication Studies is available to students with a grade point average by their final term of junior year of 3.5 in Communication Studies courses and 3.4 overall. Application and formal admission by the department are required. Qualified students should contact the department’s 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:

- STATS 350 or equivalent: All Honors concentrators are expected to have completed a statistics course before they start the Honors sequence in their senior year. Under certain circumstances, the Honors advisor has the power to waive this requirement in cases that seem appropriate.
- Senior Honors Seminars: COMM 491 and 492, a two-semester seminar sequence involving the design and completion of an Honors thesis.

Advising. Advising appointments are scheduled online at: http://www.lsa.umich.edu/comm/. Students should use the online appointment system only to declare a Communications Studies concentration, discuss progress in the concentration, to review transfer credit or to complete Concentration Release Forms. Students seeking approval for domestic transfer credit toward the concentration can meet with any faculty advisor. Students may schedule an appointment with the undergraduate program coordinator (except to review transfer credit) or a faculty advisor. Students seeking approval for transfer credit from study abroad must meet with the department faculty credit evaluator. Additionally, the department’s faculty provide regular office hours to discuss current courses or other issues.

Prospective concentrators should schedule an appointment with a concentration advisor anytime, but no later than the second term of the sophomore year. Most concentrators continue to see an advisor at least once a year. In any case, students should consult an advisor during the first term of their senior year to ensure that required courses will be completed for graduation.

Courses in Communication Studies (COMM)

COMM 101. The Mass Media. Freshman or sophomore students with 54 CTP or less (excluding AP credit) (Prerequisites enforced at registration), (4). (SS). May not be repeated for credit.

COMM 102. Media Processes and Effects. Freshman or sophomore students with 54 CTP or less (excluding AP credit) (Prerequisites enforced at registration), (4). (SS). May not be repeated for credit.

COMM 111. Workshop on Managing the Information Environment. Freshman or sophomore students with 54 CTP or less (excluding AP credit) (Prerequisites enforced at registration), (4). (Excl). May not be repeated for credit. Offered mandatory credit/no credit.

COMM 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).
II, IIIa, IIIb. May not be repeated for credit.

COMM 211. Evaluating Information.
COMM 101 OR 102 with a grade of at least C- (Prerequisites enforced at registration). Primarily for first- and second-year students. (4). (SS). (QR/1). May not be repeated for credit.

COMM 311. Mass Communication Research.
COMM 211. (3). (SS). (QR/1). May not be repeated for credit. II.

COMM 321. Undergraduate Internship.
Consent of instructor required (Prerequisites enforced at registration). Junior standing and concentration in communication studies; application required. (1-3). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 6 credits. Internship credit is not retroactive and must be prearranged. May not be used to satisfy communication studies electives in a communication studies concentration plan. Offered mandatory credit/no credit.

COMM 101 OR 102 with a grade of at least C- (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

COMM 352. Processes of Mediated Communication.
COMM 101 OR 102 with a grade of at least C- (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

COMM 371. Media, Culture, and Society.
COMM 101 OR 102 with a grade of at least C- (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

COMM 381. Media Impact on Knowledge, Values, and Behavior.
COMM 101 OR 102 with a grade of at least C- (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

COMM 437. Short Seminar in Journalistic Performance.
(2). (Excl). May not be repeated for credit.

(3). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

(4). (Excl). May not be repeated for credit.

COMM 441. Independent Reading.
Consent of instructor required (Prerequisites enforced at registration). Application required. (3-4). (Excl). (INDEPENDENT). May be elected twice for credit. COMM 441 and 442 may be repeated for a combined total of eight credits. A maximum of three credits of COMM 441 and 442 may be included in a communications studies concentration. Offered mandatory credit/no credit. I, II, IIIa, IIIb.

COMM 442. Independent Research.
Consent of instructor required (Prerequisites enforced at registration). Application required. (3-4). (Excl). (INDEPENDENT). May be elected twice for credit. COMM 441 and 442 may be repeated for a combined total of eight credits. A maximum of three credits of COMM 441 and 442 may be included in a communications studies concentration. Offered mandatory credit/no credit. I, II, IIIa, IIIb.

COMM 452. Media Law and Policy.
COMM 351 or 371 strongly recommended. (3). (Excl). May not be repeated for credit.

COMM 453. The Media in U.S. History.
COMM 351 or 371 strongly recommended. (3). (Excl). May not be repeated for credit.

COMM 454. Media Economics.
COMM 351 or 371 strongly recommended. (3). (Excl). May not be repeated for credit.

COMM 458. Special Topics in Media Systems.
COMM 351 or 371 strongly recommended. (3-4). (Excl). May be elected for a maximum of 8 credits. May be elected more than once in the same term.

COMM 459. Seminar in Media Systems.
COMM 351 or 371 strongly recommended. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

COMM 361 or 381 strongly recommended. (4). (Excl). May not be repeated for credit.

COMM 463. Media Use and Reception.
COMM 361 or 381 strongly recommended. (3). (Excl). May not be repeated for credit.

COMM 361 or 381 strongly recommended. (3). (Excl). May not be repeated for credit.

COMM 468. Special Topics in Mass Communications Processes.
COMM 361 or 381 strongly recommended. (3-4). (Excl). May be elected for a maximum of 8 credits. May be elected more than once in the same term.

COMM 361 or 381 strongly recommended. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

COMM 471. Gender Issues in the Media.
COMM 351 or 371 strongly recommended. (3). (Excl). May not be repeated for credit.

COMM 473. Cross-Cultural Communication.
COMM 351 or 371 strongly recommended. (3). (Excl). May not be repeated for credit.

COMM 351 or 371 strongly recommended. (3). (Excl). May not be repeated for credit.

COMM 478. Special Topics in Media and Culture.
COMM 351 or 371 strongly recommended. (3-4). (Excl). May be elected for a maximum of 8 credits. May be elected more than once in the same term.

COMM 479. Seminar in Media and Culture.
COMM 351 or 371 strongly recommended. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

COMM 481 / PSYCH 481. Media and Violence.
COMM 361 or 381 strongly recommended. (4). (Excl). May not be repeated for credit.

COMM 482. Children and the Media.
COMM 361 or 381 strongly recommended. (3). (Excl). May not be repeated for credit.

COMM 484 / POLSCI 325. Mass Media and Political Behavior.
COMM 361 or 381 strongly recommended. (4). (Excl). May not be repeated for credit.

COMM 361 or 381 strongly recommended. (3). (Excl). May not be repeated for credit.

COMM 488. Special Topics in Media Effects.
COMM 381 strongly recommended. (3-4). (Excl). May be elected for a maximum of 8 credits. May be elected more than once in the same term.

COMM 489. Seminar in Media Effects.
COMM 361 or 381 strongly recommended. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

COMM 491. Senior Honors Seminar, I.
Consent of instructor required (Prerequisites enforced at registration). COMM 311 and admission to Honors. (3). (Excl). May not be repeated for credit. No more than 3 credits of COMM 491-492 may be included in a Communication concentration plan. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (COMM 492), the final grade is posted for both term’s elections. I.

COMM 492. Senior Honors Thesis.
Consent of instructor required (Prerequisites enforced at registration). COMM 491. (3). (Excl). (INDEPENDENT). May not be repeated for credit. No more than three credits of COMM 491-492 may be included in a communication studies concentration plan. II.
Comparative Literature

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

Professors
Anne Carson (English, Classical Studies), Vassilios LAMBROPOULOS (Classical Studies), Lydia Liu (Chinese Literature), James Porter (Greek and Latin), Anton Shammas (Near Eastern Studies), Tobin Siebers (English)

Associate Professors
Catherine Brown (Romance Languages), Alina Clej (French), Santiago Colás (Spanish), Frieda Ekotto (Romance Languages), Tomoko Masuzawa (History), David Porter (English), Yopie Prins (English)

Assistant Professors
Kader Konuk (German), Christi Merrill (South Asian Literature), Gayle Rubin (Anthropology)

Professors Emeriti
Ross Chambers, 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.

Comparative Literature

May be elected as an interdepartmental concentration program

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.

Undergraduate concentrators will establish individualized programs of study in close consultation with a faculty advisor. These programs will offer students the opportunity to increase skills in analytical reading and argumentative writing and to develop an understanding of the interrelationships among several literary traditions. Students who concentrate in comparative literature will acquire training in one or more second languages, study at least two literatures (one of which may be English) in the original languages, and acquaint themselves with some of the essential writings in the theory of literature. Students who choose to write a senior thesis will find it an opportunity for synthesis of earlier course work and further intellectual exploration.

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. 24 credits: 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. A maximum of 18 credits may be undergraduate courses in Comparative Literature, of which the maximum number of credits at the 200-level is six. 100-level courses do not count toward the concentration.

2. 3-6 credits: The senior seminar, COMPLIT 495, and, for Honors concentrators, an Honors thesis (COMPLIT 496) during the last term.

3. Courses will be chosen in consultation with the undergraduate advisor in Comparative Literature.

Honors Concentration. To be eligible for an Honors concentration in Comparative Literature, students should have a cumulative grade point average of at least a 3.4, and a 3.5 grade point average in courses counting toward the concentration. Students who elect an Honors degree will write an Honors thesis during the final year of their course work.

Advising. Prospective concentrators should consult the Comparative Literature concentration advisor as early as possible about developing a challenging and unified interdepartmental program of study.

Courses in Comparative Literature (COMPLIT)

COMPLIT 122. Writing World Literatures.
(4). (Introductory Composition). May not be repeated for credit.

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 credit for a maximum of 6 credits.

COMPLIT 240. Introduction to Comparative Literature.
(3; 2 in the half-term). (HU). May not be repeated for credit. I.

COMPLIT 241. Topics in Comparative Literature.
COMPLIT 240 recommended. (3; 2 in the half-term). (HU). May not be repeated for credit. II.

COMPLIT 260. Europe and Its Others.
(3). (HU). May not be repeated for credit.

COMPLIT 280. America and Its Others.
(3). (HU). May be elected twice for credit.

(3). (HU). May not be repeated for credit.

COMPLIT 350. The Text and Its Cultural Context.
(3). (HU). May be repeated for credit for a maximum of 6 credits.

COMPLIT 362. Comparative Studies in Form and Genre.
(3). (HU). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

COMPLIT 364. Comparative Literary Movements and Periods.
(3). (HU). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

COMPLIT 372. Literature and Identity.
(3), (HU). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

COMPLIT 374. Literature and the Body.
(3), (HU). May be repeated for credit for a maximum of 6 credits.

COMPLIT 376. Literature and Ideas.
(3), (HU). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

COMPLIT 382. Literature and the Other Arts.
(3), (HU). May be elected for a maximum of 9 credits. May be elected more than once in the same term.

COMPLIT 384. Literature and Other Disciplines.
One course in literary studies. (3; 2 in the half-term). (HU). May be elected for a maximum of 9 credits. May be elected more than once in the same term.

COMPLIT 410. Major Authors.
Junior standing. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

COMPLIT 430. Comparative Studies in Fiction.
Upperclass standing. (3; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 9 credits.
COMPLIT 432. Comparative Studies in Non-Fictional Prose. 
Junior standing. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

COMPLIT 436. Comparative Studies in Drama.
Upperclass standing. (3; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 9 credits.

COMPLIT 490. Comparative Cultural Studies.
Junior standing. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

COMPLIT 492. Comparative Literary Theory.
Junior standing. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

COMPLIT 495. Senior Seminar in Comparative Literature.
Senior standing and concentration in Comparative Literature. (3). (Excl). May not be repeated for credit.

COMPLIT 496. Honors Thesis.
Consent of instructor required (Prerequisites enforced at registration). COMPLIT 495 and Honors concentration in comparative literature. (3). (Excl). (INDEPENDENT). May not be repeated for credit: I, II, III, IIIa, IIIb.

COMPLIT 498. Directed Reading.

Complex Systems

4485 Randall Laboratory
450 Church Street
(734) 763-3301 (phone)
(734) 763-9267 (fax)
http://www.cscs.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)

CMPLXSYS 501. An Introduction to Complex Systems.
Graduate standing or permission of instructor. (3). (Excl). (BS). May not be repeated for credit.

Permission of instructor. (3). (Excl). (BS). May not be repeated for credit. Working knowledge of calculus, probability, and matrix algebra.

Enrollment in certificate program or permission of instructor. (3). (Excl). (BS). May not be repeated for credit.

CMPLXSYS 541 / PHYSICS 413. Introduction to Nonlinear Dynamics and the Physics of Complexity.
PHYSICS 401 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit.

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 small class sizes 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)

CSP 100. CSP Freshpersons Readings Seminar.
(2). (Excl). May be elected twice for credit. Offered mandatory credit/no credit: I, II, IIIb.

CSP 105. Reading and Writing Seminar: Insiders/Outsiders.
(4). (Excl). May not be repeated for credit: I.
Computer Science

May be elected as a departmental concentration program; Accredited by the Accreditation Board for Engineering and Technology (ABET)

Pre-Concentration Requirements.

To enroll in the LSA Computer Science (CS) program a student must first complete 5 pre-concentration courses. These are: MATH 115, MATH 116, MATH 215, EECS 203, and EECS 280. Performance in these classes is indicative of student aptitude for the Computer Science program, and students who do not perform well are discouraged from continuing. Students must achieve a 2.5 GPA over the 5 pre-concentration courses and have at least a C in each course. Students may repeat a pre-concentration course once, for a maximum of two attempts at each course, and only the final grade for the course will be used to compute the preconcentration GPA. Only courses with grades of C+ or below can be repeated for this purpose.

ABET (Accreditation Board for Engineering and Technology) Laboratory Science Requirement. In order to meet accreditation standards for CS degree programs, all students seeking a CS degree must complete a minimum of 12 credits of NS, and this must include a two-term course sequence with laboratories that is required in a science or engineering degree program. An example of such a sequence is PHYSICS 140, 141, 240, 241. Check with the department for an up-to-date list of course combinations that meet this requirement. Credits used to meet this requirement may be counted toward LSA distribution requirements, but cannot be used toward Flexible Technical Electives in the concentration program. Meeting this requirement is mandatory for the CS degree.

Concentration Program. Grades of C or better must be achieved in all courses taken to satisfy the concentration requirements.

1. Core Courses.
   a. Computer Science: EECS 281, 370, 376, 496.
   c. Major Design Experience (MDE): A course approved as satisfying the MDE requirement (check with the department for current list of approved MDE courses). This is normally one of Upper-Level CS Technical Electives (see below).

2. Technical Communications. Three credits, including TCHNCLCM 281 (1 credit) taken concurrently with EECS 281, and TCHNCLCM 496 (2 credits) taken concurrently with EECS 496 and a Major Design Experience (MDE) elective.

3. Technical Electives. A minimum of 21 additional credits of technical electives are required, selected as follows:
   a. At least 16 of the 21 credits must be in approved Upper Level CS Technical Electives. These are the CS courses listed in this Bulletin at the 300, 400, and 500 levels, excluding EECS 398, 498, 499, 598, and 599. Check with the department for an up-to-date list of approved Upper Level CS elective courses. All 21 elective credits can be Upper Level electives, and students are encouraged to take more than the minimum of 16.
   b. A maximum of 5 of the required 21 technical elective credits may be chosen from the approved Flexible Technical Electives. These are courses in engineering, mathematics, or science that are approved as appropriate for CS students. Check with the department for the current list of approved Flexible Technical Electives. EECS 499 (Directed Study) is accepted as a Flexible elective, but is limited to a maximum of 4 credits; any additional 499 credits count towards free electives.
c. At least 18 of the 21 elective credits must be in CS courses listed in this Bulletin (or the department CS elective lists) at 200-level and above. This means that if the student takes the minimum number of Upper Level CS Technical Electives, at least 2 credits of the Flexible electives must be in CS courses.

Comprehensive and up-to-date information about the computer science program can be found on the web at: http://www.eecs.umich.edu/eecs/undergraduate/computer_science.html

Honors Concentration. Students wishing to complete an Honors degree in Computer Science must have earned a 3.2 or higher GPA in the five required pre-concentration courses (MATH 115, 116, 215, EECS 203 and 280). Student must also have earned an overall GPA of 3.4 or higher (as required by LSA for Honors), and must have a final concentration GPA in Computer Science of 3.5 or higher.

In addition, the required minimum of 18 credits of electives in Computer Science must be satisfied by Upper-Level CS electives; no Flexible electives can be used to meet this requirement.

How to Major in Computer Science

The following is general advice we often give our students, but we encourage you to meet with a Computer Science advisor at any time to discuss your plans and progress.

1. Pay careful attention to the rules stated in the concentration requirements. Our program has a very full schedule. Thus mistakes in understanding the requirements can cost you additional academic terms. The Laboratory Science requirement is especially important to take into account in your planning; if you do not meet this requirement, you will not be granted a CS degree. In case of doubt, please come in for advice at the EECs Undergraduate Advising office, or check the Departmental web site: http://www.eecs.umich.edu/eecs/undergraduate/computer_science.html

2. The C grade rule for concentration program courses is very important. Required courses with grades of C- or below must be retaken; concentration electives with grades of C- or below must either be retaken or replaced with a different acceptable elective.

3. If you are a transfer student, please contact a CS advisor immediately. We make case-by-case decisions on transferred coursework to make sure you get started in our program at the right place. To avoid possibly costly delays, you need to start this process immediately.

4. Your first goal is to meet the pre-concentration requirements. Taking EECS 203 (Discrete Structures) and EECS 280 (Programming) simultaneously often works well, and these are the two prerequisites for the “gateway” course, EECS 281 (Data Structures and Algorithms). Try to have the Math courses done by the time you complete 203 and 280. If you are having trouble meeting the pre-concentration GPA requirement, it is vital to meet with a CS advisor without delay.

5. Take EECS 281 and TCHNCLCM 281 as soon as you can, and declare the Computer Science concentration during that semester. Because the Upper Level CS Electives are open only to declared CS majors, declaring at this time will allow you to register for the Upper Level Electives the next semester, which will help you get the choices you want as you finish the program.

6. The Laboratory Science requirement is required to get the CS degree, and must be completed by graduation. But you can take these courses at any convenient time; none of them are prerequisites for any required CS courses or Upper Level CS electives.

7. If you are interested in Operating Systems and Networks, taking EECS 370 (Computer Organization) at the same time as EECS 281 will enable you to register the next semester for EECS 482 (Operating Systems) which is the prerequisite for EECS 489 (Networks).

8. We often advise students to avoid taking more than two courses at the same time that involve a lot of programming work. The advisors can help you make the best selection. Saving some of your LSA requirements for later semesters can help spread out the workload.

9. It is a good idea to save some of the Flexible Technical Elective credits for doing an EECS 499 (Directed Study) course in which you work with a professor on a project of mutual interest. A 499 is especially valuable if you are interested in graduate school. If one of your professors is doing work that is interesting to you, approach him or her to discuss this possibility. It is usually most valuable to do a 499 relatively late in your program, when you have acquired knowledge and skills that contribute to the work, and have a clearer picture of what areas you are most interested in.

10. All of our Upper Level Electives are challenging and substantial courses, and cover a wide variety of topics in computing. The best way to choose your electives is having an idea about the kind of work or career path you want to pursue after getting your degree, and then choose the electives that will help you do it. EECs faculty in your area of interest are an excellent source of advice. We encourage you to discuss your elective choices with them, or the CS advisors.

11. Caution: There are many EECS courses that are not approved as Computer Science Technical Electives. If a course of interest is not listed in this Bulletin as a CS course, check with the department for the up-to-date list. If a course is not listed as an approved CS elective, it will not be accepted unless an exception is granted by the Chief Program Advisor.

12. The CS program advisors based in the EECs department do not provide any advice or guidance on meeting LSA requirements. Please review these periodically with an LSA advisor. We recommend that you direct all questions about the CS program requirements to the CS advisors whenever possible.

COURSES IN ELECTRICAL ENGINEERING AND COMPUTER SCIENCE (EECS)

Computer Science

EECS 181. Introduction to Computer Systems.
Intended for students whose goal is computer literacy; not intended for computer science, computer engineering, electrical engineering concentrators. (4). (Excl). (BS). May not be repeated for credit. I and II.

Not intended for engineering students. Students intending transfer to the College of Engineering should take ENGR 101. CS concentrators who qualify should elect EECS 280. (4). (MSA). (BS). May not be repeated for credit. Credit is granted for only one course among EECS 183 or ENGR 101. I, II, and IIIa.

EECS 203. Discrete Mathematics.
MATH 115 or 116 or 119 or 120 or 121 or 156 or 176 or 185 or 186 or 295 or 296 or 215 or 255 or 285 with a grade of at least C or better (Prerequisites enforced at registration). (4). (MSA). (BS). May not be repeated for credit. I and II.

EECS 270. Introduction to Logic Design.
ENGR 101 or EECS 183 with a grade of at least C (Prerequisites enforced at registration), (4). (MSA). (BS). May not be repeated for credit. I, II, and IIIa.

EECS 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 ENGR 101 or EECS 183 before electing EECS 280. (4). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in EECS 283. I and II.

EECS 281. Data Structures and Algorithms. EECS 280 and 203 with a grade of at least C (Prerequisites enforced at registration). (4). (NS). (BS). May not be repeated for credit. I and II.

EECS 283. Programming for Science and Engineering. ENGR 101 or EECS 183 with a grade of at least C (Prerequisites enforced at registration). This course is not intended for computer science concentrators. (4). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in EECS 280. II.

EECS 284. Introduction to a Programming Language or System. Some programming knowledge is required. (1). (Excl). (BS). May be repeated for credit. I and II.

EECS 285. A Programming Language or Computer System. Some programming knowledge required. (2). (Excl). (BS). May not be repeated for credit.

EECS 370. Introduction to Computer Organization. EECS 203 or 270 with a grade of at least C; and EECS 280 or 283 with a grade of at least C (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 373. Design of Microprocessor Based Systems. EECS 370 and 270 with a grade of at least C; and junior standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 376. Foundations of Computer Science. EECS 280 and 203 with a grade of at least C (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 381. Object Oriented and Advanced Programming. EECS 281 with a grade of at least C (Prerequisites enforced at registration). Recommended for students interested in a career in software development, especially applications. (4). (Excl). (BS). May not be repeated for credit. II.

EECS 398. Special Topics. Permission of instructor. (1-4). (Excl). (BS). May be repeated for credit.

EECS 427. VLSI (Very Large Scale Integrated) Design I. EECS 270 and 312 with at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 470. Computer Architecture. EECS 270 and 370 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 477. Introduction to Algorithms. EECS 281 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I.

EECS 478. Logic Circuit Synthesis and Optimization. EECS 270 and 203 with a grade of at least C; and senior or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 481. Software Engineering. EECS 281 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 482. Introduction to Operating Systems. EECS 370 and 281 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 483. Compiler Construction. EECS 281 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). Recommended: Familiarity with Unix C/C++ development tools (i.e., gcc, gdb, emacs); Basic familiarity with computer organization (EECS 370); Some background in foundations of computer science (EECS 376). (4). (Excl). (BS). May not be repeated for credit. I.

EECS 484. Database Management Systems. EECS 281 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). The course project is programming intensive and requires that you be comfortable programming in C++. (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 485. Web Database and Information Systems. EECS 484 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. II.

EECS 486. Object-Oriented Methodology. EECS 281 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I.

EECS 487. Interactive Computer Graphics. EECS 281 with a grade of at least C; and senior or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 489. Computer Networks. EECS 482 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). You must also have good working knowledge of C and UNIX. An introduction to probability course such as EECS 401, EEC 501, MATH 425, MATH 525, or STATS 412 is highly recommended as a co-requisite. (4). (Excl). (BS). May not be repeated for credit. II.

EECS 492. Introduction to Artificial Intelligence. EECS 281 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I and II.

EECS 493. User Interface Development. EECS 281 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). Fluency in a standard object-oriented programming language is assumed. (4). (Excl). (BS). May not be repeated for credit. II.

EECS 494. Computer Game Design and Development. EECS 281 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. I.

EECS 496. Major Design Experience – Professionalism. Senior or Above (Prerequisites enforced at registration). Concurrent enrollment in TCHNCLCM 496 and one of the approved 400-level team project courses in computing. (2). (Excl). (BS). May not be repeated for credit. I and II.

EECS 497. EECS Major Design Projects. Senior or Above (Prerequisites enforced at registration). Successful completion of at least 2/3 credits required for Prog. Subj. (4). (Excl). (BS). May be repeated for credit. I and II.

EECS 498. Special Topics. (1-4). (Excl). (BS). May be repeated for credit. May be elected more than once in the same term.

EECS 499. Directed Study. Senior or Above (Prerequisites enforced at registration). Restricted to EECS concentrators. (1-4). (Excl). (BS). (INDEPENDENT). May be repeated for credit.


EECS 573. Microarchitecture. EECS 470. (3). (Excl). (BS). May not be repeated for credit.


EECS 581. Software Engineering Tools. EECS 481 or equivalent programming experience. (3). (Excl). (BS). May not be repeated for credit. II.

EECS 582. Advanced Operating Systems. EECS 482. (4). (Excl). (BS). May not be repeated for credit. II.

EECS 583. Advanced Compilers. EECS 281 and 370; EECS 483 recommended. (4). (Excl). (BS). May not be repeated for credit. I.


EECS 589. Advanced Computer Networks. EECS 489. (4). (Excl). (BS). May not be repeated for credit. II.

EECS 592. Advanced Artificial Intelligence. EECS 492. (4). (Excl). (BS). May not be repeated for credit. II.
EECS 595 / LING 541. Natural Language Processing.
Senior standing. (3). (Excl). (BS). May not be repeated for credit. I.

EECS 598. Special Topics in Electrical Engineering and Computer Science.
Permission of instructor or advisor. (1-4). (Excl). (BS). May be repeated for credit. May be elected more than once in the same term. I, II, III, IIia, and IIIb.

Electrical Engineering

EECS 530 / APPPHYS 530. Electromagnetic Theory I.
PHYSICS 438 or EECS 330. (3). (Excl). (BS). May not be repeated for credit. I.

EECS 537 / APPPHYS 537. Classical Optics.
EECS 330 or 334. (3). (Excl). (BS). May not be repeated for credit.

Permission of instructor. (3). (Excl). (BS). May not be repeated for credit. I.

EECS 541 / APPPHYS 541. Applied Quantum Mechanics II.
APPPHYS 540. (3). (Excl). (BS). May not be repeated for credit. II.

EECS 546 / APPPHYS 546. Ultrafast Optics.
APPPHYS 537. (3). (Excl). (BS). May not be repeated for credit.

EECS 552 / APPPHYS 552. Fiber Optical Communications.
EECS 434 or 538. (3). (Excl). (BS). May not be repeated for credit.

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### Ecology and Evolutionary Biology (EEB)

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830 North University Avenue
(734) 764-2446 (phone)
(734) 647-0884 (fax)
http://www.eeb.lsa.umich.edu/
Professor Deborah Goldberg, Chair

**Professors**

- George F. Estabrook, Biometry
- William L. Fink, Ichthyology, Phylogenetics
- Deborah E. Goldberg, Plant ecology
- Brian A. Hazlett, Animal behavior, invertebrate zoology
- George W. Kling, Limnology
- John T. Lehman, Aquatic ecology
- David P. Mindell, Ornithology
- Ronald A. Nussbaum, Herpetology
- Barry M. O'Connor, Entomology, parasitology, acarology
- Robert B. Payne, Ornithology
- John H. Vandermeer, Ecology
- Paul W. Webb, Physiological ecology and bioenergetics of animals
- Earl E. Werner, Ecology and evolutionary biology

**Associate Professors**

- Robyn J. Burnham, Paleobotany
- Robert Denyer, Comparative Endocrinology
- Paul Dunlap, Microbial Symbiosis and Bioluminescence
- Philip Myers, Mammmalogy
- Diarmuid Ó Foighil, Evolutionary Biology of Mollusks
- Mercedes Pascual, Ecology
- Beverly J. Rathcke, Community ecology
- Priscilla K. Tucker, Mammalian organismal, chromosomal, and genome evolution
- Mark L. Wilson, Ecology of diseases

**Assistant Professors**

- Thomas F. Duda, Evolutionary Biology of Mollusks
- L. Lacy Knowles, Evolutionary Biology of Insects
- Yin-Long Qiu, Molecular Phylogeny and Molecular Evolution of Plants
- Patricia Wittkopp, Evolution of Development
- Jianzhi George Zhang, Molecular Evolutionary Genetics

**Lecturers**

- Marc Ammerlaan, Microbiology
- Josepha Kurdziel, Evolutionary Biology and Science Education

**Professors Emeriti of Biology**


**Concentration Program.** The department administers the concentration in Plant Biology. Students interested in concentrations in Biology or General Biology or an academic minor in Biology should refer to information listed under the Program in Biology in this Bulletin.

**Advising.** Students who are interested in the Plant Biology concentration 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.

**Writing Requirement.** The LS&A Upper-Level Writing Requirement is usually met by permission of the instructor in EEB courses.

**Field of Concentration.** For purposes of calculating grade point average, the term “field of concentration” means the following:

1. All BIOLOGY, EEB, MCDB, 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 plant biology or a related science must complete BIOLOGY 162 or equivalent.

**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 a concentration in the department give serious consideration to spending a summer at a field station, especially the University of Michigan Biological Station, or a marine laboratory. The training and experience provided by such facilities are particularly valuable for students...
interested in ecology, systematics, animal behavior, and evolutionary biology.

The curriculum at the Biological Station places a strong emphasis on ecology, systematics, field biology, and environmental studies. Courses are taught during the Spring and Summer Half-Terms (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 meal and recreation times as well as in the classroom, field, and laboratory. Many courses offered at the Biological Station can be used as part of a concentration plan in biology or 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 five credits. A normal load at the Biological Station is two courses (ten 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 phone number for the campus office is (734) 763-4461.

**Awards/Fellowships:** K.L. Jones Award. Since 1977, this award has been given to the outstanding plant sciences 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, or Plant Biology to help them to conduct research with a faculty member in the departments during the spring and/or summer terms.

Anne Rudo 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, 1343 East Hall.

**Honors.** Most EEB students participate in the Program in Biology Honors Program. Plant Biology concentrators participate in a separate Honors Program.

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### **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 plant sciences. 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; CHEM 210/211, 215/216; MATH 115 and 116; PHYSICS 125/127 and 126/128, or PHYSICS 140/141 and 240/241.

**Concentration Program.** A minimum of 33 credits, including:

1. Biochemistry (BIOLOGY 310, 311, BIOLCHEM 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 (MCDB 406, 413, or 430);
   b. Plant Structure, Function, and Development (MCDB 321/322, EEB 375, or EEB 461);
   c. Biological Diversity (EEB 255, 457, 458, 459, or 556);
   d. Ecology and Evolution (BIOLOGY 281/282 [or EEB 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; EEB 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 EEB or MCDB 300 can be included as one of the required laboratory courses. Only three credits of any independent study course 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.** Advising appointments are scheduled at 1111 Natural Science Building. Office staff also are 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.

**Honors Program**

The Honors Program trains students to conduct independent research in Plant Biology. In addition to completing all the requirements for the Plant Biology concentration, an Honors degree requires a concentration GPA of at least 3.4, and the completion of a significant piece of independent research that is reported in an Honors thesis and presented in a public forum.

**Admission to the Biology Honors Program**

It is recommended that students discuss the Honors Program with a concentration advisor early in their undergraduate career, and to meet with a concentration advisor to declare their Honors no later than six months prior to submission of the thesis.
The Honors Program

1. Research. The student must identify a research mentor, preferably by the end of the sophomore year. The research mentor can be a member of the Department of Ecology and Evolutionary Biology (EEB), a member of the Department of Molecular, Cellular and Developmental Biology (MCD), 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 EEB, the student must also identify a co-sponsor from EEB.

Students are encouraged to register for independent research (EEB or 300 or 400) for at least two terms; most students register for three or four terms of independent research. Students working in labs outside of the EEB Department will usually register for EEB 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, but in most cases support will have to come from the sponsoring lab. For students working in areas of field biology, it may be 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.

2. Readers. Prior to submitting their thesis, the student should identify three readers for the thesis, one of whom is the sponsor. At least two readers must be faculty members of the Department of EEB, unless the student receives the written approval of the EEB Curriculum Committee for an exception. Readers must agree to turn in their evaluations within 10 days after the thesis is submitted.

3. The Honors Thesis. The thesis will be due on April 1, August 1, or December 1, depending on the anticipated graduation date. Based on the material presented in the Honors thesis and the student's overall record, the readers of the thesis will recommend a rating of "No Honors," "Honors," "High Honors," or "Highest Honors." Readers of Honors theses are expected to file their reports with the EEB Curriculum Committee within 10 days after the thesis is submitted. The reports of all readers should address the quality of the science reported in the thesis, as well as the quality of the written presentation. The report of the mentor should also address the role the student played in the design, execution and interpretation of the experiments reported in the thesis, and should point out the role that others in the lab played.

The EEB Curriculum Committee will meet approximately two weeks after the due date of theses to review the recommendations of the readers and decide on the appropriate level of Honors. The committee will attempt to maintain uniform standards for Honors and is not constrained by the level of Honors recommended by the readers. The committee may decide to table discussion and request the student to revise the thesis if they believe that a revised version might merit a higher rating.

4. Oral Presentation. The student will present the research results in an advertised public forum, such as a class, a poster session, or a departmental seminar. The mentor will declare in the thesis evaluation letter when and where the student has made such a presentation.

Courses in Ecology and Evolutionary Biology (EEB)

EEB 300. Undergraduate Research. Consent of instructor required (Prerequisites enforced at registration). Eight credits of biology and 3.0 grade point average in science; permission of faculty member in EEB. (1-3). (Excl). (BS). (INDEPENDENT). May be repeated for credit for a maximum of 9 credits. I, II, III, IIIa and IIIb in Ann Arbor; IIIb at Biological Station.

EEB 302. Teaching Experience for Undergraduates. Consent of instructor required (Prerequisites enforced at registration). (1-3). (Excl). (EXPERIENTIAL). May be repeated for credit. May not be included in any of the Biological Sciences concentration programs. I, II, IIIa, and IIIb.

EEB 315 / ENVIRON 315. The Ecology and Evolution of Infectious Diseases. Biology 100 or 162. (3). (NS). (BS). May not be repeated for credit.

EEB 330. Biology of Birds. Two collegiate courses in biology. (5 in the half-term). (Excl). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. IIIb at the Biological Station.

EEB 341. Parasitology. Biology 162. (4). (Excl). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. II.


EEB 380. Oceanography: Marine Ecology. Biology 162, and at least one term of college chemistry or physics. (3). (Excl). (BS). May not be repeated for credit. I.

EEB 381. General Ecology. Biology 162; and a laboratory course in college chemistry. (6 in Ann Arbor; 5 at the Biological Station). (Excl). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. IIIb and III at the Biological Station.

EEB 400. Advanced Research. Consent of instructor required (Prerequisites enforced at registration). Twelve credits of biology, 3.0 average in science, and permission of faculty member in EEB. (1-3). (Excl). (BS). (INDEPENDENT). May be repeated for credit for a maximum of 9 credits. Continuing Course. Y grade can be reported at end of the first term to indicate work in progress. At the end of the second term of EEB 400, the final grade is posted for both term's elections. Also offered at the Biological Station during IIIb.

EEB 401. Advanced Topics in Biology. Intended for senior concentrators. The prerequisites will be set by the instructor as appropriate for each section. (2-3). (Excl). (BS). May be repeated for credit for a maximum of 6 credits.

EEB 405. Biological Station Special Topics. College course in biology, chemistry, and ecology. (5 in the half-term). (Excl). (BS). May not be repeated for credit. IIIb at Biological Station.


EEB 425 / ENVIRON 416 / NRE 416. Field Skills in Wildlife Behavior. Concurrent enrollment in EEB 424. (2). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in EEB 492.


EEB 440 / ENVIRON 422 / NRE 422. Biology of Fishes. Biology 162 and one additional biology course. (3). (Excl). (BS). May not be repeated for credit. I.

EEB 441 / ENVIRON 423 / NRE 423. The Biology of Fishes Laboratory. Biology 162 and one additional biology course. (1). (Excl). (BS). May not be repeated for credit.
Economics

238 Lorch Hall
611 Tappan Street
(734) 764-2355 (phone)
(734) 764-2769 (fax)
http://www.econ.lsa.umich.edu/
e-mail: econundergradoffice@umich.edu
Professor Matthew Shapiro, Chair
Associate Professor Lutz Kilian, Associate Chair for Administrative and Student Affairs

Professors
William James Adams, Industrial Organization, Western Europe
Robert Barsky, Money, Macroeconomics
Susanto Basu, Macroeconomics
Omri Ben-Shahar, Law
Rebecca Blank, Labor
John Bound, Labor, Econometrics
Charles Brown, Labor
ECONOMICS / 101

Michael Chernew, Health Management and Policy
Paul Courant, Public Finance, Public Policy, Urban Economics
Alan Deardorff (John W. Sweetland Professor of International Economics), International
John DiNardo, Labor, Econometrics
Kathryn Dominguez, International Finance, Macroeconomics
James Hines, Public Finance
George Johnson, Labor
Miles Kimball, Macroeconomics, Money
Francine Lafontaine, Business Economics
John Laitner, Macroeconomics
David Lam, Demography, Development
James Levinsohn (J. Ira and Nicki Harris Family Professor of Public Policy), International, Development, Industrial Organization
Jeffrey Mackie-Mason, Public Finance, Information
Serena Ng, Econometrics, Time Series, Empirical Methods
Scott Page, Microeconomic Theory
Stephen Salant, Microeconomics, Natural Resources
Gary Saxonnhouse, Japan, Economic History
Matthew Shapiro, Macroeconomics, Econometrics
Joel Slemrod (Paul W. McCracken Professor of Business Economics), Public Finance
Lones Smith, Microeconomic Theory
Gary Solon, Labor, Econometrics
Frank Stafford, Labor
Jan Svejnar, Business Economics, Transitional Economics
Linda Tesar, International Finance, Macroeconomics
Thomas Weisskopf, Political Economy
Warren Whalley, Economic History, Political Economy
Robert Willis, Labor, Demography

Associate Professors
Kerwin Charles, Labor
Lutz Kilian, Econometrics, Macroeconomics, International Finance
Kai-Uwe Kühn, Industrial Organization
Albert Park, Development, China
Robert Schoeni, Labor, Demography
Dmitriy Stolyarov, Industrial Organization, Macroeconomics

Assistant Professors
Benjamin Chabot, History, Finance
Andrew Coleman, Development, International
Juan Carlos Hallak, International
Christopher House, Macroeconomics, money
Illoong Kwon, Industrial Organization, Microeconomic Theory
Emre Ozdenoren, Microeconomic Theory
Dan Silverman, Public Finance, Labor
Rohini Somanathan, Development, Public Finance

Lecturers
Janet Gerson, Microeconomics
Paula Malone, Microeconomics
Stan Sedo, Labor, Econometrics
Frank Thompson, Political Economy
Janet Wolfe, Macroeconomics, Econometrics

Adjunct Associate Professor
Sherrie Kossoudji, Development, Demography

Professors Emeriti
Morris Bornstein, John Cross, Robert Dernberger, Daniel Fusfeld, Robert Holbrook, E. Philip Howrey, Saul Hyman, Thomas Juster, Jan Kmenta, Harold Levinson, James Morgan, Eva Mueller, Richard Porter, Peter Steiner, Robert Stern

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 (ECON 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.

Special Departmental Policies. The department strictly enforces the ECON 401/402 prerequisite for all applicable Economics courses – where “satisfying the prerequisite” means having passed ECON 401 or 402 with a grade of at least C-, as required for counting ECON 401 and 402 toward the Economics concentration. This policy applies to all students, regardless of their concentration. ECON 401 should be elected before ECON 402.

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.

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 Sims 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

Prerequisites to the Concentration. ECON 101 and 102 and MATH 115, each completed with grade at least C. One of the Honors alternatives to MATH 115 may be substituted for MATH 115. Advanced placement credits in MATH 121 may be substituted for MATH 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 MATH 115 prerequisite. Credits in MATH 120 alone do not satisfy the mathematics prerequisite for an economics concentration or academic 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 (MATH 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 MATH 115. MATH 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 ECON 405 (or STATS 426) and ECON 406.

Concentration Program. An economics concentration plan must include:

1. ECON 401 (Intermediate Microeconomics) and ECON 402 (Intermediate Macroeconomics), each completed with a grade of at least C–;
2. Statistics. One of the following: ECON 405 / STATS 405 (Introduction to Statistics), ECON 404 (Statistics for Economists), or STATS 426 (Introduction to Mathematical Statistics); and
3. Electives: 15 additional credits in upper-level (300+) ECON courses, including at least nine credits taken from the following set: courses with ECON 401 or ECON 402 as a prerequisite; ECON 406.

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 ECON.

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 ECON 401 or ECON 402 as a prerequisite, must be taken at the Ann Arbor campus.

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

ECON 401, 402, and statistics are prerequisites to many upper-level economics courses and should be elected during the sophomore or junior year. ECON 401 should be elected before ECON 402. Transfer credit is not normally granted for ECON 401.

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 meet the requirements for a regular concentration in Economics. An Honors concentration plan must include ECON 405 (or STATS 426) and ECON 406. In addition, Honors concentrators must complete a senior Honors thesis. The senior Honors thesis may be an extension of concentration coursework and normally includes original work completed by the student under the direction of a faculty advisor and the Director of the Honors Program in Economics. Honors concentrators are given priority in election of one section of ECON 495 (Seminar in Economics). Honors concentrators have an opportunity to elect ECON 498 (Honors Independent Research) in order to complete the senior Honors thesis during the senior year.

Advising. Students interested in a concentration in Economics should consult an economics concentration advisor. Appointments are scheduled in the Undergraduate Economics Office. Students are urged to consult with a concentration advisor each term before selecting courses for the following term.

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. ECON 101 and 102 and MATH 115, each completed with grade at least C. One of the Honors alternatives to MATH 115 may be substituted for MATH 115. Advanced placement credits in MATH 121 may be substituted for MATH 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 MATH 115 prerequisite. Credits in MATH 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 (MATH 116, 119, 156, 175, 185, 186, 295).

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

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

Courses in Economics (ECON)

A. Introductory Courses

ECON 101. Principles of Economics I.
High school algebra and geometry. (4; 3 in the half-term). (SS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 400. I, II, IIIa, and IIIb.

ECON 102. Principles of Economics II.
ECON 101. (4; 3 in the half-term). (SS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 400. I, II, IIIa, and IIIb.

ECON 108. Introductory Microeconomics Workshop.
First-year standing and concurrent enrollment in ECON 101. (1). (SS). May not be repeated for credit. Offered mandatory credit/no credit.
ECON 195. Seminar in Introductory Economics. Only first-year students, including those with sophomore standing, may register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit.

B. Economic Theory and Statistics

ECON 401. Intermediate Microeconomic Theory. MATH 115, 116, 121, 156, 175, 185, 186, 215, 295 or 296; with C or better (Prerequisites enforced at registration). ECON 101 and 102. (4). (Excl). (BS). (QR/1). May not be repeated for credit. I, II, IIIa.

ECON 402. Intermediate Macroeconomic Theory. ECON 101 and 102, and MATH 115. It is strongly recommended that students take ECON 401 before 402. (4). (Excl). (BS). (QR/1). May not be repeated for credit. I, II, IIIa.

ECON 403. Advanced Economic Theory. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ECON 404. Statistics for Economists. ECON 101 and 102 and MATH 115. (4). (Excl). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 405 or STATS 350, 265, 311, 350, 400, 405, or 412. I, II, IIIa.

ECON 405 / STATS 405. Introduction to Statistics. MATH 116. Juniors and seniors may elect this course concurrently with ECON 101 or 102. (4). (Excl). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in IOE 265, STATS 265, 400, or 412. Students with credit for ECON 404 can only elect ECON 405 for 2 credits and must have permission of instructor.

ECON 406. Introduction to Econometrics. ECON 405 or STATS 426. (4). (Excl). (BS). May not be repeated for credit. II.

ECON 409. Game Theory. ECON 401 with at least a C- (Prerequisites enforced at registration). MATH 217. (4). (Excl). (BS). May not be repeated for credit.

ECON 414. Growth Theory. ECON 401 and 402 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

C. Monetary and Financial Economics

ECON 310. Money and Banking. ECON 101 and 102. (3). (SS). May not be repeated for credit.

ECON 411. Monetary and Financial Theory. ECON 402 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). ECON 404 or 405. (3). (Excl). May not be repeated for credit.

ECON 412. Topics in Macroeconomics. ECON 402 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). ECON 404 or 405. (3). (Excl). May not be repeated for credit.

ECON 418. Business Cycles. ECON 402 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ECON 434. Corporate Financial Economics. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). ECON 404 or 405. (3). (Excl). May not be repeated for credit. No credit granted to those who completed ECON 411 is Fall 2000, Winter 2001, or Fall 2001.

ECON 435. Financial Economics. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). ECON 404 or 405. (4). (Excl). May not be repeated for credit.

D. Labor Economics

ECON 320. Survey of Labor Economics. ECON 101 and 102. (3). (SS). May not be repeated for credit.

ECON 421. Labor Economics I. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ECON 422. The Structure of Labor Markets. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

E. Industrial Organization and Public Control


ECON 430. Business Abroad. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ECON 431. Industrial Organization and Performance. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ECON 432. Government Regulation of Industry. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit. II.

ECON 438 / HMP 661. Economics of Health Services. ECON 401 with a grade of at least C, or HMP 660; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

F. International Economics


ECON 441. International Trade Theory. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ECON 442. International Finance. ECON 402 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

G. Comparative Economic Systems and National Economies

ECON 350. Comparative Economic Systems. ECON 101 and 102. (3). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 451.

ECON 453. The European Economy. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ECON 454. Economics of Japan. ECON 101 and 102. (3). (Excl). May not be repeated for credit.

ECON 455. The Economy of the People’s Republic of China. ECON 101 and 102. (3). (Excl). May not be repeated for credit.

ECON 457. Post-Socialist Transition in Central/Eastern Europe and the Former Soviet Union. ECON 101 and 102. (3). (Excl). May not be repeated for credit.

H. Economic Development

ECON 360. The Developing Economies. ECON 101 and 102. (3). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 461.

ECON 461. The Economics of Development I. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 360.

ECON 466. Economics of Population. ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

I. Environmental Economics

ECON 370 / ENVIRON 375 / NRE 375. Environmental and Resource Economics. ECON 101. (3). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 471 or 472.

ECON 471 / NRE 571. Environmental Economics. ECON 401 with a grade of at least C, or NRE 570; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ECON 472 / NRE 583. Environmental Economics. ECON 401 with a grade of at least C, or NRE 570; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.
J. Public Finance

ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 380.

ECON 482. Government Revenues.
ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 380.

K. Economic History

ECON 491 / HISTORY 491. The History of the American Economy.
ECON 101 and 102. (3). (Excl). May not be repeated for credit.

ECON 492. World Economic History.
ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). ECON 404 or 406. (3). (Excl). May not be repeated for credit.

ECON 494 / HISTORY 494. Topics in Economic History.
ECON 101 and 102. (3). (Excl). May not be repeated for credit.

ECON 496. History of Economic Thought.
ECON 401 with a grade of at least C (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ECON 497. Economic History of Japan.
ECON 101 and 102. (3). (Excl). May not be repeated for credit.

L. Other Topics in Economics

ECON 309. Experimental Economics.
ECON 101. (3). (SS). (QR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 109.

ECON 323. Economics and Gender.
ECON 101 and 102. (3). (Excl). May not be repeated for credit.

ECON 327. Economics of Crime.
ECON 101 and 102. (3). (Excl). May not be repeated for credit.

ECON 101 and 102. (1-3). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

ECON 398. Strategy.
ECON 101. (4). (MSA). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 409 or RCSSCI 222 or SOC 222.

ECON 101. CAAS 201 recommended. (3). (Excl). (R&E). May not be repeated for credit.

ECON 483 / POLSCI 482. Positive Political Economy.
ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ECON 485. Law and Economics.
ECON 401 with a grade of at least C; or graduate standing (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ECON 490. Current Topics in Economics.
ECON 401 and 402 with a grade of at least C (Prerequisites enforced at registration). ECON 404 or 405. (3). (Excl). May not be repeated for credit.

M. Honors Program, Internships, Seminars, and Independent Research

ECON 299. Undergraduate Internship.
Economics concentrators, with permission of concentration advisor; application required. (1). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 2 credits. Internship credit is not retroactive and must be prearranged. May not be used to satisfy economics electives for an economics concentration. Offered mandatory credit/no credit.

ECON 495. Seminar in Economics.
ECON 401 and 402 with a grade of at least C; Consent of instructor required (Prerequisites enforced at registration). ECON 404 or 405; application required. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

ECON 498. Honors Independent Research.
Consent of instructor required (Prerequisites enforced at registration). Open only to students admitted to Honors concentration in economics. (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of ECON 498, the final grade is posted for both terms elections.

ECON 499. Independent Research.
Written permission of staff member supervising research, and permission of the economics concentration advisor. (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. No more than four credits may be used in an economics concentration program.

English Language and Literature

3187 Angell Hall
435 South State Street
(734) 764-6330 (phone)
(734) 763-3128 (fax)
http://www.lsa.umich.edu/english/
Professor Sidonie Smith, Chair
Professor Jonathan Freedman, Associate Chair
Assistant Professor Anne Curzan, Director of Undergraduate Studies

Professors

William F. Alexander (Arthur F. Thurnau Professor of English Language and Literature), Film, Pedagogy, American Literature
Richard W. Bailey (Fred Newton Scott Collegiate Professor of English Language and Literature), Language, Composition
George J. Bornstein (C.A. Patrides Collegiate Professor of English), Modern Literature, Editorial Theory
Enoch Brater, Drama
Nicholas F. Delbanco (Robert Frost Collegiate Professor of English Language and Literature), Creative Writing
Lincoln B. Faller, 18th-Century Literature, Fiction
Jonathan Freedman, Cultural Theory, Film, 19th-Century American and British Literature
Anne Gere, Composition, Pedagogy
Laurence A. Goldstein, 19th-Century Literature, Creative Writing

Linda Gregerson (Frederick G.L. Huetwell Professor of English Language and Literature), Renaissance Literature
David Halperin (W.H. Auden Collegiate Professor of English Language and Literature), Queer Theory, Critical Theory
Anne Herrmann, Modern Literature
June Howard, American Literature
John R. Knott, Renaissance Literature
John R. Kucich, 19th-Century Literature, Critical Theory
Marjorie Levinson (Frederick G.L. Huetwell Professor of English Language and Literature), Romantic and Victorian British Poetry, Critical Theory
Thylias Moss, Creative Writing
Eric S. Rabkin, Critical Theory, Modern Literature, Computer Technology
Michael C. Schoenfeldt, Renaissance Literature
Tobin Siebers (V.L. Parrington Professor of Literary and Cultural Criticism), Critical Theory, 19th-Century Literature
Sidonie Smith (Martha Guernsey Colby Collegiate Professor of Women's Studies and English), Women's Studies, Autobiography
Gaylyn Studlar (Rudolf Arnheim Collegiate Professor of Film Studies), Film and Video, Genre, Critical Theory
Richard W. Tillinghast, Creative Writing
Valerie Traub, Renaissance Literature
Martha Vicinus (Eliza M. Mosher Distinguished University Professor of English, Women's Studies, and History), 19th-Century Literature
Alan M. Wald, American Literature
Ralph G. Williams, Renaissance Literature, Critical Theory
Patsy Yaeger (Henry Simmons Frieze Collegiate Professor), Women's Studies, Critical Theory, American Literature

Associate Professors

Peter M. Bauland, Drama
Sara Blair, American Literature, Modern Literature
Gregg Crane, 19th-Century American
Richard D. Cureton, Language
Anne Curzan, History of English Language, Pedagogy and Composition
Peter Ho Davies, Contemporary British and American Fiction
Lorna Goodison, Creative Writing
Sandra Gunning, African-American Literature, American Literature
Kerry C. Larson, American Literature
Steven Mulaney, Renaissance Literature
Anita Norich, 19th-Century Literature, Jewish American and Yiddish Literature
Adela Pinch, 19th-Century Literature
David Porter, 18th-Century Literature, Comparative Literature, Computer Technology
Yopie Prits, Victorian Literature
Nancy Reisman (Helen Hetzog Zell Professor of English Language and Literature), Fiction Writing
Macklin Smith, Medieval Literature
Karla Taylor, Medieval Literature
Theresa Tinkle (Arthur F. Thurnau Professor), Medieval Literature
Thomas E. Toon, Language, Medieval Literature, Composition
John Whittier-Ferguson, Modern Literature

Assistant Professors

Sunil Agnani, Anglophone and 18th-Century British Literature
Julian Levinson (Samuel Shetzer Endowed Professor in Jewish American Studies), 20th-Century American
Joshua Miller, 20th-Century U.S. Literature
Khaled Mattawa, Creative Writing, translation, Arab and Arab-American Poetry
Susan Najita, Asian American and Pacific Literatures
Ifeoma Nwankwo, African American and Caribbean Literature
Scottie Parrish, Colonial Literature
Eileen Pollack, Creative Writing
Ailse Portnoy, Rhetoric, Composition
Maria Sanchez, 19th-Century American Literature
Catherine Sanok, Medieval
Xioma Santamaria, 19th-Century and African American Literature
Sarita See, Asian American and Pacific Literatures
Vivavsan Soni, 18th-Century Literature
Jennifer Wenzel, Post-Colonial Literature
Andrea Zemgulys, Modernist Literature

Lecturers

Lillian Back, Composition
George Cooper, Sweetland Writing Center
Laura Kasischke, Creative Writing
Rosemary Kowalski, American Literature, Film, Composition
Jackie Livesay, Composition
Brenda Marshall, Creative Writing Composition
Tish O'Dowd, Creative Writing
John Rubadeau, Composition
Keith G. Taylor
Merla Wolk, Contemporary Fiction, Victorian novel, Composition

Enid Zimmerman, Composition

Adjunct Professor

Barbara Hodgdon, Drama

Adjunct Associate Professor

Gorman Beauchamp, Modern Literature

Professors Emeriti


The Department of English focuses primary attention on the analysis and enjoyment of works of imaginative literature. Drawing on the rich variety of texts produced over the last millennium and a half in diverse forms of English from every part of the globe, our courses aim at a subtle and flexible understanding of the content of these texts and a sensitive appreciation of their style and form.

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

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

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

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, the Residential College, the Department of Communication Studies, the Department of Theatre and Drama, or the Program in Film and Video Studies. The Hopwood Program also administers 20 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, 239, 240, 323, 325, 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.

English

May be elected as a departmental concentration program

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.

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

Degree Program Options. The Department of English Language and Literature offers three main routes toward the concentration. (1) the General Program; (2) the Honors Program; and (3) the Creative Writing Program. Students electing any of these may work simultaneously toward a secondary school teaching certificate.

Advising. Students are encouraged to discuss their academic program and related concerns with an English concentration advisor. Appointments are scheduled on the English Department’s website under academic advising. For questions of immediate concern or general questions about the concentration, students may speak with the Undergraduate Administrator by phoning (734) 764-6330 or by coming to 3187 Angell Hall.

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 SWC 300 or 430) and a course in English language (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 taking ENGLISH 325, 425, 417, 428, or 496. 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.

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 repeatedly certain literary forms — the novel, drama, or lyric poetry, for example; others make a special study of film. Some concentrate on their own imaginative writing, whether drama, prose fiction, or verse. Please refer to the Handbook for English Concentrators for more information on how to design specific paths of study.

The Honors Program. Joining 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 LS&A Course Guide. Admission to these seminars is by permission of the instructor only; please notify the undergraduate student services assistant in 3187 Angell Hall of your section preference.
- Honors students write a thesis of approximately forty 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 in mid-March of the senior year.

- In early May, Honors students will participate in an Honors Symposium, 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. ENGLISH 223 is a prerequisite to ENGLISH 323, but admission into ENGLISH 323 is based on a portfolio submission. There is a "permission of instructor" restriction on this course. 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 in the concentration 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.

Courses in English Language and Literature (ENGLISH)


ENGLISH 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). (HU). May not be repeated for credit.


ENGLISH 223. Creative Writing. (3; 2 in the half-term). (CE). May not be repeated for credit. I, II, IIIa.


ENGLISH 227 / THTREMUS 227. Introductory Playwriting. (3; 2 in the half-term). (CE). May not be repeated for credit.

ENGLISH 230. Introduction to Short Story and Novel. (3; 2 in the half-term). (HU). May not be repeated for credit.

ENGLISH 239. What is Literature? Prerequisite for concentrators in the Regular Program and in Honors. (3; 2 in the half-term). (HU). May not be repeated for credit. I, II, IIIa, IIIb.

ENGLISH 240. Introduction to Poetry. Prerequisite for concentrators in the Regular Program and in Honors. (3; 2 in the half-term). (HU). May not be repeated for credit. I, II, IIIa, IIIb.

ENGLISH 245 / RCHUMS 280 / THTREMUS 211. Introduction to Drama and Theatre. (3; 2 in the half-term). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RCHUMS 281.

ENGLISH 267. Introduction to Shakespeare. Completion of Introductory Composition. (4; 3 in the half-term). (HU). May not be repeated for credit.

ENGLISH 270. Introduction to American Literature. (3; 2 in the half-term). (HU). May not be repeated for credit.

ENGLISH 274 / CAAS 274. Introduction to Afro-American Literature. CAAS 111. (3; 2 in the half-term). (HU). May not be repeated for credit.

ENGLISH 280. Thematic Approaches to Literature. (3; 2 in the half-term). (HU). May be repeated for credit for a maximum of 6 credits. Repetition requires permission of the department.

ENGLISH 285. Introduction to Twentieth-Century Literature. (3; 2 in the half-term). (HU). May not be repeated for credit.


Primarily for Juniors and Seniors

ENGLISH 301. The Power of Words. (4; 3 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 303. Introduction to Language and Rhetorical Studies. Recommended for students interested in focusing their study of English on language matters. (4; 3 in the half-term). (Excl). May be elected for a maximum of 8 credits. May be elected more than once in the same term.

ENGLISH 305. Introduction to Modern English. Recommended for students preparing to teach English. (4; 3 in the half-term). (HU). May not be repeated for credit.

ENGLISH 308. History of the English Language. (4; 3 in the half-term). (HU). May not be repeated for credit.

ENGLISH 309. American English. (3; 2 in the half-term). (HU). May not be repeated for credit.

ENGLISH 310. Discourse and Society. Consent of instructor required. (Prerequisites enforced at registration). ENGLISH 124 or 125. (3). (Excl). May not be repeated for credit.

ENGLISH 313. Topics in Literary Studies. (4). (HU). May be elected for a maximum of 8 credits. May be elected more than once in the same term.
ENGLISH 315 / WOMENSTD 315. Women and Literature. (3; 2 in the half-term). (HU). May be repeated for credit for a maximum of 6 credits.

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

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

ENGLISH 319. Literature and Social Change. (3; 2 in the half-term). (HU). May be repeated for credit. Repetition requires permission of the department.

ENGLISH 320 / CAAS 338. Literature in Afro-American Culture. CAAS 201 recommended. (3). (HU). May not be repeated for credit.

ENGLISH 321. Internship. Concentration in English. (1). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 4 credits. Offered mandatory credit/no credit.

ENGLISH 322. Creative Writing. ENGLISH 223 and junior standing; submission of portfolio and application required. (3; 2 in the half-term). (CE). May be elected for a maximum of 6 credits. May be elected more than once in the same term. I, II, IIIa.

ENGLISH 324. Creative Writing. Consent of instructor required (Prerequisites enforced at registration). Junior standing. (3; in the summer half-term). (Excl). May be repeated for credit. Repetition requires permission of the department.


ENGLISH 326. Community Writing and Public Culture. ENGLISH 124 or 125. (3; 2 in the half-term). (CE). May be repeated for credit for a maximum of 6 credits.

ENGLISH 327 / THTREMUS 327. Intermediate Playwriting. ENGLISH 227. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 330 / FILMVID 330. Major Directors. FILMVID 230 or 236. (3). (HU). May be elected for a maximum of 9 credits. (Provided the content differs from previous election). May be elected more than once in the same term.

ENGLISH 331 / FILMVID 331. Film Genres and Types. FILMVID 230 or 236. (3). (HU). May be elected for a maximum of 9 credits. May be elected more than once in the same term.

ENGLISH 340. Reading and Writing Poetry. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 349 / THTREMUS 323. American Theatre and Drama. (3). (HU). May not be repeated for credit.

ENGLISH 350 / MEMS 350. Literature in English to 1660. (4; 3 in the half-term). (Excl). May not be repeated for credit. I.

ENGLISH 351. Literature in English after 1660. (4; 3 in the half-term). (Excl). May not be repeated for credit. II.

ENGLISH 367 / MEMS 367. Shakespeare’s Principal Plays. (3; 2 in the half-term). (HU). May not be repeated for credit.

ENGLISH 368 / MEMS 368. Shakespeare and his Contemporaries. (4; 3 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 370. Studies in Medieval and Renaissance Literature. (4; 3 in the half-term). (Excl). May be elected for a maximum of 8 credits. May be elected more than once in the same term. Repetition requires permission of the department.

ENGLISH 371. Studies in Literature, 1600-1830. (4; 3 in the half-term). (Excl). May be repeated for credit. May be elected more than once in the same term. Repetition requires permission of the department.

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

ENGLISH 381 / AMCULT 324. Asian American Literature. (3). (HU). May be elected twice for credit. Repetition requires permission of the department.

ENGLISH 382 / AMCULT 328. Native American Literature. (3; 2 in the half-term). (HU). May be repeated for credit for a maximum of 6 credits. Repetition requires permission of the department.

ENGLISH 383. Topics in Jewish Literature. (3; 2 in the half-term). (HU). May be repeated for credit for a maximum of 6 credits. Repetition requires permission of the department.

ENGLISH 384 / CAAS 384 / AMCULT 406. Topics in Caribbean Literature. CAAS 202 recommended. (3). (Excl). May be repeated for credit for a maximum of 6 credits. Repetition requires permission of the department.

ENGLISH 387 / AMCULT 327 / SPANISH 327. Latino/Latina Literature of the U.S. Taught in English. (3). (HU). May not be repeated for credit.

ENGLISH 388 / AMCULT 325. Pacific Literary and Cultural Studies. (3). (HU). May not be repeated for credit.

ENGLISH 401 / RELIGION 481. The English Bible: Its Literary Aspects and Influences. I. (4; 3 in the half-term). (Excl). May not be repeated for credit. II.

ENGLISH 403. Topics in Language and Rhetorical Studies. (4; 3 in the half-term). (Excl). May be elected for a maximum of 8 credits. May be elected more than once in the same term.


ENGLISH 407. Topics in Language and Literature. (3; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 6 credits. Repetition requires permission of the department. I.

ENGLISH 408 / LING 408. Varieties of English. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 411. Art of the Film. (3; 2 in the half-term). (Excl). May be repeated for credit. Repetition requires permission of the department.

ENGLISH 414. Multimedia Explorations in the Humanities. Permission of Instructor. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

ENGLISH 415. Interdisciplinary Approaches to Literature. (3; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 6 credits. I.


ENGLISH 417. Senior Seminar. Senior concentrator in English. (4; 3 in the half-term). (Excl). May not be repeated for credit. May not be repeated for credit.

ENGLISH 423. The Writing of Fiction. Open to seniors and graduate students. Permission of instructor required. (3; 2 in the half-term). (Excl). May be repeated for credit.

ENGLISH 425. Advanced Essay Writing. Open only to seniors and graduate students. (3; 2 in the half-term). (Excl). May not be repeated for credit.


ENGLISH 427 / THTREMUS 427. Advanced Playwriting. Consent of instructor required (Prerequisites enforced at registration). ENGLISH 223, 323, and 423/429. (3). (Excl). May not be repeated for credit. II.

ENGLISH 428. Senior Writing Tutorial. Consent of instructor required (Prerequisites enforced at registration). ENGLISH 223, 323, and 423/429. (3). (Excl). May be repeated for credit. II.

ENGLISH 429. The Writing of Poetry. Consent of instructor required (Prerequisites enforced at registration). (3; 2 in the half-term). (Excl). May be repeated for credit.

ENGLISH 430. The Rise of the Novel. (4; 3 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 431. The Victorian Novel. (4; 3 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 432. The American Novel. (4; 3 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 434. The Contemporary Novel. (4; 3 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 440. Modern Poetry. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 441. Contemporary Poetry. (3; 2 in the half-term). (Excl). May not be repeated for credit.


ENGLISH 444 / THTREMUS 322. History of Theatre II. (3). (Excl). May not be repeated for credit.

ENGLISH 447. Modern Drama. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 448. Contemporary Drama. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 450. Medieval Drama. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 461. English Romantic Literature. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 463. Modern British Literature. (3; 2 in the half-term). (Excl). May not be repeated for credit.


ENGLISH 467. Topics in Shakespeare. Consent of instructor required (Prerequisites enforced at registration). Prior course work in Shakespeare is recommended. (3; 2 in the half-term). (Excl). May be repeated for credit. Repetition requires permission of the department.

ENGLISH 469. Milton. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 470. Early American Literature: Key Texts. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 471. Nineteenth-Century American Literature: Key Texts. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 472. Twentieth-Century American Literature: Key Texts. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 473. Topics in American Literature. (3; 2 in IIIb). (Excl). May be repeated for credit. Repetition requires permission of the department.

ENGLISH 474. The "New Negro" Renaissance. (4). (Excl). May not be repeated for credit.

ENGLISH 478 / CAAS 476. Contemporary Afro-American Literature. Permission of instructor. CAAS 201 recommended. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 479 / CAAS 489. Topics in Afro-American Literature. ENGLISH 274 and CAAS 201 and/or 320 strongly recommended. (3; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 6 credits.

ENGLISH 482. Studies in Individual Authors. (3; 2 in the half-term). (Excl). May be repeated for credit. May be elected more than once in the same term. Repetition requires permission of the department.

ENGLISH 483. Great Works of Literature. (1). (Excl). May be repeated for credit. Repetition requires permission of the department. II.

ENGLISH 484. Issues in Criticism. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 486. History of Criticism. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ENGLISH 492. Honors Colloquium: Drafting the Thesis. Consent of instructor required (Prerequisites enforced at registration). Admission to the English Honors Program. (3). (Excl). May not be repeated for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term ENGLISH 496, the final grade is posted for both term’s elections. I.

ENGLISH 496. Honors Colloquium: Completing the Thesis. ENGLISH 492, admission to the English Honors Program. Permission of instructor required. (1). (Excl). May not be repeated for credit. II.

ENGLISH 497. Honors Seminar. Junior or senior standing, and permission of instructor. (3). (Excl). May be repeated for credit for a maximum of 9 credits.

ENGLISH 498. Directed Teaching. Consent of instructor required (Prerequisites enforced at registration). (3; 2 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 9 credits.


**English Language Institute**

Suite 350, TCF Building
401 East Liberty Street
Ann Arbor, MI 48104-2298
(734) 764-2413 (phone)
(734) 763-0369 (fax)
http://www.lsa.umich.edu/eli/
e-mail: elinfo@umich.edu

Professor Diane Larsen-Freeman (Education and Linguistics), Director

Not a concentration program

**Professors**

Diane Larsen-Freeman (Education and Linguistics), second language acquisition, language teacher education, English linguistics and language methodology

Nick Ellis (Psychology), second language acquisition, psycholinguistics, corpus linguistics, applied cognitive psychology

John Swales, Language across the curriculum, discourse and genre analysis, English for academic purposes

**Lecturers**

Elizabeth Axelson, discourse analysis, speaking and interacting skills, IGSI training

Christine Peak, EAP writing materials development, teaching writing skills, research on writing

Brenda Imber, GSI training, cross-cultural and socio-professional communication, pronunciation

Carolyn Madden, ESL methods and materials, academic writing, interactive skills, teacher education, migrant education

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

Theresa Rohlick, speaking, listening, and interacting skills, IGSI training, ESL materials development

Professor Emerita Joan Morley

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 com-
preparation, 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.

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.

In addition, the ELI offers a number of courses for students interested in the instructional aspects of language learning and teaching.

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** is designed for students who have been accepted into a U.S. law school. The focus is on the language, culture, and academic skills needed to succeed in a rigorous law school program.

For further information, call (734) 764-2413.

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**ENGLISH LANGUAGE INSTITUTE COURSES (ELI)**

**ELI 120. Academic Writing for International Undergraduates.**
(2). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 300. Writing and Grammar in Academic Contexts.**
Consent of instructor required (Prerequisites enforced at registration).
(2). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 312. Spoken and Written Grammar in Academic Contexts.**
Consent of instructor required (Prerequisites enforced at registration).
(1). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 320. Writing for Academic Purposes I.**
Consent of instructor required (Prerequisites enforced at registration).
(1). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 321. Writing for Academic Purposes II.**
Consent of instructor required (Prerequisites enforced at registration).
Placement based upon performance in ELI 320 or the Academic English Evaluation (AEE). (1). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 330. Language and Communication I.**
Consent of instructor required (Prerequisites enforced at registration).
(1). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 332. Lecture Comprehension.**
(1). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 333. Interactive Listening and Communication.**
Consent of instructor required (Prerequisites enforced at registration).
(1). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 334. Speaking in Academic Contexts.**
(2). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 336. Pronunciation I.**
Consent of instructor required (Prerequisites enforced at registration).
(1). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 338. Pronunciation in Context.**
Consent of instructor required (Prerequisites enforced at registration).
(1). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 340. Accuracy in Academic Speaking and Writing.**
Consent of instructor required (Prerequisites enforced at registration).
(1). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 380. Introduction to Graduate Student Instructor Work.**
(2). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree. Offered mandatory credit/no credit.

**ELI 381. ITA Communication Skills.**
Consent of instructor required (Prerequisites enforced at registration).
Placement based upon performance in ELI 320 or the Academic English Evaluation (AEE). (1). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree. Offered mandatory credit/no credit.

**ELI 390 / LING 386 / EDUC 390. Community Service and Language, Education, and Culture.**
(3-4 in the half-term). (Excl). (EXPERIENTIAL). May be elected up to three times for credit.

**ELI 391. English as a Second Language Topics.**
(1). (Excl). (INDEPENDENT). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 392. Topics in English for Non-native Speakers.**
Consent of instructor required (Prerequisites enforced at registration).
(1). (Excl). (INDEPENDENT). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

**ELI 399. Individual Research and Study.**
Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 4 credits. A maximum of four ELI credits may be counted toward a degree.

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**Program in the Environment**

1520 Dana Building
440 Church Street
(734) 764-6453 (phone)
(734) 936-2195 (fax)
http://environment.lsa.umich.edu/environ/
e-mail: Environment.Program@umich.edu

Professor Barry Rabe (Natural Resources and Environment, Ford School of Public Policy), Director
Professor Paul Webb (Natural Resources and Environment, Ecology and Evolutionary Biology), Associate Director
The Environment

May be elected as an interdepartmental concentration program

The Program in the Environment is an undergraduate degree program offered by the College of Literature, Science, and the Arts (LSA) and the School of Natural Resources and Environment (SNRE). This collaborative venture includes courses taught by faculty in SNRE as well as courses taught by faculty in various departments of LSA and in other schools and colleges. The resulting curriculum presents an expanded range of opportunities for students interested in environmental careers. It draws upon SNRE’s history as a leader in environmental and natural resource education and LSA’s strength in the liberal arts. The program is housed in the renovated Dana Building, the home of SNRE, where many of its classes and activities are held.

The Program in the Environment attempts to ensure basic scientific literacy, familiarity with advanced problem-solving techniques, and an ability to integrate scientific and social scientific approaches in addressing environmental problems. The program emphasizes the natural sciences and social sciences but requires one course in the humanities, broadly construed, in recognition of the importance of humanistic and cultural perspectives in environmental education. It combines breadth, through exposing students to a variety of disciplines and methodological skills, and depth, through requiring a sequence of courses in one of three specialization areas: Environmental Sciences, Environmental Social Sciences, or Culture and Environment. Concentrators are required to spend time off campus in an organized field study or a supervised internship.

Students who complete the concentration in the Environment will earn either a B.S. or an A.B. degree, depending upon their course of study (the B.S. requires 60 credits of courses in science and mathematics). The degree is awarded collaboratively by LSA and SNRE and bears the names of both schools.

Prerequisites to Concentration. To ensure a common background and understanding of disciplines relevant to environmental study, students take all of the following (many of these courses also satisfy LSA area distribution):

1. Introductory Interdisciplinary Course (one of the following):
   - ENVIRON 110 / BIOLOGY 110 / GEOG 110 / GEOSCI 171 / AOSS 171 / ENSCEN 171. Introduction to Global Change I. Physical Impacts
   - ENVIRON 111 / SOC 111 / GEOG 111 / AOSS 172 / ENSCEN 172. Introduction to Global Change II. Human Impacts
   - ENVIRON 201. Ecological Issues
   - ENVIRON 240 / RCIDIV 240. Big Questions for a Small Planet
   - ENVIRON 270 / NRE 270. Our Common Future
   - CEE 260. Environmental Principles

2. BIOLOGY 100 (with lab) or 162 (Introductory Biology)
3. CHEM 130 (General Chemistry)
4. GEOSCI 117 or 116 (Introduction to Geology)
5. ECON 101 (Principles of Economics I)
6. MATH 115 (Calculus I)

Concentration Program. A minimum of 36 credits required.

A. Core Courses. These courses expand students’ knowledge of environmental problems and solutions by exposing them to a wide range of natural science, social science, and humanistic disciplines. Students select two courses in Analytics and one course at the 200 level or above in each of the other categories.

1. Analytics (Two courses):
   a. One must be either ENVIRON 395 (Tools for Environmental Problem Solving) or ENVIRON 239 / NRE 239 (Introduction to Environmental Analysis). You may satisfy the requirement by taking both.
   b. The second course may be chosen from the following list:
      - SOC 210, Elementary Statistics
      - ENVIRON 239 / NRE 239, Introduction to Environmental Analysis
      - STATS 350, Introduction to Statistics and Data Analysis
      - ENVIRON 395, Tools for Environmental Problem Solving
      - ECON 404, Statistics for Economists
      - ECON 405 / STATS 405, Introduction to Statistics

Faculty Advisory Committee:
William Currie, Natural Resources and Environment
Gloria Helfand, Natural Resources and Environment
Mary Anne Carroll, Atmospheric, Oceanic, and Space Science; Chemistry
Deborah Goldberg, Ecology and Evolutionary Biology
Paul Mohai, Natural Resources and Environment
Ben van der Pluijm, Geological Sciences

Professors J. David Allan (Natural Resources and Environment), Burton Barnes (Natural Resources and Environment), Rosina Bierbaum (Natural Resources and Environment), Joel Blum (Geological Science; Ecology and Evolutionary Biology), Bunyan Bryant (Natural Resources and Environment), Mary Anne Carroll (Atmospheric, Oceanic, and Space Science; Chemistry), Rita Loch Caruso (Environmental Health Sciences), Margaret Dewar (Urban Planning), James S. Diana (Natural Resources and Environment), Richard Ford (Anthropology), Tom Fricke (Anthropology), Deborah Goldberg (Ecology and Evolutionary Biology), Gerald Keeler (Atmospheric, Oceanic, and Space Science; Environmental Health Sciences), George Kling (Ecology and Evolutionary Biology), John Knott (English Language and Literature), Paul Mohai (Natural Resources and Environment), Barry Rabe (Natural Resources and Environment; Public Policy), Perry Sampson (Atmospheric, Oceanic, and Space Science), Carl Simon (Economics; Mathematics; Public Policy), E.F. Stoermer (Natural Resources and Environment), Ben Van der Pluijm (Geological Science; Environment), Paul Webb (Natural Resources and Environment; Ecology and Evolutionary Biology), Michael J. Wiley (Natural Resources and Environment), John Witter (Natural Resources and Environment), Donald R. Zak (Natural Resources and Environment; Ecology and Evolutionary Biology)

Associate Professors Arun Agrawal (Natural Resources and Environment), Daniel G. Brown (Natural Resources and Environment), Raymond DeYoung (Natural Resources and Environment), Donna Erickson (Natural Resources and Environment), Robert Grese (Natural Resources and Environment), Andrew Hoffman (Business Administration; Natural Resources and Environment); Jonathan Levine (Urban Planning); Andrew Hoffman (Business Administration; Natural Resources and Environment); Michael Moore (Natural Resources and Environment), Edward A. Parson (Natural Resources and Environment; Law), Ivette Perfecto (Natural Resources and Environment), Thomas Princen (Natural Resources and Environment), Joseph Trumey (Art and Design), Michaella Zint (Natural Resources and Environment)

Assistant Professors William Currie (Natural Resources and Environment), David Ellsworth (Natural Resources and Environment), Johannes Foufopoulos (Natural Resources and Environment), Maria Lemos (Natural Resources and Environment), Richard Norton (Urban Planning)

Associate Research Scientist Catherine Badgley (Museum of Paleontology)

Professor Emeritus J. David Singer (Political Science)
Academic Minor in the Environment

An academic minor in the Environment is not open to students concentrating in the Environment, to students in the School of Natural Resources and Environment, nor to those pursuing an academic minor in Global Change.

Students wishing to pursue an academic minor in the Environment must develop a specific plan for its completion in consultation with the program's designated advisor. Appointments may be scheduled at the Program Office.

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):

A. Introductory interdisciplinary courses. One course chosen from:
- ENVIRON 110 / BIOLOGY 110 / GEOSCI 171 / GEOG 110 / A OSS 171 / ENSCEN 171. Introduction to Global Change I. Physical Impacts
- ENVIRON 111 / SOC 111 / GEOG 111 / A OSS 172 / ENSCEN 172. Introduction to Global Change II. Human Impacts
- ENVIRON 201. Ecological Issues
- ENVIRON 240 / RCIDIV 240. Big Questions for a Small Planet
- ENVIRON 270 / NRE 270. Our Common Future
- CEE 260. Environmental Principles

B. Environmental Natural Science. One course chosen from:
- A OSS 202, 203, 280, 304, 305, 420, 430, 432, 463, 467, 475, 479
- BIOLOGY 281, 482
- CEE 428, 480
- CHEM 467
- EEB 380, 381, 424, 472, 476, 477, 481, 497, 498
- EHS 500, 572, 573, 574
- ENSCEN 304, 305, 420, 428, 430, 455, 463, 475, 479
- GEOG 201
- GEOSCI 201, 206, 207, 222, 284, 325, 380, 427, 442, 465, 477, 478
- NAVARCH 420, 455
- RCIDIV 318
- RCNSSCI 250, 263
- UP 263

C. Environmental Social Science. One course chosen from:
- ANTHRCUL 286
- A OSS 280
- CAAS 322, 332, 482, 496
- ECON 370, 471, 472
- EDUCURINS 474
- EHS 503, 588
- ENVIRON 210, 222, 305, 312, 335, 336, 360, 361, 365, 375, 391, 392, 396, 449, 465, 475, 477, 481, 482
- NRE 210, 305, 312, 335, 336, 360, 361, 365, 375, 392, 396, 449, 465, 475, 477, 481, 482, 571, 583
- POLSCI 380
- PSYCH 384, 385
- RCSSCI 271, 305, 306
- SOC 330

D. Culture and Environment. One course chosen from:
- AMCULT 328, 373
- ANTHRBIO 361
- ANTHRCUL 256, 356 (appropriate sections), 440
- ARCH 423
- ENGLISH 317 (appropriate sections), 381
- ENVIRON 256, 377, 403
- HISTART 403
- HISTORY 285, 346, 373
• ITALIAN 310 (appropriate sections)
• NRE 256, 365, 403
• PHIL 355
• UP 423

E. Analytics or Field Experience (one course):

1. Field Experience. The field experience requirement may be satisfied in two ways: by a field course at the UM Biological Station, Camp Davis, or other approved field location; or by an approved off-campus internship that results in academic credit.

2. Analytics. The analytics requirement may be satisfied by electing one of the following:
   - ENVIRON 239 / NRE 239, Introduction to Environmental Analysis
   - ENVIRON 438 / NRE 438, Natural Resource Statistics
   - AOSS 408 / ENSCEN 408, Environmental Problem Solving with Computers
   - ENVIRON 395, Tools for Environmental Problem Solving

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**COURSES IN THE ENVIRONMENT (ENVIRON)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Repeatable for Credit</th>
<th>Repeatable more than once</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVIRON 110(UC 110) / BIOLOGY 110 / GEOSCI 171 / AOSS 171 / ENSCEN 171</td>
<td>Introduction to Global Change: Physical Processes.</td>
<td>4</td>
<td>(NS). (BS). May not be repeated for credit. I.</td>
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<tr>
<td>ENVIRON 111(UC 111) / GEOSCI 172 / SOC 111 / GEOG 111 / AOSS 172 / ENSCEN 172</td>
<td>Introduction to Global Change: Human Impacts.</td>
<td>4</td>
<td>(SS). May not be repeated for credit. No credit for seniors. II.</td>
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<tr>
<td>ENVIRON 139. First-Year Seminar in the Environment.</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). (ID). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 160. Habits and Organisms: Terrestrial Ecosystems.</td>
<td>(3). (NS). (BS). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 191 / RCNSCI 291. The Biodiversity of the United States.</td>
<td>(1). (NS). (BS). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 201. Ecological Issues.</td>
<td>(4). (NS). (BS). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 210 / NRE 210. Introduction to Environmental Policy Making.</td>
<td>(3). (Excl). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 211. Social Sciences and Environmental Problems.</td>
<td>(4). (SS). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 212(UC 212). Introduction to Global Change III: Studies of Global Sustainability.</td>
<td>ENVIRON 110 and 111. (4). (SS). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 222(492). Introduction to Environmental Justice.</td>
<td>(3). (SS). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 239 / NRE 239. Introduction to Environmental Analysis.</td>
<td>MATH 115. (4). (NS). (QR/2). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 240(ENVRNSTD 240) / RCIDIV 240. Big Questions for a Small Planet: Introduction to Environmental Studies.</td>
<td>(4). (Excl). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 256 / ANTHRCUL 256 / NRE 256. Culture, Adaptation, and Environment.</td>
<td>(3). (SS). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 263(ENVRNSTD 263) / RCNSCI 263 / UP 263. Energy and the Environment.</td>
<td>Two and one-half years of high school mathematics, or any college course in mathematics or natural science. (4). (NS). (BS). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 270 / NRE 270. Our Common Future: Ecology, Economics &amp; Ethics of Sustainable Development.</td>
<td>(4). (Excl). May not be repeated for credit.</td>
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<tr>
<td>ENVIRON 281 / BIOLOGY 281. General Ecology.</td>
<td>BIOLOGY 162 and a laboratory course in chemistry. (3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in EEB 381.</td>
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<tr>
<td>ENVIRON 300 / NRE 300. Special Problems and Research.</td>
<td>Consent of instructor required (Prerequisites enforced at registration). (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits.</td>
<td>4</td>
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<tr>
<td>ENVIRON 302. Topics in Environmental Social Science.</td>
<td>(1-4). (Excl). May be elected twice for credit. May be elected more than once in the same term.</td>
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<tr>
<td>ENVIRON 303. Topics in Environmental Natural Science.</td>
<td>(1-5). (Excl). May be elected twice for credit. May be elected more than once in the same term.</td>
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**THE ENVIRONMENT / 113**

ENviron 380/Environ 280/EnvironSTD 280 / Geosci 380. MINeral Resources, Economics, and the Environment. No previous courses in geology or other sciences are required. (4). (NS). (BS). (QR). May not be repeated for credit. II.

ENviron 391 / EEB 391. Sustainability and the Campus. An introductory course in environmental studies, global change, or related field (e.g., Environ 201, 240, 270). (3). (Excl). May not be repeated for credit.


ENviron 396 / CAAS 396 / NRE 396. History of Environmental Thought and Activism. (3). (Excl). May not be repeated for credit.

ENviron 398 / NRE 398. Environment Internship Program. Permission of instructor required. (1-3). (EXPERIENTIAL). May be repeated for credit for a maximum of 9 credits. Offered mandatory credit/no credit.

ENviron 399 / NRE 399. Junior Honors Seminar. Consent of instructor required (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.


ENviron 403 / Histart 403 / NRE 403. History of Human Interaction with the Land. (3). (Excl). May not be repeated for credit. II.

ENviron 409 / EEb 487 / NRE 409. Ecology of Fishes. One course in ecology. (Lectures: 3 credits; lectures and lab: 4 credits). (Excl). (BS). May not be repeated for credit. II.

ENviron 411 / NRE 411. Fluvial Ecosystems. Environ 311, and an upper-level aquatic ecology or hydrology course. (4). (Excl). May not be repeated for credit.


ENviron 415 / NRE 415 / EEb 424. Behavioral Ecology and Conservation Biology. Biology 162. (4). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in EEb 492.

ENviron 416 / NRE 416 / EEb 425. Field Skills in Wildlife Behavior. Concurrent enrollment in Environ 415. (2). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in EEb 492.

ENviron 418 / NRE 418. Biology and Management of Insects. Module 1: 2 credits; modules 1 and 2: 3 credits, or modules 1, 2, and 3: 4 credits. (Module 1: 2 credits; modules 1 and 2: 3 credits, or modules 1, 2, and 3: 4 credits). (Excl). (BS). May not be repeated for credit.

ENviron 419 / NRE 419. Agricultural/Forest Pest Management. Environ 418 or EEb 442. (1-4). (Excl). May not be repeated for credit.

ENVIRON 422 / EEB 440 / NRE 422. Biology of Fishes. Biology 162 and one additional biology course. (3). (Excl). (BS). May not be repeated for credit.

ENViron 423 / EEB 441 / NRE 423. The Biology of Fishes Laboratory. Biology 162 and one additional biology course. (1). (Excl). (BS). May not be repeated for credit.


ENViron 475 / NRE 475 / EHS 588. Environmental Law. (3). (Excl). May not be repeated for credit.

ENViron 476 / EEB 476 / NRE 476. Ecosystem Ecology. General ecology and a 400-level course in Aquatic or Terrestrial Ecology. (3). (Excl). (BS). May not be repeated for credit. II.

ENViron 481 / NRE 481 / EDCURINS 474. Foundations of Environmental Education. (4; 3 for School of Education students). (Excl). May not be repeated for credit.

ENViron 482 / CAAS 482 / NRE 482. Environmental Justice: Theoretical Approaches. (3). (Excl). May not be repeated for credit.

ENViron 495 / NRE 495. Small Group, Organization, and Advocacy Planning. (3). (Excl). May not be repeated for credit.

ENViron 499 / NRE 499. Senior Honors Thesis. Consent of instructor required (Prerequisites enforced at registration). Environ 399. (1-6). (Independent). May be repeated for credit for a maximum of 6 credits.

Center for European Studies

Modern Western European Studies Academic Minor

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 an 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 and an academic minor in Modern Western European Studies may not count courses in those departments toward the requirements for the Modern Western European Studies academic minor.

**Advising:** The Director advises students at the Center’s offices, 1080 South University, Suite 4663. Advising appointments can be scheduled by calling (734) 647-2743, or by sending and e-mail to ces@umich.edu.

**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, the CES academic advisor.

At least two course must be upper-level (300-level or above), and courses must be distributed over at least 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.

**Modern European history sequence:** In addition, two courses must be 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, 322, 401, HISTORY 171, 221, 319, 320, 321, 322, 326, 386, 416.

**Elective courses:** Three courses chosen from one of the following groupings, either Group A, Group B, or Group C. All course in language departments are offered in English.

Each academic term, departments offer a wide variety of courses on modern Western Europe. The following courses may not be offered each term nor does the list include all the courses actually offered. Students are strongly encouraged to talk with the CES advisor to find suitable classes to fit their course of study.

A. Politics, Society, Economics
   - ANTHRCUL 309

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**Film and Video Studies**

**Senior Lecturers** Rayher (Film and Video), Sarris (Film and Video)

**Lecturers** Burnstein (Film and Video), Kybartus (Film and Video), Hardacker (Film and Video), Lawson (Film and Video), Loeser (Film and Video), McNamara (Film and Video)

**Professors Emeriti** Beaver, Konigsberg

The curriculum in Film and Video Studies provides an integrated program of courses in the history, aesthetics, theory, and techniques of film and video (single camera and studio television). Emphasis is placed on a liberal arts sequence that provides students with a solid foundation for understanding how film and electronic-based visual media arise out of varied cultural, historical, social, and technological circumstances. Three prerequisite courses prepare them for advanced study in the history and aesthetics of moving image media and for production courses. An introductory course in production gives students hands-on experience in film, video, and television. Courses in film history 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

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**C. Art and Culture of Western Europe**

- ARCH 323, 473; appropriate sections of 212
- ENGLISH 447 (appropriate sections)
- HISTART 102, 212, 271, 271; appropriate sections of 112, 272
- MUSCOL 341, 346
- RCHUMS 385; and appropriate sections of 290, 333, 360, and 389
- SOC 425

Other courses on 19th and 20th century European art and culture are chosen in consultation with, and approved by, the program advisor.

**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.
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. Required courses in Theory and Criticism examine the methods that have been used to study film, television, and digital media. Production core courses are designed to help concentrators work creatively in film, video, and television as they become familiar, through electives, with interdisciplinary, humanistic perspectives on how moving image technology has been used in different cultures as a medium of communication and artistic expression, and how various kinds of institutional practice have characterized its use. The film-video curriculum is designed to prepare students for more advanced work in film writing and criticism, in creative film, video-making, and studio television work, and for advanced study in graduate programs in moving image media.

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.

Film and Video Studies

May be elected as an interdepartmental concentration program

Prerequisite to Concentration: FILMVID 236; FILMVID 272; plus one history course from the following: FILMVID 351, 352, 353, or 355.

Students will apply for entry to the concentration after having completed the prerequisites with a grade point average of 2.0. In accord with LSA policies, students who do not meet the minimum grade requirement but still hope to declare the Film and Video Studies concentration may retake one prerequisite course. If they meet the criteria above with the new grade they earn in the re-taken course, they may declare Film-Video as their concentration.

Concentration Program (30 credits). A grade of C– or better must be achieved in any course taken to satisfy the concentration requirements.

1. Core Required Courses (18 credits).

   A. One history course beyond the prerequisite from among the following: FILMVID 351, 352, 353, or 355.
   B. One theory course beyond the prerequisite from among the following: FILMVID 372, 375, 376, or 461.
   C. Introduction to production course: FILMVID 290.
   D. Two production or writing courses from the following: FILMVID 300, 301, 302, 306, 310, 311.
   E. One studies course from among the following in national, regional, or transnational cinema: FILMVID 380, 440, 441, 442, 470, 485, or a similar course pre-approved by the advisor.

2. Required Electives (12 credits; 4 courses): Students are required to take a total of 12 credits of electives with no more than one course in production.

   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.

   Screenwriting sub-concentration. The Program offers a sub-concentration in Screenwriting to undergraduate students in the Film and Video concentration who demonstrate a special talent for writing for the screen.

   Students interested in the sub-concentration must take the same prerequisite courses required of students wishing to declare the Film and Video Studies concentration. Students with a grade point average of 2.0 in these three courses should meet with an advisor to declare their concentration in Film and Video Studies. Students must then take FILMVID 290 and 309, followed by FILMVID 310. After successful completion of FILMVID 310, a student may apply to the screenwriting sub-concentration. The Coordinator of Screenwriting, in consultation with the undergraduate curriculum committee, judges the quality of students’ writing. Entrance is highly selective, and the chair of the undergraduate committee will notify students whether or not they have been accepted into the sub-concentration. Students not accepted into the Screenwriting sub-concentration may continue with the Film-Video concentration. Students accepted into the sub-concentration will take FILMVID 410. Upon completion of FILMVID 410, some students may be accepted into FILMVID 427; those not accepted into FILMVID 427 will take FILMVID 311. FILMVID 423 is optional. Sub-concentrators are expected to complete all normal Film-Video concentration requirements in the studies-based part of the curriculum.

   After successful completion of FILMVID 410, students with a gpa of 3.5 or above in the FILMVID concentration and 3.4 gpa overall may wish to declare Honors in Screenwriting. Interested students should consult the Coordinator of Screenwriting.

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

   The Avery and Jule Hopwood Awards in Creative Writing. Under the terms of the will of Avery Hopwood, a member of the Class of 1905,
the annual income from a generous endowment fund is distributed in prizes for creative work in four fields: dramatic writing, fiction, poetry, and the essay. Competition is open to qualified students enrolled in any school or college of the University. Entrants must, however, be enrolled in a designated writing course elected through the Department of English Language and Literature, Residential College, the Program in Film and Video Studies, or the Department of Theatre. For full information about the conditions of competition contact the Hopwood Program Associate, 1006 Angell Hall, (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 recipient 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 any of the areas of screenwriting, 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 Garnett Garrison Scholarship. Awards of up to $1000 which help support Film and Video Studies Honors students to defray the costs of preparing their Honors thesis, production, or screenplay.

The Alice Webber Glover Scholarship Award. Awards of up to $2000 given to help with the special costs associated with the writing and/or production of student film, video, or digital media productions.

United Talent Agency Scholarship for Screenwriting. A competitive scholarship for screenwriting in which the winning screenplay 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.

**Film and Video Studies Academic Minor**

**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 (FILMVID 499) may not be used toward the academic minor. Students may not use more than one course to satisfy the requirements of both a concentration and a minor. Students are prohibited in the Category A of this minor from taking more than one course grounded in any single national cinema.

Students should take at least two of their elective courses at the 300 level or higher.

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 in 2512 Frieze Building, phone (734) 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. FILMVID 236 The Art of the Film
   B. One of the following: FILMVID 351, 352, or 353.

2. **Electives**

   A. **Moving Image Media in National & Regional Contexts.** Two courses totaling at least six credits 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

   - **U.S. media**
     - AMCULT 351, 490
     - FILMVID 355, 365, 366 (approved topics), 367, 368, 450, 451, 460
   - **Non U.S. media**
     - AMCULT 420
     - ASIAN 245, 475
     - CAAS 232, 440
     - FILMVID 232, 245, 440, 441, 455 (approved topics)
     - GERMAN 172, 330, 331
     - RCHUMS 312, 313
     - SLAVIC 312, 313
     - SPANISH 420

   B. **Comparative Media Studies.** One course of at least three credits to be chosen from among the following approved electives:

   - AMCULT 380
   - ASIAN 440
   - CAAS 232, 442, 470
   - FILMVID 361, 366 (approved topics), 380, 420, 422, 442, 455 (approved topics), 470, 485
   - PHIL 440
   - SPANISH 380
   - WOMENSTD 361
Courses in Film and Video Studies (FILMVID)

FILMVID 190. First-Year Film Seminar.
Only first-year students, including those with sophomore standing, may register for First-Year Seminars. All others need permission of instructor. (3; 2 in the half-term). (HU). May not be repeated for credit.

FILMVID 230. Introduction to the Moving Image.
(4). (HU). May not be repeated for credit. II.

(3). (HU). (R&E). May not be repeated for credit.

FILMVID 236 / RCHUMS 236. The Art of the Film.
(4). (HU). May not be repeated for credit. II.

FILMVID 245 / ASIAN 245. Anime.
(4). (Excl). May not be repeated for credit.

FILMVID 272. Classical Film Theory.
(3). (Excl). May not be repeated for credit.

FILMVID 290(200). Introduction to Film, Video and Television Production.
FILMVID 236 or 236 with a minimum grade of at least C- (Prerequisites enforced at registration). (3). (CE). May not be repeated for credit.

FILMVID 300. Filmmaking I.
FILMVID 290 and Film Video Concentrator (Prerequisites enforced at registration). Permission of instructor. (3). (Excl). May not be repeated for credit.

FILMVID 301. Video Art I.
FILMVID 290 and Film Video Concentrator (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

FILMVID 302. Television Studio I.
FILMVID 290 and Film Video Concentrator (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

FILMVID 306(405). Computer Animation I.
Consent of instructor required (Prerequisites enforced at registration). FILMVID 290. Students should have a basic working knowledge of the Macintosh platform, Photoshop, and digital video. (3). (Excl). May not be repeated for credit.

FILMVID 309. Screenplay as Literature.
FILMVID 236. (3). (Excl). May not be repeated for credit. I, II, IIIa, IIIb.

FILMVID 310. Screenwriting.
FILMVID 290 and Film Video Concentrator (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

FILMVID 311. Screenwriting for Television.
FILMVID 290 and Film Video Concentrator (Prerequisites enforced at registration). (3). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

FILMVID 320. Documentary Film.
FILMVID 230 or 236 recommended. (3). (HU). May not be repeated for credit.

FILMVID 230 or 236. (3). (HU). May be elected for a maximum of 9 credits. (Provided the content differs from previous election). May be elected more than once in the same term.

FILMVID 331 / ENGLISH 331. Film Genres and Types.
FILMVID 230 or 236. (3). (HU). May be elected for a maximum of 9 credits. May be elected more than once in the same term.

FILMVID 340. Writing Film Criticism.
FILMVID 230 or 236 (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit.

FILMVID 350. The History of American Film.
(3). (HU). May not be repeated for credit.

FILMVID 351. Film History, Origins to 1929.
FILMVID 236. (3). (HU). May not be repeated for credit. I, II, IIIa, IIIb.

FILMVID 352. Film History, 1930-1959.
FILMVID 236. (3). (HU). May not be repeated for credit. I, II, IIIa, IIIb.

FILMVID 353. Film History, 1960-Present.
FILMVID 236. (3). (HU). May not be repeated for credit. I, II, IIIa, IIIb.

FILMVID 355(370). Television History.
FILMVID 236. (3). (HU). May not be repeated for credit.

FILMVID 360. The History of World Film.
(3). (HU). May not be repeated for credit. II.

FILMVID 361 / WOMENSTD 361. Women and Film.
(3). (HU). May not be repeated for credit.

FILMVID 230 or 236. (3). (HU). (R&E). May not be repeated for credit.

FILMVID 366. Topics in Film, Television and Popular Culture.
(3). (Excl). May be elected for a maximum of 9 credits. May be elected more than once in the same term.

FILMVID 367. Introduction to Digital Media Studies.
(3). (HU). May not be repeated for credit.

FILMVID 368. Topics in Digital Media Studies.
FILMVID 367. (3). (Excl). May be elected up to three times for credit. May be elected more than once in the same term.

FILMVID 372. Contemporary Film Theory.
FILMVID 236. (3). (Excl). May not be repeated for credit.

FILMVID 375(450) Television Theory and Criticism.
FILMVID 236. (3). (Excl). May not be repeated for credit. I, II, IIIa, IIIb.

FILMVID 376. Digital Media Theory.
FILMVID 236. (3). (Excl). May not be repeated for credit. I, II, IIIa, IIIb.

Prior coursework in Film and Video Studies, Communications (television studies) or Latino Studies. A knowledge of Spanish is not required. Taught in English. (3). (Excl). May not be repeated for credit.

FILMVID 381 / AMCULT 381. Latinas/Latinos and the Media.
Consent of department (Prerequisites enforced at registration). AMCULT 213 or 380 or FILMVID 236 or 380 or SPANISH 230. (3). (HU). May not be repeated for credit.

FILMVID 400. Filmmaking II.
FILMVID 300, FILMVID concentrators only (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

FILMVID 401. Video Art II.
FILMVID 301, FILMVID concentrators only (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

FILMVID 402. Television Studio II.
FILMVID 302, FILMVID concentrators only (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

A 300- (or 400-) level production course in the relevant emphasized area: FILMVID 230, 301, 302, or 306; and permission of instructor. (1-3). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

FILMVID 406. Computer Animation II.
Consent of instructor required (Prerequisites enforced at registration). FILMVID 306. (3). (Excl). May not be repeated for credit.

FILMVID 410. Screenwriting II.
FILMVID 310, FILMVID concentrators only (Prerequisites enforced at registration). (3). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

FILMVID 414. Film Theory and Criticism.
FILMVID 230 or 236; FILMVID concentrators only (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

FILMVID 417. Screenwriting Master Class.
Consent of instructor required (Prerequisites enforced at registration). FILMVID 310, and current enrollment in FILMVID 410. Limited to students whose screenwriting work is judged as outstanding. (1-3). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

FILMVID 422. Topics in Avant-Garde Film.
FILMVID 230 or 236. (3). (Excl). May not be repeated for credit.

FILMVID 423. Practicum for the Screenwriter.
FILMVID 290, 310, and 410. (3). (Excl). May be elected twice for credit. May be elected more than once in the same term.

FILMVID 427. Screenwriting III.
FILMVID 310 and 410 (Prerequisites enforced at registration). Limited to students whose work is judged as showing outstanding potential in writing for the screen. Permission of instructor required. (3). (Excl). May not be repeated for credit.
CAAS 200 recommended. (3). (Excl). May not be repeated for credit.

FILMVID 441. National Cinemas.
FILMVID 230 or 236 or 360. (3). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

FILMVID 442 / CAAS 442. Third World Cinema.
CAAS 202 or FILMVID 230 or 236 recommended. (3). (Excl). May not be repeated for credit.

FILMVID 451 / AMCULT 490. American Film Genres.
Junior standing. (4). (Excl). May not be repeated for credit.

FILMVID 455. Topics in Film Studies.
FILMVID 230 or 236. (3). (Excl). May be elected for a maximum of 9 credits. May be elected more than once in the same term.

FILMVID 460. Technology and the Moving Image.
FILMVID 230 or 236 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit. II.

FILMVID 461 / WOMENSTD 461. Explorations in Feminist Film Theory.
Junior standing; and FILMVID 414 or WOMENSTD 240. (3). (Excl). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

FILMVID 480. Internship.
Concentration in Film and Video Studies. Consent of instructor required (Prerequisites enforced at registration). (2). (Excl). (EXPERIMENTAL). May be elected for a maximum of 6 credits. May be elected more than once in the same term. Does not count toward film-video concentration requirements.

FILMVID 490. Senior Honors Research.
Consent of instructor required (Prerequisites enforced at registration). (1-4). (Excl). (INDEPENDENT). May be repeated for credit. May be elected more than once in the same term. Does not count toward film-video concentration requirements.

FILMVID 500. Directed Study in Film and Video.
Permission of instructor required. (1-4). (Excl). (INDEPENDENT). May be elected for a maximum of 6 credits. May be elected more than once in the same term. I, II, IIIa, IIIb.

Geography

Not a concentration program

Professors Deskins (Sociology), Larimore (Residential College), Levine (A. Alfred Taubman College of Architecture and Urban Planning), Nystuem (A. Alfred Taubman College of Architecture and Urban Planning), Stearns (Geological Sciences), Stixrude (Geological Sciences)

Courses in Geography (GEOG)

(4). (SS). May not be repeated for credit. No credit for seniors. II.

GEOG 201 / GEOSCI 201. Water, Climate, and Humankind: The Earth System.
(4; 3 in the half-term). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 144. Those with credit for GEOG 111 may only elect GEOG 201 for 3 credits.

GEOG 245 / UC 245. Global Interdependence.
Sophomore standing. (3). (SS). May not be repeated for credit.

Introductory statistics (UP 503 or equivalent). (3). (Excl). May not be repeated for credit. I, IIIa.

GEOG 472 / UP 572. Transportation and Land Use Planning.
Permission of instructor. (3). (Excl). May not be repeated for credit. II.

Geological Sciences

2534 C.C. Little Building
1100 North University Avenue
(734) 764-1435 (phone)
(734) 763-4690 (fax)
http://www.geo.lsa.umich.edu/
Professor Joel D. Blum, Chair
Professor Stephen E. Kesler, Associate Chair for Curriculum
Professor Bruce H. Wilkinson, Associate Chair for Graduate Studies

Professors

Joel D. Blum (John D. MacArthur Professor of Geological Sciences),
Isotope geochemistry, environmental geochemistry, hydrogeochemistry

Eric J. Essene (William C. Kelly Collegiate Professor of Geological Sciences),
Metamorphic petrology, mineralogy, geochemistry, chemical thermodynamics

Rodney C. Ewing, Materials science and mineralogy

Daniel C. Fisher, Invertebrate paleontology, evolutionary functional morphology

Philip D. Gingerich (Ermine Cowles Case Collegiate Professor of Paleontology), Vertebrate paleontology and mammalian evolution

Stephen E. Kesler, Economic geology, exploration geology and geochemistry, environmental geochemistry

Rebecca Lange, Igneous petrology, volcanology

Kyger C Lohmann, Sedimentology, trace element and isotope geochemistry

Philip A. Meyers, Organic geochemistry, paleoceanography, paleolimnology

Samuel B. Mukasa, Igneous petrology, isotope geochemistry

Robert M. Owen (Arthur F. Thurnau Professor), Marine and lacustrine geology and geochemistry

Henry N. Pollack, Geophysics, terrestrial heat flow, tectonic evolution of the earth

David K. Rea, Marine geology, oceanography, sedimentology, paleoclimatology

Larry J. Ruff, Geophysics, seismology

Lars P. Stixrude, Geophysics, mineral physics

Ben A. van der Pluijm, Structural geology
Rob Van der Voo (Frank H.T. Rhodes Collegiate Professor of Geologi-
cal Sciences), 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

Youxue Zhang, Mineral physics, chemical thermodynamics

**Associate Professors**

Thomas R. Baumiller, Paleontology, biomechanics

Udo Becker, mineralogy, mineral surface chemistry, computational
mineralogy

Robyn J. Burnham, Paleobotany

Gerald J. Keeler, Chemistry and geochemistry of the atmosphere

Carolina M. Lithgow-Bertelloni, Geophysics, geodynamics

Peter van Keken, Geophysics, geodynamics

**Assistant Professors**

Maria Clara Castro, hydrogeochemistry, noble gas geochemistry

Todd A. Ehlers, Interaction of climate, tectonics and surface proc-
esses, land form evolution, low-temperature thermochronology,
numerical modeling

Ingrid L. Hendy, Oceanography, paleoclimatology, micropaleontol-
ogy, marine geochemistry

Chris Poulsen, Paleoclimate, paleoceanography, and climate model-
ing

Jeffrey A. Wilson, Paleontology

**Research Scientist**

Jeffery C. Alt, Water-rock interaction and hydrothermal geochemistry

**Associate Research Scientist**

Catherine Badgley, Vertebrate paleontology

Chris M. Hall, Isotope and noble gas geochemistry, argon geochno-
logy

Josep M. Pares, Paleomagnetism, tectonics

**Assistant Research Scientists**

Yuhui Ai, Petrology and geochemistry

Clint Conrad, Geodynamics

James Gleason, Oceanography

Shaopeng Huang, Geophysics, paleoclimatology

Bjorn Klaue, Analytical chemistry, geochemistry

Jie Lian, Radiation effects and advanced materials

Satoshi Utsunomiya, Environmental geochemistry and mineralogy

**Adjunct Professors**

Ian S.E. Carmichael, Igneous petrology and geochemistry

John W. Geissman, Geophysics, paleomagnetism

William B. Simmons, Mineralogy and petrology

**Adjunct Assistant Professor**

Karen L. Webber, Petrology, volcanology

**Adjunct Assistant Research Scientist**

Roland C. Rouse, Mineralogy

**Visiting Assistant Professors**

Shanan Peters, Paleontology

**Visiting Research Scientist**

Edward H. Poindexter, Mineralogy

**Professors Emeriti**

Charles B. Beck, Paul L. Cloke, Donald F. Eschman, William R. Farrand, William C. Kelly, Robert V. Kesling,
THEODORE C. MOORE, JAMES R. O’NEIL, SAMUEL I. OUTCALT, DONALD R. PEACOR, GERALD R. SMITH, JAMES C.G. WALKER, JAMES LEE WILSON

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 stu-
dents 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

(4) an Oceanography Concentration Program;

(5) an Earth Systems Science Concentration Program; as well as

(6) Honors Concentrations in any of the above programs, and

(7) a Teacher’s Certificate Program, for prospective science teach-
ers who are candidates for a secondary teaching certificate in
earth science and general science; and

(8) Academic minors in Earth Sciences, Environmental Geology,
Geochemistry, Oceanography, and Paleontology.

**Awards and Prizes.** The Department of Geological Sciences offers
several awards for undergraduate students. Winners of these awards
are selected by the faculty with advice from the student body and
are presented in the Spring at the annual Dorr awards banquet.
These include:

- Undergraduate Academic Excellence Award, which is presented to a
fourth-year student whose overall academic performance, including
course grades and class participation, is judged to have been excel-
lent.

- Undergraduate Outstanding Citizen Award, which is presented to a
third or fourth-year student who makes significant contributions to
the academic and social life of the department, often through activi-
ties of the Geology Club.

- Camp Davis Field Geologist Award, which is presented to a student
who excels during one of the advanced field training courses offered
at the department’s field school at Camp Davis, Wyoming.

**Upper-Level Writing Requirement.** The College requires that
every student satisfy an upper-level writing requirement before
graduation. Students in all concentration programs in Geological
Sciences must satisfy this requirement by completion of GEOSCI 380
or by a program of writing that is explained in detail in a publica-
tion that every concentrator should obtain from the Geological Sciences
website. Certification must also be obtained from an advisor,
with advice from the student body, immediately after submission of the application for the degree.

**Advising and Advance Approval of Program and Elections.** A
concentration plan in the Department of Geological Sciences is de-
veloped in consultation with a concentration advisor. A proposed
plan must be approved in its entirety by the appropriate advisor prior
to registration for the first term of concentration. Thereafter, pro-
gress 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 advi-
sor, on an official LS&A Concentration Release Form, immediately
prior to submission of the application for the degree.

Information about concentration program options in geological
sciences and about appointments with concentration advisors is
available at 2534 C.C. Little Building.

**Teaching Certificate.** The Department of Geological Sciences
offers prospective secondary school science teachers an opportunity
to earn a bachelor’s degree from the College with a concentration in
Geological Sciences while satisfying the requirements for a provi-
sional 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 (GEOSCI 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 (GEOSCI 341 and 440) 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 GEOSCI 440 of students in the professional program. GEOSCI 341 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 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 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 symposiums, group recreational educational camping trips, social and professional networking.

**Earth 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 (GEOSCI 116, 117, or 120) or an introductory geoscience course without laboratory (GEOSCI 119, 284 or 205+206) combined with a laboratory course (GEOSCI 118 or 207).
2. One year of introductory chemistry with laboratory, ordinarily two of three from CHEM 125/130, 210/211, and 230.
3. One year of introductory physics with laboratory, preferably PHYSICS 140/141 and 240/241. Concentrators specializing in paleontology may substitute BIOLOGY 162 for one term of physics with laboratory.
4. Two courses in college mathematics, ordinarily MATH 115 and 116.
5. Elements of Mineralogy (GEOSCI 231).

**Concentration Program.** The concentration program requirements are:

1. **Core Courses:** GEOSCI 305, 310, 351, 440.
2. **Geoscience Electives:** Three additional geological sciences courses, including at least two from GEOSCI 418, 420, and 422. The third can be any 400-level GEOSCI course, except 411.
3. **Required Cognates.** In addition concentrators must elect six 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.

**Earth Systems Science**

*May be elected as a departmental concentration program*

The Earth Systems Science is a departmental concentration designed to prepare students for graduate study in the Earth Sciences and for
later professional work. This program of study is conducted in cooperation with the Department of Atmospheric, Oceanic and Space Science in the College of Engineering.

Each student concentrating in Earth Systems Science must choose one of three options in which to specialize: Earth Science, Atmospheric Science, or Biogeochemistry. To insure the breadth required by the science of the Earth's natural systems, each student must complete a minimum of eight courses distributed as follows:

1. One class from each of the three options.
2. At least two classes from two of the three options.
3. At least five additional prerequisites and electives within one option.

**Prerequisites** (common to all three options and should be completed as soon as possible):

1. Two years of mathematics, ordinarily MATH 115, 116, 214 or 215 and 216.
2. One year of introductory physics with laboratory, ordinarily PHYSICS 140, 141, 240 and 241.
3. One semester of introductory chemistry with laboratory, either CHEM 125 or 130 or CHEM 210 and 211.

**Core Courses** (common to all three options): GEOSCI 320, 321, and GEOSCI 409.

**Earth Science Option**

1. Additional prerequisites: at least one of GEOSCI 117 (or 116 or 120), GEOSCI 171/AOSS 171, or GEOSCI 201.

**Atmospheric Science Option**

1. Additional prerequisites: at least one of AOSS 202 or GEOSCI 222/223.

**Biogeochemistry Option**

1. Additional prerequisites: BIOLOGY 162.

**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 (GEOSCI 116, 117, 120, or 201) or an introductory geoscience course without laboratory (GEOSCI 119, 284 or 205+206) combined with a laboratory course (GEOSCI 118 or 207).
2. One year of introductory chemistry with laboratory (CHEM 125/130, 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 34 credits. A concentration plan must include:

1. **Core Courses.** GEOSCI 232 (or 231), 325, 442, and 477.
2. **Field Course.** GEOSCI 341.
3. **Geoscience Electives.** Two additional geological sciences courses chosen from GEOSCI 305, 310, 351, 380, 427, 443, 478.
4. **Required Cognates.** In addition concentrators must elect six credits of advanced cognate courses. These must be above the prerequisite level in biology, CHEM, MATH, engineering, NRE, or EIH/LTH (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 (GEOSCI 116, 117, or 120) and GEOSCI 231; BIOLOGY 162 (or equivalent); MATH 115 and 116; PHYSICS 140/141 and 240/241; and two of three from CHEM 125/130, 210/211, and 230.

**Concentration Program.** All concentrators must complete GEOSCI 222/223 and one course from among GEOSCI 305, 310, 351, and 418/419. All concentrators must also complete MATH 215 and 216 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 GEOSCI 449 and the remaining credits chosen from: GEOSCI 305, 310, 351, 415, 418/419, 420, 422, 430, 455, 466, 467, 470, 478, 479, 485; EEB 380; CHEM 365; ENVIRON 438; and AOSS 440.
2. Marine Geophysics. 16-18 credits that must include GEOSCI 449 and the remaining credits chosen from: GEOSCI 305, 310, 351, 483, 484, 485, 487, 488, CHEM 365; MATH 405, 450, 454, 471; and ENVIRON 438.
3. Marine Geochemistry. 16-18 credits that must include GEOSCI 478 and the remaining credits chosen from: GEOSCI 305, 310, 415, 422, 430, 449, 455, 466, 473, 474, 479, 485; CHEM 210/211, 215/216, 302, 340, 365; EEB 380; and ENVIRON 438.
4. Marine Biology/Paleobiology. 16-18 credits that must include EEB 380 and the remaining credits from: GEOSCI 305, 418/419, 430, 437, 449, 456, 473, 478, 485; BIOLOGY 305; EEB 381, 437, 438, 440, 483/484; MCDB 408, 411; CHEM 365; and ENVIRON 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. GEOSCI 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 3.4 grade point average in geological sciences courses elected in the department; and (2) a cumulative grade point average of at least 3.4 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 1.** Courses with laboratory: GEOSCI 116, 117, 120, and 201.
   - **Group 2.** Courses without laboratory (GEOSCI 119, 135, 205+206, or 284) plus a laboratory course (GEOSCI 118 or 207).

2. **Introductory and general interest courses.** No more than four additional credits may be elected from the 100- and 200-level courses in Geological Sciences, excluding courses listed in Category One above. One first-year seminar and one mini-course may be included in the credits from Category Two.

3. **Specialized courses.** The remainder of the credits for the Academic Minor must be elected from 300- and 400-level courses in Geological Sciences.

**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 1.** Courses with laboratory: GEOSCI 116, 117, 120, and 201.

2. **Core courses:** GEOSCI 380 and 442 are required.

3. **Elective courses:** The remaining credits for the Academic Minor are to be elected from GEOSCI 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:
   - **Group 1.** Courses with laboratory: GEOSCI 116, 117, 120, and 201.
   - **Group 2.** Courses without laboratory (GEOSCI 119, 135, 205+206, or 284) plus a laboratory course (GEOSCI 118 or 207).

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

3. **Elective courses:** to be elected from one of GEOSCI 100, 101, or 110; one of GEOSCI 151, 152, or 154; or any of GEOSCI 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 GEOSCI 103, 106, 116, 117, 118, 119, 120, 125, 135, 149, 150, 201, 205, 206, 207, and RCNCSI 232.

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

3. **Elective courses** (at least 8 credits required). Students may choose from: GEOSCI 416, 437, 438, 439, 498 (for 1-3, but no more than 3 credits); EEB 390, and EEB 461.

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**Courses in Geological Sciences (GEOSCI)**

GEOSCI 100-115 and 170 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 Schedule of Classes 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 Schedule of Classes. These courses are designed primarily for students with no prior geologic training and they are open to all interested persons. GEOSCI 100-115 and 170 are offered on the graded pattern (optional pass/fail).

GEOSCI 100. Coral Reefs.

1. (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 156.
GEOSCI 101. Waves and Beaches.  
(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 152.

GEOSCI 102. Energy from the Earth.  
(1). (NS). (BS). May not be repeated for credit.

GEOSCI 103. Dinosaurs and Other Failures.  
(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 149.

GEOSCI 104. Ice Ages: Past and Future.  
(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 151.

GEOSCI 105. Continents Adrift.  
(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 205 or 146.

(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 125.

GEOSCI 107. Volcanoes and Earthquakes.  
(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 205, 146, or 147.

GEOSCI 108. Making Mountains and the Earth's Surface.  
(1). (NS). (BS). May not be repeated for credit.

(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 206.

GEOSCI 110. History of the Oceans.  
(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 222.

GEOSCI 111. Climate and Mankind.  
(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 201 or 151.

GEOSCI 113. Planets and Moons.  
(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 204 or 153.

GEOSCI 114. Global Warming.  
(1). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 151.

GEOSCI 115. Earth and Life through Time  
(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 135 or 145.

GEOSCI 116. Introductory Geology in the Field.  
(6). (NS). (BS). May not be repeated for credit. Reduced credit is granted for GEOSCI 116 to those with credit for an introductory course in geology on campus (GEOSCI 117, 118, 119, 120, 205, or 206). Students who have completed GEOSCI 117 and then complete 116 receive 2 credits; GEOSCI 119 or 120, 3 credits; GEOSCI 205 or 206, 4 credits; One of GEOSCI 205 or 206, 5 credits. IJI at Camp Davis, Wyoming.

GEOSCI 117. Introduction to Geology.  
(5). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 116, 119, or 120. Those with credit for one of GEOSCI 205 OR 206 may only elect GEOSCI 117 for 4 credits; No credit granted to those who have completed both GEOSCI 205 AND 206. I and II.

GEOSCI 118. Introductory Geology Laboratory.  
Prior or concurrent enrollment in GEOSCI 119, or 205 and 206, or 135. (1). (NS). (BS). May not be repeated for credit. Credit is not granted for GEOSCI 118 to those with credit for an introductory course in geology (GEOSCI 116, 117, or 216). I and II.

GEOSCI 119. Introductory Geology Lectures.  
(4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 116, 117, 120. No credit granted to those who have completed both GEOSCI 205 AND 206. Those with credit for one of GEOSCI 205 OR 206 may only elect GEOSCI 119 for 3 credits. I and II.

GEOSCI 120. Geology of National Parks and Monuments.  
(4). (NS). (BS). May not be repeated for credit. Credit is not granted for GEOSCI 120 to those with credit for an introductory course in geology (GEOSCI 116, 117, 119). No credit granted to those who have completed both GEOSCI 205 AND 206. Those with credit for one of GEOSCI 205 OR 206 may only elect GEOSCI 120 for 3 credits. II.

GEOSCI 122 / A OSS 102. Extreme Weather.  
(3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in A OSS 202.

GEOSCI 125. Evolution and Extinction.  
(3). (NS). (BS). May not be repeated for credit. Those with credit for GEOSCI 106 may only elect GEOSCI 125 for 2 credits. May not be included in a concentration plan in geological sciences.

High-school algebra. (4). (NS). (BS). (QR/2). May not be repeated for credit.

GEOSCI 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). (BS). May not be repeated for credit.

GEOSCI 142. From Stars to Stoness.  
High school math and science. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All other students need permission of instructor. (3). (NS). (BS). May not be repeated for credit.

GEOSCI 145. Evolution of the Earth.  
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). May not be repeated for credit.

GEOSCI 146. Plate Tectonics.  
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). May not be repeated for credit. Those with credit for GEOSCI 105 and 107, or both GEOSCI 105 AND 206, may only elect GEOSCI 145 for one credit.

GEOSCI 148. Seminar: Environmental Geology.  
High school math and science. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed three of GEOSCI 105, 107, and 205. Those with credit for one of GEOSCI 105 and 107 may only elect GEOSCI 146 for 2 credits. Those with credit for GEOSCI 205, or both GEOSCI 105 and 107, may only elect GEOSCI 146 for one credit.

GEOSCI 150. Dinosaur Extinction and Other Controversies.  
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). May not be repeated for credit.

GEOSCI 151. The Ice Ages: Past and Present.  
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). May not be repeated for credit. Those with credit for GEOSCI 104 may only elect GEOSCI 151 for 2 credits.

GEOSCI 152. Coastal Systems and Human Settlements.  
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). May not be repeated for credit.

High school science and math 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). May not be repeated for credit.

GEOSCI 154. Ocean Resources.  
High school science and math recommended. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit.

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). May not be repeated for credit.

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). May not be repeated for credit.


GEOSCI 172 / ENVIRON 111 / SOC 111 / GEOG 111 / AOSS 172 / ENSCEN 172. Introduction to Global Change: Human Impacts. (4). (SS). May not be repeated for credit. No credit for seniors. II.

GEOSCI 201 / GEOG 201. Water, Climate, and Humankind: The Earth System. (4; in the half-term). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 144. Those with credit for GEOSCI 111 may only elect GEOSCI 201 for 3 credits. I.

GEOSCI 204 / AOSS 204 / ASTRO 204. The Planets: Their Geology and Climates. High school mathematics through plane geometry and trigonometry. (3). (NS). (BS). May not be repeated for credit. Those with credit for GEOSCI 113 may only elect GEOSCI 204 for 2 credits. I.

GEOSCI 205. How the Earth Works: The Dynamic Planet. (2). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 116, 117, 119, or 120. Those with credit granted to those who have completed both GEOSCI 105 and 107. Those with credit for one of GEOSCI 105 and 107 may only elect GEOSCI 205 for 1 credit.

GEOSCI 206. How the Earth Works: The Water Cycle and Environment. (2). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 116, 117, 119, or 120. Those with credit for GEOSCI 105 and 107 may only elect GEOSCI 206 for 1 credit.

GEOSCI 207. How the Earth Works: A Hands-On Experience. (2). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 116, 117, 119, or 120. I.

GEOSCI 222. Introductory Oceanography. (3). (NS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AOS 203. I.

GEOSCI 223. Introductory Oceanography, Laboratory. Concurrent enrollment in GEOSCI 222. (1). (NS). (BS). (QR/2). May not be repeated for credit.

GEOSCI 231. Elements of Mineralogy. Prior or concurrent enrollment in CHEM 125/126/130 or 210/211. (4). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 431. Those with credit for GEOSCI 232 may elect GEOSCI 231 for only 2 credits. I.

GEOSCI 232. Earth Materials. Prior or concurrent enrollment in CHEM 125/126/130 or 210/211. (4). (NS). (BS). May not be repeated for credit. Those with credit for GEOSCI 231 may elect GEOSCI 232 for only 2 credits. II.

GEOSCI 284. Environmental Geology. (4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 148. Those with credit for GEOSCI 147 may only elect GEOSCI 284 for 3 credits. I.


GEOSCI 310. Petrology. GEOSCI 231 and permission of instructor. (4). (Excl). (BS). May not be repeated for credit. II.


GEOSCI 321 / AOSS 321. Earth Systems Dynamics. GEOSCI 320 and MATH 216. (4). (Excl). (BS). May not be repeated for credit. II.


GEOSCI 351. Structural Geology. One introductory geological sciences laboratory course. (4). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 451. II.

GEOSCI 380(280) / ENVIRON 380. Mineral Resources, Economics, and the Environment. No previous courses in geology or other sciences are required. (4). (NS). (BS). (QR/2). May not be repeated for credit. I.

GEOSCI 409 / AOSS 410. Earth System Modeling. GEOSCI 320 and 321. (4). (Excl). (BS). May not be repeated for credit. II.


GEOSCI 411. Geology of Michigan. Prior or concurrent enrollment in GEOSCI 417. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 155.

GEOSCI 417. Geology of the Great Lakes. An introductory course in geology (GEOSCI 116, 117, 120, or 205/206/118), biology, or oceanography (GEOSCI 222/223), and permission of instructor. (2). (Excl). (BS). May not be repeated for credit.

GEOSCI 418. Paleontology. An introductory course in geology (GEOSCI 116, 117, 120, or 205/206/118) or BIOLOGY 162. (3). (Excl). (BS). May not be repeated for credit. I.

GEOSCI 419. Paleontology Laboratory. Prior or concurrent enrollment in GEOSCI 418. (1). (Excl). (BS). May not be repeated for credit. I.

GEOSCI 420. Introductory Earth Physics. MATH 116 or 156 or 176 or 186 or 295 (Prerequisites enforced at registration). (2). (Excl). (BS). May not be repeated for credit. I.


GEOSCI 422. Principles of Geochemistry. GEOSCI 231, 305, 310 and CHEM 125/126/130. (3). (Excl). (BS). May not be repeated for credit. II.


GEOSCI 427. Environmental and Technological Applications of Mineralogy. GEOSCI 231/232, comparable courses in the solid-state, or the approval of the instructor. (3). (Excl). (BS). May not be repeated for credit.

GEOSCI 428. Mineral Surface Chemistry. One course in mineralogy, petrology, solid state chemistry, solid state physics, or materials science. (3). (Excl). (BS). May not be repeated for credit.

GEOSCI 429. Computational Mineralogy. One course in mineralogy, petrology, solid state chemistry, solid state physics, or materials science. (4). (Excl). (BS). May not be repeated for credit.

GEOSCI 430. Depositional Environments. Permission of instructor. (3). (Excl). (BS). May not be repeated for credit.


GEOSCI 442. Earth Surface Processes and Soils. MATH 115, CHEM 130, and GEOSCI 231 or 232. (4). (Excl). (BS). May not be repeated for credit. I.

GEOSCI 443. Climate, Tectonics, and the Earth’s Surface. MATH 115 and GEOSCI 117 or 119. (4). (Excl). (BS). May not be repeated for credit.

GEOSCI 499. Research or Special Work.
Consent of instructor required (Prerequisites enforced at registration). (1-6). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. I, II, III, IIIa, IIb.

GEOSCI 507. Igneous Petrography and Petrogenesis.
GEOSCI 310. (4). (Excl). (BS). May not be repeated for credit.

GEOSCI 508. Metamorphic Petrology.
GEOSCI 231 and 451; graduate standing. (4). (Excl). (BS). May not be repeated for credit.

GEOSCI 510. Paleobiology.
GEOSCI 418, 437, 438, 439, or BIOLOGY 351, MCD 413, BIOLOGY 443. Graduate standing. (4). (Excl). (BS). May not be repeated for credit.

GEOSCI 515. Tectonics of Oceans and Continents.
GEOSCI 351. (4). (Excl). (BS). May not be repeated for credit.

GEOSCI 525. Tectonophysics.
A basic knowledge of mathematics and physics is required; Permission of instructor. (4). (Excl). (BS). May not be repeated for credit.

GEOSCI 530. Sediment Diagenesis.
Graduate standing and permission of instructor. (3). (Excl). (BS). May not be repeated for credit.

GEOSCI 531. Seminar in Geologic Problems.
Permission of instructor. (1-3). (Excl). (BS). May be elected up to three times for credit. May be elected more than once in the same term.

Permission of instructor. (1-2). (Excl). (BS). May be repeated for credit. May be elected more than once in the same term.

GEOSCI 533. Seminar in Economic Geology.
Permission of instructor. (1-2). (Excl). (BS). May be repeated for credit. May be elected more than once in the same term.

GEOSCI 534. Seminar in Geophysics, Tectonics, or Structure.
Permission of instructor. (1-2). (Excl). (BS). May be repeated for credit. May be elected more than once in the same term.

GEOSCI 535. Seminar in Mineralogy, Petrology, or Geochemistry.
Permission of instructor. (1-2). (Excl). (BS). May be repeated for credit. May be elected more than once in the same term.

GEOSCI 536. Seminar in Stratigraphy, Paleontology, or Sedimentology.
Permission of instructor. (1-2). (Excl). (BS). May be repeated for credit. May be elected more than once in the same term.

GEOSCI 553. Thermodynamics and Phase Equilibria.
GEOSCI 231 and 310; CHEM 468 recommended. Graduate standing. (3). (Excl). (BS). May not be repeated for credit.

Math through differential equations and GEOSCI 553. Graduate standing. (3). (Excl). (BS). May not be repeated for credit.

GEOSCI 580. Isotope Geology.
Graduate standing. (3). (Excl). (BS). May not be repeated for credit.

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**Germanic Languages and Literatures**

Andrei S. Markovits (Carl W. Deutsch Collegiate Professor of German and Comparative Politics), German and European Politics, Comparative Political Sociology, Sociology of Culture and Sports

George Steinmetz, Social Theory, Historical Sociology, German Colonialism, Political Sociology

**Associate Professors**

Frederick Amrine, Age of Goethe, Philosophy, Literature and Science
Julia Hell, Twentieth-Century German Literature and Culture; Literary and Cultural Theory; Psychoanalysis and Feminist Theory

Helmut Puff, Early Modern German Literature and History, Gender Studies
Scott Spector, Cultural History, Intellectual History, Film, German-Jewish Culture

**Professors**

Kathleen Canning, Modern Germany, modern European women and gender, labor and social movement

Geoff Eley (Sylvia L. Thrupp Collegiate Professor of Comparative History), German history, modern Europe, historiography, cultural studies

Robert L. Kyes, Germanic Linguistics, Language Learning and Pedagogy

Scott Spector, Cultural History, Intellectual History, Film, German-Jewish Culture

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

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**GEOSCI 449. Marine Geology.**
GEOSCI 222/223 or introductory physical geology (GEOSCI 116, 117, 120, 205/206/116). (3). (Excl). (BS). May not be repeated for credit.

**GEOSCI 451. Introductory Earth Structure.**
Permission of Instructor. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 351. Geology and oceanography concentrators should not enroll in GEOSCI 451, but elect GEOSCI 351.

**GEOSCI 452. Cenozoic Stratigraphy and Global Change**
GEOSCI 117/119 and 222. (3). (Excl). (BS). May not be repeated for credit.

**GEOSCI 465 / CHEM 467 / AOSS 467. Biogeochemical Cycles.**
MATH 116, CHEM 210, and PHYSICS 240 (or 260). (3). (Excl). (BS). May not be repeated for credit.

**GEOSCI 467. Stratigraphy.**
GEOSCI 305, 310, and 351. (3). (Excl). (BS). May not be repeated for credit.

**GEOSCI 473. Fundamentals of Organic Geochemistry.**
GEOSCI 305 or CHEM 215/216. (3). (Excl). (BS). May not be repeated for credit.

**GEOSCI 477. Hydrogeology.**
High school knowledge of physics, chemistry, and geology. MATH 116. MATH 215/216 are recommended. (4). (Excl). (BS). May not be repeated for credit.

**GEOSCI 478. Geochemistry of Natural Waters.**
College chemistry. (4). (Excl). (BS). May not be repeated for credit.

**GEOSCI 483. Geophysics: Seismology.**
Prior or concurrent election of MATH 215 and PHYSICS 240 (or 260). (4). (Excl). (BS). May not be repeated for credit.

**GEOSCI 486. Geodynamics.**
GEOSCI 420 and prior or concurrent election of MATH 215 and PHYSICS 240 (or 260). (3). (Excl). (BS). May not be repeated for credit.

**GEOSCI 489. Geological Sciences Honors.**
Consent of instructor required (Prerequisites enforced at registration). (1-6). (Excl). (BS). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. Continuing Course. Y grade can be reported at end of first term to indicate work in progress. At the end of the second term graduate standing. The final grade is posted for both term’s elections.

**GEOSCI 490. Geological Sciences Honors.**
Consent of instructor required (Prerequisites enforced at registration). (1-6). (Excl). (BS). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. Continuing Course. Y grade can be reported at end of first term to indicate work in progress. At the end of the second term graduate standing. The final grade is posted for both term’s elections.

**GEOSCI 497. William T. Smith Lecture Seminar.**
Two required GeoScience concentration core courses. (1). (Excl). May be elected twice for credit. Offered mandatory credit/no credit.

**GEOSCI 498. Research or Special Work.**
Consent of instructor required (Prerequisites enforced at registration). (1-6). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits.
Studies. These courses are open not just to concentrators and mi-

Intermediate and advanced courses are designed both to enhance

experience, and speaking excellent German.

doing this: students who go each year come back excited about their

Programs provide extensive assistance to students interested in

strongly encouraged to pursue an internship or study abroad in

German. Upon completion of the fourth-term course, students are

film, literary topics, engineering, and mathematical and scientific

on German politics and economics, history, music, art, anthropology,

German concentration proper. These special topics include courses

stepping stones to LAC courses and to coursework outside of the

(GERMAN 232) are meant to provide an introduction to the discourse

language requirement stimulating and useful. We believe that language

interests of the majority of students so that they will find the lan

Germany has emerged as the strongest economy in Europe, and the

State of Michigan has especially deep economic ties to Germany: Thus German is one of the most important languages for business and engineering. German is also centrally important for gaining a first-hand, fundamental knowledge of the aesthetic, philosophical, and scientific foundations of modern thought. By a wide margin, German is the most frequently required or recommended academic language.

At every level of our language 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 worldviews 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 we 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, engineering, 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: students who go each year come back excited about their experience, and speaking excellent German.

Intermediate and advanced courses are designed both to enhance language skills and to explore central issues in all areas of German Studies. These courses are open not just to concentrators and mi-

ors but also to all students who meet prerequisites regardless of concentration area.

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 fourth-term proficiency (GERMAN 232 or the equivalent) are considered to have satisfied the language requirement and may elect more advanced courses. LS&A 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. LS&A 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 Schedule of Classes.

Prizes. The Bronson-Thomas Prize is awarded annually to an undergraduate student enrolled in junior-level or senior-level German courses. The Kothe-Hildner Fund provides many prizes each year in competitions open to students enrolled in first- and second-year German. The German Department’s Martin Haller Prize is awarded annually to the student who submits the best senior Honors thesis. Arati Sharangpani Scholarships and Charles Hubbs Scholarships are available for study abroad. Awards for summer language study are provided by the Sturm Family Endowment.

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 Residence Program
(734) 764-8018 (phone)
e-mail: maxkade@umich.edu
http://www.lsa.umich.edu/german/german/maxkade

Residents of the Kade Program have the opportunity to learn and practice German in an informal setting: students at all levels are welcome. They are also able to participate in the many activities in the residence, such as film series, Kaffeestunden, and a mini-course featuring guest lectures by faculty. The Program also organizes and subsidizes trips to local cultural events, and to Berlin, Vienna or Munich over Spring Break. The George Valenta Scholarship is available each year for an upperclass concentrator residing in the Kade Program.

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German

May be elected as a departmental concentration program

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 all aspects 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.

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.

Prerequisites to Concentration. GERMAN 232, or the equivalent.

Concentration Program. Required are 30 credits in GERMAN beyond GERMAN 232. Courses in GERMAN must include GERMAN 325 or 326; three 300-level courses, at least two of which must be taught in German; GERMAN 425 or 426 or the equivalent; three additional 400-level GERMAN courses, at least two of which must be taught in German; and at least two additional GERMAN courses numbered 300 or higher, which may include courses taught in English. A minimum of 15 of the required 30 credits must be taken either in residence at Michigan or through a study abroad program affiliated with the University of Michigan. For further information, contact Karl-Georg Federhofer at (734) 764-8018.

Honors Concentration. In meeting the requirements stated above, 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 at the end of the junior year. For further information, consult Professor Barndt 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 (GERMAN 531 or equivalent work in the School of Education) 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 Hartmut Rastalsky whose hours are posted on the department bulletin board.

Internships. One of the most effective ways for students to immerse themselves in another culture is to work there. Moreover, internships provide real training, contacts, impressive lines for resumes, and sometimes even a foot in the door to a full-time job. Germanic Languages offers its students help in finding internships in German-speaking countries, and it makes numerous awards each year to subsidize internships. We attempt to find jobs that match students' abilities, interests, and career choices. The department has entered into a collaboration with the prestigious internship organization CDS International, which has opened a Midwest office inside the department. CDS has also established a special section on its website solely for UM students. To learn more details about the program and the application process, see:
http://www.cdsintl.org/fromusa/unich.html or contact Peggy Wunderwald-Jensen at (734) 615-6336.

Study Abroad. The department and the Office of International Programs offer two UM-affiliated study abroad programs for students of German, in Freiburg (Fall and Winter terms) and Tübingen, Germany (Winter term). The Office for International Programs also offers a six-week Summer Program in Graz, Austria. See the OIP's website for further information about these programs. Thanks to the generosity of the Sturm family, the department is able to give numerous scholarships each year in support of summer language study in Germany.

To learn more details about these study-abroad programs and the application process, contact Karl-Georg Federhofer at (734) 764-8018.

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 1970s. The program offers both language and literature courses. The first- and second-year courses satisfy the language requirement. Upper-level courses have ranged from the most modern literature to medieval genres, the literature of Rembrandt's time, and Vincent van Gogh's letters or Dutch colonial literature from The East Indies. Independent studies in combination with for instance European or World History, Anthropology, South African, or Indonesian Studies are encouraged. Hovering between English and German, Dutch is easy to learn for English speakers. Tutorials in the closely-related South African language Afrikaans are available on request.

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.

The Martin Zwart Scholarship is awarded each summer. Grants are also 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

Lecturers J. Eriksson (Swedish Language, Literature, and Culture), Maria Gull (Swedish Language)

Scandinavian countries have made important contributions to Western civilization, from the Sagas of the medieval period to the pioneers of modern drama, Ibsen and Strindberg, the children's literature of Astrid Lindgren, cinema, design, and other art forms. Scandinavian thinkers have also made crucial contributions to the development of the social welfare state, biotechnology, and engineering. Scandinavian companies such as Nokia, IKEA, and ABB are a major presence in international business, and it is a little-known fact that Sweden invest a higher percentage of it GDP in research...
GERMANIC LANGUAGES AND LITERATURES

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than any other country in the world, including the U.S. Sweden is the third-largest exporter of music. According to the United Nations, the Scandinavian countries rank highest in the world in quality of life, and they offer revealing comparisons with other industrial and post-industrial societies. The study of these contributions deserves to be strongly represented at a great research university such as the University of Michigan. We are proud to recall that the Swedish diplomat Raoul Wallenberg, who saved tens of thousands of Hungarian Jews during the Holocaust, was a University of Michigan alumnus.

The Scandinavian program offers courses that take the pan-Scandinavian view in literature, history, culture, society, architecture, and the arts, plus courses that focus in depth on Swedish language and literature. Opportunities to study at the University of Uppsala during a junior year abroad program and to secure a summer internship in a Scandinavian country further enhance students’ career options for graduate study, teaching, international business, or nonprofit work. Students enrolled in the fourth-term Swedish course have the opportunity to travel to Sweden as a group over Spring Break each year.

Summer Internships in Sweden. The department offers help in negotiating summer internships with Swedish companies, and is able to offer limited financial assistance to students who have secured an offer. Interested students should contact Johanna Eriksson.

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
- FILMVID 330, Major Directors (Bergman)
- FILMVID 441, National Cinemas
- PHIL 371, Existentialism (Kirkegaard)

GERMANIC LANGUAGES AND LITERATURES

COURSES IN DUTCH (DUTCH)

DUTCH 111. First Special Speaking and Reading Course.
(4). (Excl). May not be repeated for credit. Graduate students should elect DUTCH 511. No credit granted to those who have completed or are enrolled in DUTCH 100. I.

DUTCH 112. Second Special Speaking and Reading Course.
DUTCH 111. (4). (Excl). May not be repeated for credit. Graduate students should elect DUTCH 512. No credit granted to those who have completed or are enrolled in DUTCH 100. II.

DUTCH 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). May not be repeated for credit. I.

DUTCH 231. Second-Year Dutch.
DUTCH 112 or 100. (4). (Excl). May not be repeated for credit. Graduate students should elect DUTCH 521. I.

DUTCH 232. Second-Year Dutch.
DUTCH 231. (4). (LR). May not be repeated for credit. Graduate students should elect DUTCH 532. II.

Yiddish
Not a concentration program

There is no concentration in Yiddish, but students can select courses from the beginning level, YIDDISH 101-102, through 301-302, as well as a Yiddish literature course in English translation (JUDAIC 333).

Germand Languages and Literatures Academic Minors

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

Students wishing to pursue an academic minor in Scandinavian Studies must develop a specific plan for its completion in consultation with concentration advisor Kalli Federhofer. Students wishing to pursue an academic minor in Scandinavian Studies must develop a specific plan for its completion in consultation with Johanna Eriksson. Appointments may be scheduled at 3110 Modern Languages Building or by calling (734) 764-8018.

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 326, and at least four courses within the 18 credits must be taught in German. At least one of the courses must be numbered 400 or above.

Scandinavian Studies

Prerequisites to the Academic Minor: SCAND 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: SCAND 331, 349, and 375.
2. Electives: Two courses chosen from among:
   - SCAND 351, 421, 430, 442, 460, 480; PHIL 371;
   - Appropriate (Scandinavian topic) sections of: ENGLISH 407, FILMVID 330, and FILMVID 441.

Courses in German (GERMAN)

German Literature and Culture in English

GERMAN 171 / HISTORY 171. Coming to Terms with Germany.
Taught in English. (4). (HU). May not be repeated for credit.

GERMAN 172. History of German Cinema.
Taught in English. (3). (HU). May not be repeated for credit.
GERMAN 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). May not be
repeated for credit.

GERMAN 212 / SOC 212. Sports and Society.
Taught in English. (3). (SS). May not be repeated for credit.

GERMAN 241. Introduction to German Studies.
Taught in English. (3). (HU). May not be repeated for credit.

GERMAN 243. Faust.
Taught in English. (3; 2 in the half-term). (HU). May not be repeated for credit.

GERMAN 300. German Cinema.
Taught in English. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GERMAN 301. Studies in German Culture.
Residence in Max Kade German House; others by permission of instructor.
Taught in English. (1). (Excl). May be repeated for credit for a maximum of 4
credits. Offered mandatory credit/no credit.

GERMAN 302 / HISTORY 322. The Origins of Nazism.
Taught in English. (4). (HU). (R&E). May not be repeated for credit.

GERMAN 330. German Expressionism in English Translation.
Taught in English. (2; 2 in the half-term). (Excl). May not be repeated for
credit.

GERMAN 375 / SCAND 375 / MEMS 375. Celtic and Nordic Mythology.
Taught in English. (3). (Excl). May not be repeated for credit.

GERMAN 401 / HISTORY 416. Nineteenth-Century German and
European Intellectual History.
Taught in English. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GERMAN 402 / HISTORY 417. Twentieth-Century German and
European Thought.
Taught in English. (3; 2 in the half-term). (Excl). May not be repeated for 
credit. German concentrators must be concurrently enrolled in GERMAN 404.

GERMAN 432 / SOC 425. The German Model: Business, Labor, and
the State in the 20th Century.
Upperclass standing. Taught in English. (3). (Excl). May not be repeated for credit.

GERMAN 444 / MEMS 443. Medieval German Literature in English Translation.
Taught in English. (3). (2 in the half-term). (Excl). May not be repeated for credit.

GERMAN 449. Special Topics in English Translation.
Taught in English. (3). (Excl). May be elected up to three times for credit. May be
selected more than once in the same term.

GERMAN 465 / MEMS 475 / HISTORY 485. Marriage and Marital Life
in History: Medieval and Early Modern Germany.
Taught in English. (3). (Excl). May not be repeated for credit.

GERMAN 493 / SOC 493. The Politics of Fascism and Right-Wing
Movements.
Taught in English. (3). (Excl). May not be repeated for credit.

GERMAN 517 / LING 517 / ANTHRCUL 519. Principles and Methods of
Historical Linguistics.
Graduate standing, or permission of instructor. (3; 2 in the half-term). (Excl).
May not be repeated for credit.

Courses in German

GERMAN 100. Intensive Elementary Course.
(8). (Excl). May not be repeated for credit. No credit granted to those who
have completed or are enrolled in GERMAN 101, 102 or 103.

GERMAN 101. Elementary Course.
All students with prior coursework in German must take the placement test.
(4). (Excl). May not be repeated for credit. No credit granted to those who
have completed or are enrolled in GERMAN 100 or 103. I, II, IIIa.

GERMAN 102. Elementary Course.
GERMAN 101. (4). (Excl). May not be repeated for credit. No credit granted to
those who have completed or are enrolled in GERMAN 100 or 103. I, II, IIIa.

GERMAN 103. Review of Elementary German.
Assignment by placement test or permission of department. (4). (Excl). May
not be repeated for credit. No credit granted to those who have completed or
are enrolled in GERMAN 100, 101, or 102.

GERMAN 111. First Special Reading Course.
Permission of instructor. (4). (Excl). May not be repeated for credit.

GERMAN 112. Second Special Reading Course.
GERMAN 111 or the equivalent (placement test). (4). (Excl). May not be
repeated for credit. II, IIIb.

GERMAN 205. Conversation Practice.
GERMAN 102 or 103. (1). (Excl). May not be repeated for credit. Students
previously enrolled in a 300- or 400-level GERMAN conversation course may
not register for GERMAN 205 or 206. May not be included in a concentration
plan or minor in German. Offered mandatory credit/no credit.

GERMAN 206. Conversation Practice.
GERMAN 102 or 103. (1). (Excl). May not be repeated for credit. Students
previously enrolled in a 300- or 400-level GERMAN conversation course may
not register for GERMAN 205 or 206. May not be included in a concentration
plan or minor in German. Offered mandatory credit/no credit.

GERMAN 221. Accelerated Third-Semester German.
GERMAN 102 and assignment by placement test. (5). (Excl). May not be
repeated for credit. No credit granted to those who have completed GERMAN
230 or 231. Four credits granted to those who have completed GERMAN
102 or 103. I.

GERMAN 230. Intensive Second-Year Course.
GERMAN 102 or 103, and assignment by placement test. (8). (LR). May not
be repeated for credit. No credit granted to those who have completed or are
enrolled in GERMAN 221, 231, or 232.

GERMAN 231. Second-Year Course.
GERMAN 102 or 103, and assignment by placement test. (4). (Excl). May not be
repeated for credit. No credit granted to those who have completed or are
enrolled in GERMAN 230 or 231. I, II, IIIa.

GERMAN 232. Second-Year Course.
GERMAN 221 or 231, and assignment by placement test. (4). (LR). May not
be repeated for credit. No credit granted to those who have completed or are
enrolled in GERMAN 230. All sections of GERMAN 232 address special topics,
e.g., music, philosophy, science, current political issues, etc. I, II, IIIa, IIIb.

GERMAN 290. The Internet in German (LAC).
GERMAN 232. (1). (Excl). May not be repeated for credit.

GERMAN 300. German Grammar and Composition.
GERMAN 230 or 232, and assignment by placement test. (3). (Excl). May not be
repeated for credit.

GERMAN 305. Conversation Practice.
GERMAN 230, 231, or 232; concurrent enrollment in a 300-level course is
encouraged but not necessary. (1). (Excl). May be elected twice for credit.
Students who have previously participated in a 400-level GERMAN conversa-
tion course may not register for GERMAN 305 or 306. This course does not
satisfy the language requirement. May not be included in a concentration plan
or minor in German. Offered mandatory credit/no credit.

GERMAN 306. Conversation Practice.
GERMAN 230, 231, or 232; concurrent enrollment in a 300-level course is
encouraged but not necessary. (1). (Excl). May not be repeated for credit.
Students who have previously participated in a 400-level GERMAN conversa-
tion course may not register for GERMAN 305 or 306. This course does not
satisfy the language requirement. May not be included in a concentration plan
or minor in German. Offered mandatory credit/no credit.

GERMAN 307. German for Medicine.
GERMAN 232. (1). (Excl). May not be repeated for credit.

GERMAN 308. Preparation for Study Abroad.
GERMAN 231. (1). (Excl). May not be repeated for credit.

GERMAN 102 or 103. (1). (CE). May not be repeated for credit.

GERMAN 319. German for Engineering and Industry (LAC).
GERMAN 232. (1). (Excl). May not be repeated for credit.

GERMAN 325. Intermediate German.
GERMAN 230 or 232 (or by placement test). (3). (Excl). May be elected twice
for credit.

GERMAN 326. Intermediate German.
GERMAN 230 or 232 (or by placement test). (3). (Excl). May be elected twice
for credit. May be elected more than once in the same term. II.

GERMAN 329. Independent Study.
Permission of chairman. (1-4; 1-2 in the half-term). (Excl). (INDEPENDENT).
May be repeated for credit. I, II, IIIa, IIIb.

GERMAN 332. Kino: German Film.
GERMAN 232 and upperclass standing. (3). (Excl). May not be repeated for
credit.
GERMAN 349. Working in Germany.
GERMAN 231. (1). (Excl). May not be repeated for credit.

GERMAN 350. Business German.
GERMAN 230 or 232 (or by placement test). (3). (Excl). May not be repeated for credit.

GERMAN 351. Practice in Business German.
Internship in a German-speaking country. (3). (Excl). (EXPERIENTIAL). May not be repeated for credit.

GERMAN 382. Nineteenth to Twentieth-Century Drama.
GERMAN 230 or 232 (or by placement test). (3; 2 in the half-term). (HU). May not be repeated for credit.

GERMAN 383. Learning to Read German Lyric Poetry.
GERMAN 230 or 232 (or by placement test). (3; 2 in the half-term). (HU). May not be repeated for credit.

GERMAN 384. Short Fiction: Romanticism to Realism.
GERMAN 230 or 232 (or by placement test). (3; 2 in the half-term). (HU). May not be repeated for credit.

GERMAN 385. Short Fiction: Naturalism to the Present.
GERMAN 230 or 232 (or by placement test). (3; 2 in the half-term). (HU). May not be repeated for credit.

GERMAN 403. Nineteenth-Century German and European Thought (LAC).
GERMAN 231, and concurrent enrollment in GERMAN 401. (1). (Excl). May not be repeated for credit.

GERMAN 404. Twentieth-Century German and European Thought (LAC).
GERMAN 231, and concurrent enrollment in GERMAN 402. (1). (Excl). May not be repeated for credit.

GERMAN 405. Conversation Practice.
GERMAN 305 or 306. (1). (Excl). May not be repeated for credit. May not be included in a concentration plan or minor in German. Offered mandatory credit/no credit. I.

GERMAN 406. Conversation Practice.
GERMAN 305 or 306. (1). (Excl). May not be repeated for credit. May not be included in a concentration plan or minor in German. Offered mandatory credit/no credit. II.

GERMAN 415. Von affengeil zu Zebrastreifen: The German Language in the Contemporary World.
One year beyond GERMAN 232. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GERMAN 425. Advanced German.
GERMAN 325/326. (3). (Excl). May not be repeated for credit. I.

GERMAN 426. Advanced German.
GERMAN 325/326. (3; 2 in the half-term). (Excl). May not be repeated for credit. II.

GERMAN 430 / BA 499. Doing Business in German.
GERMAN 350, or one 300-level courses beyond GERMAN 323; and permission of instructor. (3). (Excl). May not be repeated for credit. II.

GERMAN 350 or 430. (3). (Excl). May not be repeated for credit.

GERMAN 450. Medieval German Literature in Modern German Translation.
One year beyond GERMAN 232. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GERMAN 455. Nineteenth-Century German Fiction.
One year beyond GERMAN 232. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GERMAN 457. Twentieth-Century German Fiction.
One year beyond GERMAN 232. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GERMAN 459. The Literature of the German Democratic Republic.
One year beyond GERMAN 232. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GERMAN 491. German Honors Proseminar.
Senior Honors standing. (3; 2 in the half-term). (Excl). May not be repeated for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (GERMAN 492), the final grade is posted for both term's elections. I.

GERMAN 492. German Honors Proseminar.
Senior Honors standing. (3; 2 in the half-term). (Excl). May not be repeated for credit. II.

GERMAN 499. Seminar in German Studies.
One year beyond GERMAN 232. (3; 2 in the half-term). (Excl). May be repeated for credit. May be elected more than once in the same term.

GERMAN 504. History of the German Language.
Graduate standing; or permission of instructor. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GERMAN 506. Seminar in the Structure of Modern German.
GERMAN 415. (3; 2 in the half-term). (Excl). May not be repeated for credit.

GERMAN 512. Introduction to Middle High German.
Graduate standing or permission of instructor. (3). (Excl). May not be repeated for credit.

GERMAN 531 / EDCURINS 431. Teaching Methods.
Senior standing; and candidate for a teaching certificate. (3). (Excl). May not be repeated for credit. I.

GERMAN 540. Introduction to German Studies.
Permission of instructor. (3). (Excl). May not be repeated for credit.

COURSES IN SCANDINAVIAN (SCAND)

SCAND 103. Elementary Swedish.
(4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SCAND 100.

SCAND 104. Elementary Swedish.
SCAND 103. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SCAND 100.

SCAND 233. Second-Year Swedish.
SCAND 104 or 100. (4). (Excl). May not be repeated for credit.

SCAND 234. Second-Year Swedish.
SCAND 233. (4). (LR). May not be repeated for credit.

SCAND 305. Conversation Practice.
SCAND 234. (1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit.

SCAND 351. Practice in Business Swedish.
SCAND 234, plus internship in a Scandinavian country. (3). (Excl). (EXPERIENTIAL). May not be repeated for credit.

SCAND 405. Conversation Practice.
SCAND 305. (1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit.

Scandinavian Courses in English

SCAND 331. Introduction to Scandinavian Civilization.
Taught in English. (3). (HU). May not be repeated for credit.

SCAND 349. Independent Study.
Consent of instructor required (Prerequisites enforced at registration). (2-4). (Excl). (INDEPENDENT). May be repeated for credit. I, II, IIIa.

SCAND 375 / GERMAN 375 / MEMS 375. Celtic and Nordic Mythology.
Taught in English. (3). (Excl). May not be repeated for credit. I.

SCAND 442. The Icelandic Saga (in English Translation).
Junior standing. Taught in English. (3). (Excl). May not be repeated for credit.

SCAND 460. Issues in Modern Scandinavia.
Introductory sociology or introductory political science. Taught in English. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

COURSES IN YIDDISH (YIDDISH)

YIDDISH 101 / JUDAIC 101. Elementary Yiddish I.
(3). (Excl). May not be repeated for credit.

YIDDISH 102 / JUDAIC 102. Elementary Yiddish II.
YIDDISH 101. (3). (Excl). May not be repeated for credit.

YIDDISH 201 / JUDAIC 201. Intermediate Yiddish I.
YIDDISH 202. (3). (Excl). May not be repeated for credit.

YIDDISH 202 / JUDAIC 202. Intermediate Yiddish II.
YIDDISH 201. (3). (LR). May not be repeated for credit.

YIDDISH 301 / JUDAIC 301. Advanced Yiddish I.
YIDDISH 202. (3). (Excl). May not be repeated for credit.

YIDDISH 302 / JUDAIC 302. Advanced Yiddish II.
YIDDISH 301. (3). (Excl). May not be repeated for credit.
Global Change

Global Change is one of the most pressing scientific and societal problems of our times. When one contemplates the phrase "global change," topics such as global warming, human population, and the ozone hole quickly come to mind, but also natural phenomena like earthquakes, volcanoes, and extreme weather increasingly affect our lives. Every day, the activities of billions of humans are altering the planet on which we live. Over the past century, through our ever-increasing population and mastery of technology, humans are changing the global environment at a pace unknown to natural history. The prospects of global warming, environmental degradation, and rapid population growth today constitute a series of changes that may drastically alter our way of life, and could even threaten the very survival of the human species.

Understanding the underlying processes of global change is one of the challenges facing us today. Since our world is increasingly pervaded, shaped and influenced by science and technology, all students require a knowledge of the natural world, the processes of science and social science, and an understanding of the role of human activity in shaping our world. Furthermore, since global change affects the citizens and the policy makers of every nation, there is a growing need for scientists working in the area of global change to learn to communicate their findings to the public and translate them into programmatic documents useful to policy makers.

The University of Michigan's Global Change Curriculum is a novel approach in undergraduate natural 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 computer-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.

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 pursing 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 Prof. Ben van der Pluijm (e-mail: vdpluijm@umich.edu) of the Program in the Environment.

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.

Details at: http://globalchange.umich.edu/, click "gcminor".

Prerequisites to the Academic Minor: None.

Academic Minor Program: Five courses totaling at least 17 credits, to be chosen from the following categories as stated:


2. Disciplinary Cognate courses: Two 300- or 400-level courses representing at least two disciplines listed below:

   A. Biosphere
   - BIOLOGY 390, 482
   - EEB 355, 381, 451, 455, 476, 481, 483, 498
   - ENVIRON 311, 337, 411, 432, 451, 453, 476
   - NRE 311, 337, 411, 432, 451, 453, 476

   B. Geosphere
   - AOSS 300, 304, 335, 432, 467, 475
   - CHEM 467
   - ENVIRON 341, 380
   - ENSCEN 304, 475
   - GEOSCI 325, 341, 380, 442, 446, 465, 477, 478

   C. Sociosphere
   - ARCH 423
   - ECON 471
   - ENVIRON 222, 312, 360, 361, 370, 391
   - GEOG 432
   - NRE 222, 312, 360, 361, 370, 571
   - POLSCI 380
   - RCIDIV 391
   - SOC 305, 330
   - UP 423, 532

Field Studies (Biological Station, Camp Davis) may be counted, where appropriate. Courses (300-level and up) not listed may be selected after approval of Coordinator is obtained.
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 (GTBOOKS)

Open to Honors first-year students only. (4). (HU). (Introductory Composition). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GTBOOKS 201 or CLCIV 101. I.

Open to Honors first-year students only. (4). (HU). May not be repeated for credit. II.

(4). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GTBOOKS 191 or CLCIV 101.

(4). (HU). May not be repeated for credit. II.

GTBOOKS 204 / PHYSICS 204. Great Books in Physics.
(4). (NS). (BS). May not be repeated for credit.

GTBOOKS 221 / ASIAN 221. Great Books of China.
A knowledge of Chinese is not required. Taught in English. (4). (HU). May not be repeated for credit. II (in even years).

A knowledge of Japanese is not required. Taught in English. (4). (HU). May not be repeated for credit. II (in odd years).

Sophomores, juniors, and seniors in the College Honors Program. (4). (HU). May not be repeated for credit. I.

Open to sophomores, juniors, and seniors. (3). (Excl). May not be repeated for credit.

Health Sciences Scholars Program

100 Observatory
Alice Crocker Lloyd Residence Hall
(734) 763-6091 (phone)
(734) 763-6098 (fax)
http://www.lsa.umich.edu/hssp/
e-mail: HSSP@umich.edu
Professor Michelle O’Grady (Nursing), Director

Not a concentration program

Created in 2001 as a collaborative effort between LS&A and UM’s health schools, the Health Sciences Scholars Program (HSSP) is a University of Michigan Living/Learning community, offering first-year students interested in pursuing the health sciences and professions an excellent academic experience set in a supportive and focused residence hall community. The goal of the program is to enrich our students’ preparation for study in the health sciences, by fostering exploration of a wide range of health career opportunities, encouraging understanding of and engagement in UM’s diverse community, and supporting students in their transition to the University of Michigan.

The program brings students together with faculty and practitioners from schools and programs with significant offerings in health-related fields, including LS&A, Dentistry, Engineering, Information, Kinesiology, Medicine, Nursing, Pharmacy, Public Health, and Social Work. By providing academic coursework and guidance, co-curricular programming and activities, and on-site academic advising tailored to students exploring careers in the health sciences, the program provides rich opportunities for close interaction among students, faculty, and health science professionals.

HSSP students participate in a required, rigorous two-credit, two-term course (UC 105 and UC 106) that combines examination of current issues in health care and exposure to a variety of health care professionals and settings with analysis and writing. Through “job-shadowing” of health science professionals, students learn first-hand the importance of working cooperatively and collaboratively with those from other disciplines and backgrounds to reframe what are often narrowly construed as technical or discipline-based problems.

In 2005-06, approximately 120 first-year students and 50 advanced students will participate in a growing variety of co-curricular activities and programs.

History

1029 Tisch Hall
435 South State Street
(734) 764-6305 (phone)
(734) 647-4881 (fax)
http://www.lsa.umich.edu/history/
e-mail: umhistory@umich.edu
Professor Sonya Rose, Chair
Professor Juan R.I. Cole, Associate Chair

Professors
Francis X. Blouin, Archives administration
Charles Bright, 20th-Century World History, History of Punishment, History of Detroit
Kathleen M. Canning, Modern German and European social history, gender/women’s history
Chun-shu Chang, Ancient and early imperial China, early modern, Chinese historical literature
David W. Cohen, Pre-colonial and 20th-Century Africa – eastern and southeastern
Juan R. Cole, Modern Middle East, Muslim South Asia, social, cultural history
Philip Deloria, 19th- and 20th-Century U.S., cultural history
Mamadou Diauf, Africa, urban political, colonialism, nationalism
Gregory Dowd, Native American, early North America
Geoffrey Eley (Sylvia L. Thrupp Collegiate Professor of Comparative History), Modern Europe, Germany, nationalism and socialism
Todd M. Endelman (William Haber Professor of Modern Jewish History), Modern Jewish History
John V. A. Fine, Medieval and modern Balkans, Byzantium
Kevin Gaines, African American, Progressive Era; Jazz
Dena Goodman, French Culture, Gender
Thomas A. Green, England, U.S. constitutional and legal history
Myron Gutmann, Methodology of historical demography
Joel D. Howell, History of medicine
Susan Juster, Early American, gender, religion
Carol Karlsen, U.S. women's history
Mary Kelley (Ruth Bordin Professor of History), 19th- and 20th-Century intellectual U.S., gender studies
Valerie A. Kivelson, Early modern Russia
James Lee, late imperial and contemporary China
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
Michael MacDonald, Early modern England, social and cultural history of medicine
Howard Markel, medicine and public health, U.S. immigration
Tomoko Masuzawa, Religion, European intellectual history
Terrence McDonald, U.S., political, urban, historiography
Barbara Metcalf (Alice Freeman Palmer Professor of History), Indian subcontinent colonial period
Jeffrey Mirel, History of American urban education
Regina Morantz-Sanchez, women, gender, family, sexuality, medicine
Rudolf Mrázek, Southeast Asia
Martin Pernick, History of medicine
Sonya Rose (Natalie Zemon Davis Collegiate Professor), Modern Britain, labor, women
William G. Rosenberg (Alfred G. Meyer Collegiate Professor of History), Russia, comparative revolutionary movements
Rebecca J. Scott (Charles Gibson Distinguished University Professor), Latin America, slavery and emancipation, labor systems
Carroll Smith-Rosenberg, women's history, history of sexuality, early America
Nicholas H. Steneck, History of science and values, science policy
Ann Stoler, Race and colonial history, gender/women's history, Southeast Asia
Ronald Suny, history and politics of Soviet Union and post-Soviet Russian, nationalism
J. Mills Thornton, U.S. South, U.S.S. 1815-1877
Thomas R. Trautmann (Marshall Sahlins 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 (A.M. and H.P Bentley Professor of History), U.S. social, family, demographic

**Associate Professors**

Michael Bonner, medieval Islamic history
John Carson, American intellectual culture
Sueann Caulfield, Modern Latin America, Brazil, gender studies
Joshua Cole, modern France, modern Europe, social-cultural history
James Cook, 19th- and 20th-Century U.S.
Fernando Coronil, Latin America, cultural, political history, state formation, post-coloniality.

Matthew Countryman, African American, American culture
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
Michele Mitchell, African American History
Maria Montoya, American West, environmental, Latino
Douglas Northrup, Central Asia, social and cultural history
Leslie Pincus, modern Japan, intellectual, cultural
Brian Porter, East Europe, intellectual
Helmut Puff, early modern Europe, history of sexuality
Sumathi Ramaswamy, colonial, modern South Asia, ancient India
Stefanie Siegmund, Jewish studies, medieval, early modern Europe
Margaret Somers, comparative history
Scott Spector, German intellectual
Paolo Squatriti, Medieval
Hitomi Tonomura, Premodern Japan, East Asia, social, women's history
Richard Turits, Hispanic Caribbean, race; slavery
Penny Von Eschen, African-American, U.S. Empire

**Assistant Professors**

Rita Chin, late modern Europe, ethnic minorities
Beaté Dignas, ancient Greek history
Dario Gaggio, Modern Southern European, Italy, Science and Technology
Jesse Hoffnung-Garskof, Modern Latin America and Caribbean, Colonial Latin America
Martha Jones, African American History
Scott Kurashige, Asian/Pacific American, comparative ethnic, social movements
Matthew Lassiter, 20th-Century U.S.
Farina Mir, colonial and post-colonial South Asia
Damion Salesa, Asian/Pacific U.S. History
Michael Witgen, American Indian and Early America, North American west

**Lecturers**

Jonathan Marwil, modern European
Julius Scott, African American, early America, the Atlantic
Julie Skurski, Latin America, historical anthropology, gender, race

**Post-Doctoral Fellows** Shirli Gilbert, Neil Safier


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, 160-161, 200-201, 204-205, 206-207, 246-247. AP credit may not be used to satisfy the prerequisite to concentration.
Concentration Program. Concentration in History requires eight additional history courses (3 or more credits) beyond the prerequisite, and six cognate credits. Four of the eight HISTORY courses must be taken in residence at the U of M-Ann Arbor. At least five of the eight courses must be elected at the 300-level or above and none can be numbered below 200. Credits from survey sequences that are not used to satisfy the prerequisite requirement may be counted for concentration if elected at the 200-level or above.

1. Geographic distribution requirement at least one course in U.S. history, one course in European history, and two courses in non-Western history (Africa, Asia, Latin America, Middle East, or Pacific Islands). One of the two non-Western courses may be satisfied by taking an approved course in transregional or comparative history. Courses taken as prerequisite and colloquia may be used to satisfy this requirement.

2. Chronological distribution requires at least one course that focuses on pre-1800 history. Courses taken to satisfy the prerequisite may not be used to satisfy this requirement.

3. One of the eight concentration courses must be a junior-senior history colloquium (HISTORY 396 or 397).

4. Six cognates credits (usually two courses) at the 300-level or above must be taken in one department or program outside the History Department. A course is cognate only if it deepens a student's understanding of history. Students should consult a history concentration advisor for cognate approval.

Cognates are generally elected in the social sciences or humanities, although courses with historical content in other fields may be acceptable in some cases. Some departments have many courses that are acceptable and some that are not; English literature courses are cognate, but expository and creative writing courses are not. In language departments, courses in the literature or culture of a people are cognate, but courses that train one to speak a language are not.

These requirements can overlap. A colloquium about ancient Greece satisfies the pre-1800, European, and colloquium requirements and also counts as one of the upper-level history courses. Aside from the necessity to satisfy the requirements listed above, there is no single pattern of courses for concentration. Students develop a plan in consultation with a history concentration advisor. For the purposes of history concentration credit, no more than eight credits may be elected from HISTORY 394 and 395 (Independent Study).

Honors Concentration. The Junior-Senior Honors Program in the Department of History is open to juniors concentrating in history who have maintained at least a 3.4 grade point average overall and a 3.5 average in history courses. Applications are accepted annually at the end of October. The usual applicant is a first-term junior for the three-term program. Admission decisions will be based on a student's academic performance, background in history, demonstrated ability to write, and recommendations by history faculty. High grade point average alone does not guarantee admission. Accepted students will be notified in November and will begin their participation in the program the following January in HISTORY 398, the Junior Honors Colloquium.

Members of the Honors Program must fulfill all the usual requirements for concentration in History. 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. Completion of the HISTORY 398-399 Honors sequence also satisfies the "colloquium" requirement for history concentration, described above.

HISTORY 398, the Junior Honors Colloquium, provides a rigorous introduction to historical research in general and Honors thesis topics and research in particular. During this course students must arrive at a topic and obtain an advisor for their senior Honors thesis. This course also provides intensive training in writing and generally satisfies the ULWR requirement. Students are expected to achieve at least a B+ in this course in order to go on to the Senior Honors Colloquium.

HISTORY 398 is offered only in the winter term and is the foundation for work on the senior thesis. Students who cannot fit this course into their schedules will generally not be admitted to the program with exceptions for study abroad. Admitted juniors studying abroad during the winter term will have HISTORY 398 waived, but will be expected to consult with the Honors advisor about finding an advisor and writing a prospectus while they are away. They will also need to complete HISTORY 396 or 397 in its place.

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 the advisor and one or more other faculty, 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.

Advising. Appointments with concentration and History Honors advisors are scheduled on the Internet at http://www.lsa.umich.edu/history/ug. Students should see an advisor as soon as they decide on their concentration or minor.

Teaching Certificate. The general requirements for a teaching certificate are described elsewhere in the Bulletin. Students must consult an advisor in the School of Education Office of Student Services, 1033 School of Education, and check their website (http://www.soe.umich.edu) for certification program information.

The teaching major and minor for certification differ from the academic history concentration and minor.

History courses required for a teaching certificate with a major in History must include HISTORY 160 and 161, one course in European history, HISTORY 396 or 397, and one of the following two-course regional world history concentrations: HISTORY 204 & 205 (East Asia), 206 & 207 (South and SE Asia), 246 & 247 (Africa), or 347 & 348 (Latin America). History electives are chosen to reach the minimum 30 credits of HISTORY.

Teaching minor requirements are the same as the major with a minimum of 20 credits of HISTORY.

Student Associations. 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.

The Michigan Journal of History is an undergraduate publication of historical scholarship whose papers and essays come entirely from the University of Michigan student body. The Journal is staffed by students who make all editorial and organizational decisions with the support of the History Department. For more information, visit the Journal on-line at http://www.umich.edu/~history/
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.

History academic minor programs must be planned with a concentration advisor. Students outline a topical focus and cluster their courses within that topical field. The framework includes a two-course sequence that provides an orientation to the topic, followed by four related courses. The topical possibilities are numerous but include geographic area studies, time periods, or focused thematic subjects. Some possible options within the minor are:

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

Time Period: Ancient, Medieval and Renaissance history, etc.

Focused Thematic Studies: women's/gender history; history of science, technology, and medicine; Jewish history; history of religion; colonialism, etc.

Prerequisites to the Academic Minor: None.

Academic Minor Program: At least 18 credits and six courses, to be chosen in consultation with a concentration advisor, within the following framework:

I. Two-Course Survey Sequence. A survey sequence covering a broad chronological span relevant to the topic or area of the academic minor.

II. Four additional HISTORY courses. Four additional 3- or 4-credit HISTORY courses relevant to the proposed track of focus. At least three of these four courses must be at the 300-level or above.

AP credit: AP credits may not be used to satisfy requirements of the academic minor Students admitted to the U of M prior to Fall 2001 who have been granted AP credit for specific courses (160, 161,111) should discuss the credit with an advisor.

Conditions: Four of the six courses must be taken in residence at the University of Michigan, Ann Arbor, or must count as in-residence credit (i.e., relevant courses taken through U of M-sponsored OIP programs abroad).

Medieval and Early Modern Studies (MEMS)

1029 Tisch Hall
435 South State Street
(734) 763-2066 (phone)
(734) 647-4881 (fax)
http://www.lsa.umich.edu/mems/
Professor Karla Taylor (English), Director

Executive Committee Brusati (History of Art), Garcia Santo-Tomas (Romance Languages and Literatures), Hagen (Near East), Lopez (Asian Languages and Cultures), Puff (Germanic Languages and Literatures), Sears (History of Art), Stein (Music), Traub (Women’s Studies), Willette (History of Art)

Medieval and Early Modern Studies

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 100, 262, 296, 473;
   - ANTHRCUL 222;
   - ASIAN 220, 221, 222, 223, 224;
   - CLARCH 221, 222;
   - CLCIV 101, 102;
   - ENGLISH 267, 350, 367, 370;
   - GTBOOKS 191, 192, 201;
   - HISTORY 204, 206, 207, 210, 211, 213, 220, 225, 250, 263, 268, 286, 287;
   - HISTART 101, 102, 103, 240, 250, 251, 284;
   - JUDAIC 270;
   - MUSICOL 239;
   - PHIL 230, 263;
   - RCHUMS 310, 311;
   - RELIGION 308.

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 3.4 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. Karla Taylor) to support their individually constructed programs of study. An administrator located in the MEMS office (2713 Haven Hall), 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 Medieval and Early Modern Studies 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.

Academic Minor in Medieval and Early Modern Studies (MEMS)

The academic minor in MEMS is designed to provide a basic, interdisciplinary familiarity with the pre-modern world. The academic minor fosters geographic and cross-cultural breadth, but also allows students to integrate their interdisciplinary studies with a defined historical, geographical, or topical focus planned with the concentration advisor. Possibilities include pre-modern cultural areas (Africa, the Americas, Asia, Europe, the Middle East) or focused thematic subjects (e.g., material culture; women and gender; science, technology, and medicine; Jewish studies; religion and philosophy; music, theatre and performance; colonialism).

Constraints: Not open to MEMS concentrators.

Prerequisite to the Academic Minor: none

Academic Minor Program: 15 credit hours (and five courses), including at least two upper-division courses, in the medieval and early modern periods, chosen in consultation with the MEMS minor advisor. These courses must include:

1. Geographic area courses. Select one course each from two of these five areas:
   a. African cultures
   b. American cultures
   c. Asian cultures
   d. European cultures
   e. Middle Eastern cultures

2. Disciplinary courses. Select one course each from three of these four disciplines:
   a. historical studies
   b. art historical or archaeological studies
   c. language or literary studies
   d. musico logical studies

A single course may count toward both geographic and disciplinary distribution requirements. With the approval of the minor advisor, students whose concentration includes a medieval and early modern studies course in one of these disciplinary categories may substitute one course from a discipline different from that of the concentration.

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

COURSES IN HISTORY

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

HISTORY 110 / MEMS 110. Medieval, Renaissance, and Reformation Europe.
(4; 3 in the half-term). (SS). May not be repeated for credit.

HISTORY 111. Modern Europe.
HISTORY 110 is recommended as prerequisite. (4; 3 in the half-term). (SS). May not be repeated for credit. II.

HISTORY 132 / AAPTIS 100 / ACABS 100 / HJCS 100. Peoples of the Middle East.
Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.

HISTORY 160. United States to 1865.
(4; 3 in the half-term). (SS). May not be repeated for credit.

HISTORY 161. United States, 1865 to the Present.
(4; 3 in the half-term). (SS). May not be repeated for credit.

HISTORY 171 / GERMAN 171. Coming to Terms with Germany.
Taught in English. (4). (HU). May not be repeated for credit.

HISTORY 195. The Writing of History.
(4). (Introductory Composition). May not be repeated for credit. This course may not be included in a history concentration. I.

HISTORY 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). May not be repeated for credit.
HISTORY 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). May not be repeated for credit.

200-Level Courses are for Sophomores and Upper Class Students

HISTORY 200. Greece to 201 B.C.
(4). (HU). May not be repeated for credit. I.

HISTORY 201. Rome.
(4). (HU). May not be repeated for credit. II.

HISTORY 204(121) / ASIAN 204. East Asia: Early Transformations.
(4; 3 in the half-term). (HU). May not be repeated for credit.

HISTORY 205(122) / ASIAN 205. Modern East Asia.
(4; 3 in the half-term). (SS). May not be repeated for credit. II.

HISTORY 206(151) / ASIAN 206. Indian Civilization.
(4; 3 in the half-term). (HU). May not be repeated for credit. I.

HISTORY 207(152) / ASIAN 207. Southeast Asian Civilization.
(4; 3 in the half-term). (SS). May not be repeated for credit.

HISTORY 210 / MEMS 210. Early Middle Ages, 300-1100.
(4; 3 in the half-term). (SS). May not be repeated for credit. I.

HISTORY 211 / MEMS 211. Later Middle Ages, 1100-1500.
(4). (SS). May not be repeated for credit. II.

HISTORY 212 / MEMS 212. The Renaissance.
(4). (HU). May not be repeated for credit.

HISTORY 213 / MEMS 213. The Reformation.
(3). (HU). May not be repeated for credit.

(4; 3 in the half-term). (SS). May not be repeated for credit.

HISTORY 221. Survey of British History to 1688.
(4; 3 in the half-term). (SS). May not be repeated for credit.

HISTORY 222. Survey of British History from 1688.
(4). (SS). May not be repeated for credit.

HISTORY 227. The British Empire, 1776-1914.
(4). (Excl). May not be repeated for credit.

HISTORY 229 / ANTHRCUL 226. Introduction to Historical Anthropology.
(4). (SS). May not be repeated for credit.

HISTORY 241. America and Middle Eastern Wars.
(4). (SS). May not be repeated for credit.

HISTORY 246 / CAAS 246. Africa to 1850.
(4). (SS). May not be repeated for credit. I.

CAAS 200 recommended. (4). (SS). (R&E). May not be repeated for credit. II.

HISTORY 249(144) / ASIAN 249. Introduction to Korean Civilization.
(4; 3 in the half-term). (HU). May not be repeated for credit.

HISTORY 250. China from the Oracle Bones to the Opium War.
(3). (HU). May not be repeated for credit. I.

HISTORY 252 / ASIAN 260. Chinese Culture to the Mongols.
(3). (HU). May not be repeated for credit.

HISTORY 255. Gandhi's India.
HISTORY 206 recommended. (4; 3 in the half-term). (Excl). May not be repeated for credit. II.

HISTORY 160 and 161 are recommended but not required. (4). (HU). May not be repeated for credit.

HISTORY 263. Discovering America: Atlantic History I, 1492-1607.
(4). (SS). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

HISTORY 265. A History of the University of Michigan.
(4). (HU). May not be repeated for credit.

HISTORY 266. Twentieth-Century American Wars as Social and Personal Experience.
(4; 3 in the half-term). (HU). May not be repeated for credit.

CAAS 111. (3). (SS). May not be repeated for credit.

HISTORY 275 / CAAS 231. Survey of Afro-American History, II.
CAAS 111. (3). (SS). May not be repeated for credit.

HISTORY 277 / HUCS 277 / ACABS 277 / APTIS 277 / JUDAIC 277 / RELIGION 277. The Land of Israel/Palestine through the Ages.
Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.

HISTORY 278 / APTIS 269. Introduction to Turkish Civilizations.
Taught in English. (4). (HU). May not be repeated for credit.

HISTORY 284. Sickness and Health in Society: 1492 to the Present.
First-year students must obtain permission of the instructor. (Lectures: 3 credits; lectures and discussion: 4 credits; 3 in the half-term). (SS). May not be repeated for credit.

(4; 3 in the half-term). (HU). May not be repeated for credit.

HISTORY 286 / RELIGION 286. A History of Eastern Christianity from the 4th to the 18th Century.
(3). (HU). May not be repeated for credit.

HISTORY 287 / ARMS 287. Armenian History from Prehistoric Times to the Present.
Taught in English. (3). (Excl). May not be repeated for credit.

300-Level Courses and Above are for Juniors and Seniors

HISTORY 300. Epidemics Throughout History.
(3). (Excl). May not be repeated for credit.

HISTORY 301. Discovery of the Universe.
(3). (ID). May not be repeated for credit.

HISTORY 302. Topics in History.
(3). (Excl). May be elected up to three times for credit.

(3). (Excl). May not be repeated for credit.

HISTORY 305 / CAAS 305. Histories of the Modern Caribbean.
(3). (Excl). May not be repeated for credit.

HISTORY 307 / ACABS 322 / RELIGION 359. History and Religion of Ancient Judaism.
May be elected independently of HISTORY 306. (4; 3 in the half-term). (HU). May not be repeated for credit.

Sophomores and above. (4). (SS). May not be repeated for credit.

HISTORY 312 / AMCULT 312. History of Latinos in the U.S.
(3). (Excl), (R&E). May not be repeated for credit. No credit granted to those who have completed or are enrolled in HISTORY 377.

HISTORY 318. Europe in the Era of Total War, 1870-1945.
(4; 3 in the half-term). (SS). May not be repeated for credit. I.

HISTORY 319. Europe Since 1945.
(4; 3 in the half-term). (SS). May not be repeated for credit.

HISTORY 320. Britain, 1901-1939: Culture and Politics.
(4; 3 in the half-term). (Excl). May not be repeated for credit.

HISTORY 221 is recommended. (3). (Excl). May not be repeated for credit.

HISTORY 322 / GERMAN 322. The Origins of Nazism.
Taught in English. (4). (HU), (R&E). May not be repeated for credit.

HISTORY 323. French Enlightenment.
(3). (HU). May not be repeated for credit.

HISTORY 324 / ANTHRCUL 334. Anthropology of Time & Space.
At least one course in anthropology. (3). (SS). May not be repeated for credit.

HISTORY 325 / RELIGION 325 / ASIAN 324. The History of Islam in South Asia.
(3). (HU). May not be repeated for credit.

HISTORY 326. Modern Italy: 1815 to Present.
(3). (Excl). May not be repeated for credit.

HISTORY 329. History of Ireland Since 1603.
(3). (HU). May not be repeated for credit.
HISTORY 331. Eastern Europe Since 1900. 
(4). (Excl). May not be repeated for credit.

Survey of Russia: The Russian Empire, the Soviet Union, and the 
Successor States. 
(4; 3 in the half-term). (SS). May not be repeated for credit.

HISTORY 333 / REES 396 / SLAVIC 396 / POLSCI 396 / SOC 393. 
Survey of East Central Europe. 
(4; 3 in the half-term). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in REES 397.

HISTORY 334 / MENAS 334 / APTIS 364. Selected Topics in Near and Middle Eastern Studies. 
(1-3). (Excl). May not be repeated for credit.

HISTORY 335. The Ottoman Empire. 
HISTORY 110. (3). (Excl). May not be repeated for credit.

CAAS 201 recommended. (3). (SS). May not be repeated for credit.

CAAS 201 recommended. (4). (Excl). May not be repeated for credit.

(4; 3 in the half-term). (Excl). May not be repeated for credit.

(3). (HU). May not be repeated for credit.

(4). (Excl). May not be repeated for credit.

HISTORY 344 / RCSSCI 344. The History of Detroit in the 20th Century. 
Sophomore standing. (4). (SS). May not be repeated for credit.

HISTORY 345 / RCSSCI 357. History and Theory of Punishment. 
(4). (Excl). May not be repeated for credit.

(4). (SS). May not be repeated for credit.

HISTORY 348. Latin America: The National Period. 
(4; 3 in the half-term). (SS). May not be repeated for credit. II.

(3). (Excl). May not be repeated for credit.

Open to sophomores, juniors, and seniors. (3). (Excl). May not be repeated for credit.

HISTORY 351. Modern China. 
(3). (SS). May not be repeated for credit.

HISTORY 352. Imperial China: Ideas, Men, and Society. 
(3). (Excl). May not be repeated for credit.

HISTORY 353 / AMCULT 353. Asians in American Film and Television. 
(4; 3 in the half-term). (ID). (R&E). May not be repeated for credit.

CAAS 200 recommended. (4). (Excl). May not be repeated for credit.

HISTORY 357. Topics in African History. 
(3). (Excl). May be elected up to three times for credit.

HISTORY 358. Topics in Latin American History. 
(3). (Excl). May be elected up to three times for credit.

HISTORY 359. Visions of the Past. 
(3). (Excl). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

HISTORY 363. U.S. Foreign Policy and International Politics Since World War II. 
(4). (Excl). May not be repeated for credit.

(4). (Excl). May not be repeated for credit.

HISTORY 366. American Science and American Culture. 
(3). (Excl). May not be repeated for credit.

HISTORY 367 / AMCULT 367. American Indian History. 
(4; 3 in the half-term). (SS). (R&E). May not be repeated for credit.

HISTORY 368 / AMCULT 342 / WOMENSTD 360. History of the Family in the U.S. 
(4; 3 in the half-term). (SS). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

(4; 3 in the half-term). (Excl). May not be repeated for credit. II.

HISTORY 372 / WOMENSTD 372. Women and Gender in European History. 
(3). (Excl). May not be repeated for credit.

HISTORY 373 / AMCULT 373. History of the U.S. West. 
(4; 3 in the half-term). (HU). May not be repeated for credit.

HISTORY 374 / AMCULT 374. The Politics and Culture of the ”Sixties.” 
(4; 3 in the half-term). (SS). May not be repeated for credit.

(4). (HU). May not be repeated for credit.

HISTORY 377 / AMCULT 315. History of Latinos in the U.S. 
(3). (SS). May not be repeated for credit.

HISTORY 378 / AMCULT 314. History of Asian Americans in the U.S. 
(4; 3 in the half-term). (SS). May not be repeated for credit.

Junior standing. Familiarity with computer concepts helpful but not required. 
(4). (SS). May not be repeated for credit.

HISTORY 381 / MEMS 381. History of the Jews from the Muslim Conquests to the Spanish Expulsion. 
(3). (Excl). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

HISTORY 383. Modern Jewish History to 1880. 
(3). (Excl). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

HISTORY 385. History of Zionism and the State of Israel. 
(4). (SS). May not be repeated for credit.

HISTORY 386. The Holocaust. 
(4). (Excl). May not be repeated for credit.

HISTORY 389. War Since the Eighteenth Century. 
(3). (Excl). May not be repeated for credit.

HISTORY 391. Topics in European History. 
(3). (Excl). May be elected twice for credit.

HISTORY 392. Topics in Asian History. 
(3). (Excl). May be elected twice for credit.

HISTORY 393. Topics in U.S. History. 
(3). (Excl). May be elected twice for credit.

HISTORY 394. Reading Course. 
Permission of instructor required. (1-4; 1-3 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. A maximum of eight credits can be elected through HISTORY 394 and 395.

HISTORY 395. Reading Course. 
Open only to history concentrators. Permission of instructor required. (1-4; 1-3 in the half-term). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. A maximum of eight credits can be elected through HISTORY 394 and 395.

HISTORY 396. History Colloquium. 
Enrollment limited to junior and senior History concentrators by permission only. History concentrators are required to elect HISTORY 396 or 397. (4; 3 in the half-term). (Excl). May be repeated for credit for a maximum of 8 credits.

HISTORY 397. History Colloquium. 
Enrollment limited to junior and senior History concentrators by permission only. History concentrators are required to elect HISTORY 396 or 397. (4; 3 in the half-term). (Excl). May be repeated for credit for a maximum of 8 credits.
only. History concentrators are required to elect HISTORY 396 or 397. (4; 3 in
the half-term). (Excl). May be repeated for credit for a maximum of 8 credits.

HISTORY 398. Honors Colloquium, Junior.
Consent of instructor required (Prerequisites enforced at registration).
Honors students; junior standing. (4; 3 in the half-term). (Excl). May not be
repeated for credit. II.

HISTORY 399. Honors Colloquium, Senior.
Consent of instructor required (Prerequisites enforced at registration).
Honors students, HISTORY 398, and senior standing. (1-6). (Excl). May be
repeated for credit for a maximum of 6 credits. Continuing Course. Y grade
can be reported at end of the first-term to indicate work in progress. At the
end of the second term of HISTORY 399, the final grade is posted for both
term’s elections.

HISTORY 401. Problems in Greek History II.
(3). (Excl). May not be repeated for credit.

HISTORY 402. Problems in Roman History I.
(3). (Excl). May not be repeated for credit.

HISTORY 403. Problems in Roman History II.
(3). (Excl). May not be repeated for credit.

HISTORY 404. The Later Roman Empire.
(3). (Excl). May not be repeated for credit.

HISTORY 405 / CLCV 476 / RELIGION 476. Pagans and Christians in the
Roman World.
(4; 3 in the half-term). (Excl). May not be repeated for credit.

HISTORY 406. The Church and the Jews.
(3). (Excl). May not be repeated for credit.

HISTORY 408. Byzantine Empire, 284-867.
(3; 2 in the half-term). (Excl). May not be repeated for credit.

HISTORY 409. Byzantine Empire, 867-1453.
(3; 2 in the half-term). (Excl). May not be repeated for credit.

HISTORY 416 / GERMAN 401. Nineteenth-Century German and
European Intellectual History.
Taught in English. (3; 2 in the half-term). (Excl). May not be repeated for
credit.

HISTORY 417 / GERMAN 402. Twentieth-Century German and Euro-
pean Thought.
Taught in English. (3; 2 in the half-term). (Excl). May not be repeated for
credit.

HISTORY 420. Modern Germany.
(3). (Excl). May not be repeated for credit. No credit for those who have
completed or are enrolled in HISTORY 418 or 419.

HISTORY 425. French Revolution.
(3). (Excl). May not be repeated for credit.

HISTORY 220 and junior standing are recommended. (2). (Excl). May not be
repeated for credit.

HISTORY 430. History of the Balkans from the Sixth Century to 1878.
(3; 2 in the half-term). (Excl). May not be repeated for credit.

(3; 2 in the half-term). (Excl). May not be repeated for credit. II.

HISTORY 432. Medieval and Early Modern Russia.
(3). (Excl). May not be repeated for credit.

HISTORY 433. Russia Under the Tsars: From Peter the Great to the
Revolutions of 1917.
(3). (Excl). May not be repeated for credit.

HISTORY 434. Russia in the 20th Century: War, Revolution, and
Reform.
(4). (Excl). May not be repeated for credit. II.

(3). (Excl). May not be repeated for credit.

HISTORY 440 / ACABS 413 / ANTHRARC 442. Ancient Mesopotamia:
History and Culture.
Junior standing. (4; 3 in the half-term). (Excl). May not be repeated for credit.

HISTORY 441 / AAPTIS 470. The Islamic West: al-Andalus and the
Magrib, 600-1500.
HISTORY 442. (3). (Excl). May not be repeated for credit.

HISTORY 442 / AAPTIS 461. The First Millennium of the Islamic Near
East.
Junior standing. Taught in English. (3). (Excl). May not be repeated for credit.

HISTORY 443 / AAPTIS 487. Modern Middle East History.
(3). (Excl). May not be repeated for credit.

HISTORY 444. Topics in African History.
(3). (Excl). May be elected up to three times for credit.

HISTORY 447. Strange Parallels: Rethinking Early Modern Eurasia.
At least one course in European or Asian history before 1800. (3). (Excl). May
not be repeated for credit.

HISTORY 449. Topics in Middle Eastern History.
(3). (Excl). May not be repeated for credit.

HISTORY 450. Japan to 1700.
(3). (Excl). May not be repeated for credit.

HISTORY 451. Japan Since 1700.
(3; 2 in the half-term). (Excl). May not be repeated for credit.

HISTORY 453. Modern Southeast Asian History.
(3). (Excl). May not be repeated for credit.

HISTORY 454. The Formation of Indian Civilization to 320 A.D.
(3). (Excl). May not be repeated for credit.

HISTORY 455. Classical India and the Coming of Islam 320-1526 A.D.
(3). (Excl). May not be repeated for credit.

HISTORY 456. Mughal India.
(3). (Excl). May not be repeated for credit.

HISTORY 457. History of India, 1750-1900.
(3). (Excl). May not be repeated for credit.

HISTORY 458. The History of South Asia in the 20th Century.
(3). (Excl). May not be repeated for credit.

HISTORY 459. Gender, Medicine, and Culture in U.S. History.
(3). (Excl). May not be repeated for credit.

HISTORY 460. American Colonial History to 1776.
HISTORY 160, or a similar survey course in early American history, is strongly
recommended though not required. (3). (Excl). May not be repeated for credit.

HISTORY 461. The American Revolution.
(4; 3 in the half-term). (Excl). May not be repeated for credit.

HISTORY 463. The Origins of the American Civil War, 1830-1860.
(3). (Excl). May not be repeated for credit. II.

HISTORY 464 / AMCULT 464. Race, Culture, and Politics in the Era of
Civil War and Reconstruction.
(3). (Excl). May not be repeated for credit.

HISTORY 465. Emergence of the Modern United States, 1876-1901.
(3). (Excl). May not be repeated for credit.

HISTORY 466. The United States, 1901-1945.
(4). (Excl). May not be repeated for credit.

HISTORY 467. The United States Since 1945.
(4). (Excl). May not be repeated for credit. II.

HISTORY 468. Topics in U.S. History.
(3). (Excl). May be elected up to three times for credit.

HISTORY 469. Precolonial Southeast Asia.
(3). (Excl). May not be repeated for credit.

HISTORY 471 / WOMENSTD 470. Gender & Sexuality in India.
(3). (Excl). May not be repeated for credit.

HISTORY 472. Topics in Asian History.
(3). (Excl). May be elected up to three times for credit.

HISTORY 473 / ASIAN 473. Modern Korea.
(3). (Excl). May not be repeated for credit.

HISTORY 475. The History of American Constitutional Law.
(4). (Excl). May not be repeated for credit.

Junior, senior, or graduate standing. (3). (Excl). May not be repeated for
credit.

(3). (Excl). May not be repeated for credit.

HISTORY 478. Topics in Latin American History.
(3). (Excl). May not be repeated for credit.

HISTORY 481. Topics in European History.
(3; 2 in the half-term). (Excl). May not be repeated for credit.

HISTORY 483(532). St. Petersburg and the Russian Empire in the 18th Century. Some background in history or Russian studies. (3). (Excl). May not be repeated for credit.

HISTORY 484 / ASIAN 472. The Korean War. (3). (Excl). May not be repeated for credit.


HISTORY 486. Social History of Early Modern England. HISTORY 220 and junior standing are recommended. (3). (Excl). May not be repeated for credit.


HISTORY 489. Catholic Church in Modern European History. (3). (Excl). May not be repeated for credit.

HISTORY 491 / ECON 491. The History of the American Economy. ECON 101 or 102. (3). (Excl). May not be repeated for credit.

HISTORY 494 / ECON 494. Topics in Economic History. ECON 101 and 102. (3). (Excl). May not be repeated for credit.

HISTORY 495. Medieval Inner Asia. (3). (Excl). May not be repeated for credit.

HISTORY 496. Modern Inner Asia. (3). (Excl). May not be repeated for credit.

HISTORY 497 / RCSSCI 488. Technology, Colonialism, and Development. Permission of instructor. (3). (Excl). May not be repeated for credit.

HISTORY 498. Topics in History. (3). (Excl). May be elected up to three times for credit.


HISTORY 546 / APTITS 495 / RELIGION 496 / WOMENSTD 471. Gender and Sexuality in Pre-Modern Islam. Students should preferably have had one course in Islamic Studies. Taught in English. (3). (Excl). May not be repeated for credit.

HISTORY 578 / LACS 400 / CAAS 478. Ethnicity and Culture in Latin America. CAAS 202 recommended. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

MEDIEVAL AND EARLY MODERN STUDIES (MEMS)

MEMS 110 / HISTORY 110. Medieval, Renaissance, and Reformation Europe. (4; 3 in the half-term). (SS). May not be repeated for credit.

MEMS 210 / HISTORY 210. Early Middle Ages, 300-1100. (4; 3 in the half-term). (SS). May not be repeated for credit.

MEMS 211 / HISTORY 211. Later Middle Ages, 1100-1500. (4). (SS). May not be repeated for credit.

MEMS 212 / HISTORY 212. The Renaissance. (4). (HU). May not be repeated for credit.

MEMS 213 / HISTORY 213. The Reformation. (3). (HU). May not be repeated for credit.


MEMS 251 / HISTART 251. Italian Renaissance Art, II. (4). (HU). May not be repeated for credit.

MEMS 310 / RCHUMS 310. Medieval Sources of Modern Culture. (3). (HU). May not be repeated for credit.

MEMS 314 / RCHUMS 314. The Figure of Rome in Shakespeare and 16th-Century Painting. (3). (HU). May not be repeated for credit.

MEMS 333(439) / ITALIAN 333. Dante’s Divine Comedy. A knowledge of Italian is not required. Taught in English. (4). (HU). May not be repeated for credit.

MEMS 344 / HISTART 344. Early Medieval Kingdoms and Cultures: European Art 400-1000. Upperclass standing. (3). (HU). May not be repeated for credit.

MEMS 350 / ENGLISH 350. Literature in English to 1660. (4; 3 in the half-term). (Excl). May not be repeated for credit.

MEMS 367 / ENGLISH 367. Shakespeare’s Principal Plays. (4; 3 in the half-term). (HU). May not be repeated for credit.

MEMS 368 / ENGLISH 368. Shakespeare and his Contemporaries. (4; 3 in the half-term). (Excl). May not be repeated for credit.

MEMS 375 / SCAND 375 / GERMAN 375. Celtic and Nordic Mythology. Taught in English. (3). (Excl). May not be repeated for credit.

MEMS 377 / FRENCH 367. Literature, History, and Culture of Early Modern France. Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit.

MEMS 381 / HISTORY 381. History of the Jews from the Muslim Conquests to the Spanish Expulsion. (3). (Excl). May not be repeated for credit.


MEMS 411. Special Topics. (1-3). (Excl). May not be repeated for credit.


MEMS 441 / LATIN 436. Medieval Latin II, 900-1350 A.D. Two years of college Latin. (3; 2 in the half-term). (Excl). May not be repeated for credit.

MEMS 443 / GERMAN 444. Medieval German Literature in English Translation. Taught in English. (3; 2 in the half-term). (Excl). May not be repeated for credit.

MEMS 444 / FRENCH 461. Reading of Old French Texts. Three courses in FRENCH numbered 300 or above (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

MEMS 445 / FRENCH 462. Literature of the Sixteenth Century. Three courses in FRENCH numbered 300 or above (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.


MEMS 491. Honors Senior Colloquium. Honors student and senior standing. (1-6). (Excl). May be repeated for credit for a maximum of 6 credits. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of MEMS 491, the final grade is posted for both term’s elections.
History of Art

110 Tappan Hall
519 South State Street
(734) 764-5400 (phone)
(734) 647-4121 (fax)
http://www.lsa.umich.edu/histart/
Professor Alex Potts, Chair

Professors

R. Ward Bissell, Baroque Art in Italy and Spain
Celeste Brusati, Northern Baroque Art
Elaine K. Gazda, Etruscan and Roman Art, Classical Archaeology
Daniel Herwitz, European Avant-Garde
Alex Potts, Modern Art and Sculpture, Critical Theories of Art
Martin Powers, Warring States through Jung Dynasty Chinese Art
Margaret C. Root, Art and Archaeology of the Ancient Near East and Greece
Elizabeth Sears, History of Art Historical Scholarship
Susan Siegfried, 18th- and 19th-Century European Art
Ray Silverman, Evolution of Metalworking Technologies in West Africa, Museum Studies
James Steward, British Art, Museum Practice

Associate Professors

Matthew Biro, Critical Theory, 20th-Century Art
Megan Holmes, Italian Renaissance Art
Howard Lay, 19th-20th Century Art and Theory
Patricia Simons, Italian Renaissance Art and Women's Studies
Thelma K. Thomas, Late Antique, Early Christian and Byzantine Art
Rebecca Zurier, American Art

Assistant Professors

Sissan Babaie, Islamic Arts
Kevin Carr, Japanese Art
David Doris, African Art and Culture
Jacqueline Francis, African-American Art and American Art
Lisa Nevett, Architecture in the Ancient World
Ning Qiang, Chinese Buddhist Painting
Achim Timmermann, Medieval Art and Architecture
Tom Willette, Renaissance and Baroque Art

Affiliated Faculty

Susan Alcock, Classical Archaeology
John Cherry, Classical Archaeology
Beth Genné, 19th- & 20th-Century European and American Art
Anatole Senkevitch, Modern Architecture
Lydia Soo, Early Modern Architecture

Professors Emeriti


History of Art examines the wide range of things that humanity has made and looked at and endowed with meaning – from the imposing facade of an imperial palace, to the colorful glory of stained glass or oil painting, to an artist’s intimate sketches. The discipline encompasses the study of painting, sculpture, the graphic media, and architecture, as well as an extensive variety of visual forms produced for purposes that run far afield of the traditional territory of “art” itself (advertising, say, or ritual and ceremony, or popular entertainment).

Students become conversant with the world’s cultures and develop skills in visual analysis in order to understand how images, objects and built environments communicate. They also learn to employ a broad selection of interpretive methodologies. Through careful work with original sources and a wide-ranging study of comparative cultures, our students learn to consider how art objects were understood in their own time and place, and how they continue to function in the contemporary world. In doing so, history of art students become acute observers and interpreters of the visual environment.

A concentration in History of Art provides an excellent general foundation for work in a range of careers which rely on visual literacy as well as training in the humanities. Graduates of our program have pursued careers not only in university teaching and research, museums, galleries, auction houses, but also in arts administration, art therapy, design, advertising, criticism, journalism, publishing, libraries, computer and digital technology, and historical preservation.

Organized visits to museums in Cleveland, Detroit, Toledo, and other nearby collections are an integral part of the department’s academic program.

Resources and Special Opportunities

The Fine Arts Library, housed in Tappan Hall, is a major research collection of books and periodicals of international scope in addition to up-to-date on-line and CD-ROM resources.

The Eleanor Collins Visual Resource Collections is not only one of the best teaching collections of slides and photographs in the United States, but also contains significant research holdings in Asian art.

Kaleidoscope, the department’s undergraduate association, sponsors a variety of activities such as films, museum trips, speakers, and social events. All History of Art concentrators are eligible to join; notices of meetings and events are posted on the bulletin board in the Tappan Hall lobby.

The History of Art Student Service Office, located in 50 Tappan Hall, maintains files of information on career options, internships, study abroad programs, graduate schools, Museum Studies programs, and fellowships.

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 101-108 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 Methodology course 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.

(N.B.: No course in which the student obtained lower than a C– grade may be accepted in satisfaction of the department's concentration requirements, nor any course elected under the pass/fail option).

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 geo-
Electives: Required Survey Course:

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, United States, and Canada; (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. Concentration advisors guide students through the program.

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.

HISTORYART 393 Junior Proseminar is open to junior concentrations upon recommendation of a concentration advisor. History of Art Honors students are strongly recommended to take the Proseminar and to write the Honors Thesis (HISTORYART 396 and 398).

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 MEMS). One course may be at a lower level if it is a studio/practicum course (e.g., ASIANLAN 207 "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. Reading proficiency in German, in particular, is 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 or a related language as early as possible in their undergraduate program.

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. In consultation with the student, a history of art concentration advisor will correlate study abroad courses with 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 a 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 (HISTORYART 299). 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, describing the skills acquired by the internship and how those skills will contribute to the student’s academic and/or career goals. The final evaluation 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. 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 HISTORYART 393 and 397. In their last term Honors candidates must complete the Honors thesis (HISTORYART 398).

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 Student Services office (50 Tappan Hall). However, progress toward the satisfaction of the many and varied LS&A distribution requirements should be monitored by an LS&A academic advisor (1255 Angell Hall). While every effort is made to apprise students of the various Departmental and College regulations and to monitor student progress, the ultimate responsibility for assuring that all requirements are met rests with the student.

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 Student Services office (50 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 "10×" sequence of survey courses (HISTORYART 101, 102, 103, or 108).

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 Junior/Senior Methodology course.
<table>
<thead>
<tr>
<th>COURSES IN HISTORY OF ART (HISTART)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open to All Undergraduates; Not Open to Graduate Students.</strong></td>
</tr>
<tr>
<td>HISTART 102. Western Art from the End of the Middle Ages to the Present. (4). (HU). May not be repeated for credit. No credit granted to those who have completed HISTART 150. II.</td>
</tr>
<tr>
<td>HISTART 103. Arts of Asia. (4). (HU). May not be repeated for credit. II.</td>
</tr>
<tr>
<td>HISTART 111 / ARTDES 113. Introduction to the Visual Arts. (3; 2 in the half-term). (Excl). May not be repeated for credit. This course is for non-art majors only.</td>
</tr>
<tr>
<td>HISTART 194. First-Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 203 / ASIAN 203. Chinese Art and Religion. (4; 3 in the half-term). (Excl). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 214 / CAAS 214. Introduction to African-American Art. CAAS 111. (3). (Excl). May not be repeated for credit. II.</td>
</tr>
<tr>
<td>HISTART 221 / CLARCH 221. Introduction to Greek Archaeology. (4; 3 in the half-term). (HU). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 222 / CLARCH 222. Introduction to Roman Archaeology. (4; 3 in the half-term). (HU). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 251 / MEMS 251. Italian Renaissance Art, II. (4). (HU). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 292. Introduction to Japanese Art and Culture. (3). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in HISTART 495.</td>
</tr>
<tr>
<td>HISTART 299. Experiential Study. Consent of instructor required (Prerequisites enforced at registration). One course in history of art. (1-3). (Excl). (EXPERIENTIAL). May not be repeated for credit. This course is not intended for students who are pursuing research. Offered mandatory credit/no credit.</td>
</tr>
<tr>
<td>HISTART 334 / WOMENSTD 334. Women in the Visual Arts: Images and Image-Makers. One course in women's studies or history of art. (3). (HU). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 341. The Gothic Age. Upperclass standing. (3). (HU). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 344 / MEMS 344. Early Medieval Kingdoms and Cultures: European Art 400-1000. Upperclass standing. (3). (HU). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 348(448). The Medieval Book. HISTART 101. (3). (HU). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 360 / CAAS 380. Special Topics in African Art. HISTART 108 or 214, and upperclass standing; CAAS 200 recommended. (3; 2 in the half-term). (Excl). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 368 / CAAS 368. How to Look at African Things. (3). (Excl). May be elected twice for credit.</td>
</tr>
<tr>
<td>HISTART 376. Dada and Surrealism. (3). (Excl). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 377(471). Perspectives in Recent Art. HISTART 102 or 272. (3). (Excl). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 382 / ACABS 382 / ANTHRARC 381. Introduction to Egyptian Archaeology. (4; 3 in the half-term). (HU). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 384 / CLARCH 384. Principal Greek Archaeological Sites. Upperclass standing, and a course in archaeology. (3). (Excl). May not be repeated for credit.</td>
</tr>
<tr>
<td>HISTART 393. Junior Proseminar. Concentration in history of art and upperclass standing. (3). (Excl). May not be repeated for credit. II.</td>
</tr>
<tr>
<td>HISTART 394. Special Topics. Upperclass standing. (3). (Excl). May be elected up to four times for credit. May be elected more than once in the same term. I, II, IIIa, IIIb.</td>
</tr>
<tr>
<td>HISTART 397. Honors Colloquium. HISTART 393. (3). (Excl). May not be repeated for credit.</td>
</tr>
</tbody>
</table>

**Open to Juniors, Seniors, and Graduate Students. Sophomores by special permission.**

| HISTART 403 / ENVIRON 403 / NRE 403. History of Human Interaction with the Land. (3). (Excl). May not be repeated for credit. |
| HISTART 405. Artists and Patrons. Upperclass standing, and HISTART 101. (3). (Excl). May be repeated for credit. Repetition requires permission of the Chair. |
| HISTART 409. Hieronymus Bosch and Late Medieval Visual Culture. (3). (Excl). May not be repeated for credit. |
| HISTART 410. Johannes Vermeer and the Art of Sensing. HISTART 102 or 260. (3). (Excl). May not be repeated for credit. |
| HISTART 411. Interpretations of Landscape. Upperclass standing, and HISTART 102 or 103. (3). (Excl). May not be repeated for credit. |
HISTART 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 credit for a maximum of 9 credits.

Upperclass standing, and any prior coursework in history of art, American culture, or American history. (3). (Excl). May not be repeated for credit.

HISTART 422 / CLARCH 422. Etruscan Art and Archaeology.
Upperclass standing, and HISTART 221 or 222. (3). (Excl). May not be repeated for credit.

HISTART 424 / CLARCH 424. Archaeology of the Roman Provinces.
Upperclass standing, and HISTART 221 or 222. (3). (Excl). May not be repeated for credit.

Upperclass standing. (3). (Excl). May not be repeated for credit.

HISTART 428 / CLARCH 428. The Public Spaces of Imperial Rome.
Upperclass standing, and HISTART 101 or 222. (3). (Excl). May not be repeated for credit.

Upperclass standing; prior coursework in art history, U.S. history, American culture, or urban studies; and permission of instructor. (3). (Excl). May not be repeated for credit.

HISTART 433 / CLARCH 433. Greek Sculpture.
Upperclass standing, and HISTART 101. (3; 2 in the half-term). (Excl). May not be repeated for credit.

HISTART 434 / CLARCH 434. Archaic Greek Art.
Upperclass standing. (3). (Excl). May not be repeated for credit.

HISTART 435 / CLARCH 435. The Art and Archaeology of Asia Minor.
Upperclass standing. (3). (Excl). May not be repeated for credit.

HISTART 436 / CLARCH 436. Hellenistic and Roman Architecture.
Upperclass standing, and HISTART 221 or 222. (3). (Excl). May not be repeated for credit.

HISTART 437 / CLARCH 437. Egyptian Art and Archaeology.
Upperclass standing. (3). (Excl). May not be repeated for credit.

HISTART 439 / CLARCH 439. Greek Vase Painting.
Upperclass standing. (3; 2 in the half-term). (Excl). May not be repeated for credit.

HISTART 440 / CLARCH 440. Cities and Sanctuaries of Classical Greece.
Upperclass standing, and a course in archaeology. (3; 2 in the half-term). (Excl). May not be repeated for credit.

HISTART 443 / CLARCH 443. The Art and Archaeology of Greek Colonization.
Upperclass standing, and HISTART 221. (3). (Excl). May not be repeated for credit.

HISTART 453. Venetian Painting.
Upperclass standing, and HISTART 102 or 250 or 251. (3). (Excl). May not be repeated for credit.

HISTART 455. Modern Art and Architecture Outside the Euro-American Sphere.
One course in history of art. (3). (Excl). May not be repeated for credit.

HISTART 461. “Clashes” and Cultures: The Interconnected Visual Worlds of Eurasia.
Upperclass standing. (3). (Excl). May not be repeated for credit.

HISTART 462. Baroque Art in Italy.
Upperclass standing, and HISTART 102 or 260. (3). (Excl). May not be repeated for credit.

HISTART 463. Varieties of Dutch and Flemish Painting.
Upperclass standing, and HISTART 102 or 260. (3). (Excl). May not be repeated for credit.

HISTART 464 / FRENCH 453. Interdisciplinary Topics in French Art, Literature, and Culture.
Upperclass standing. Taught in English. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

Upperclass standing. (3). (Excl). May not be repeated for credit.

HISTART 473. Twentieth-Century Architecture.
Upperclass standing, and HISTART 102. (3). (Excl). May not be repeated for credit.

HISTART 481 / CLARCH 481. Art of Ancient Iran.
Upperclass standing, and HISTART 101 or 222. (3). (Excl). May not be repeated for credit.

HISTART 482. Buddhist Art.
Upperclass standing. (3). (Excl). May not be repeated for credit.

HISTART 485 / ANTHRARC 485. Archaeology Along the Silk Road.
(3). (Excl). May not be repeated for credit.

HISTART 489. Special Topics in Art and Culture.
(1-3). (Excl). May be elected up to three times for credit. May be elected more than once in the same term.

HISTART 493. Art of India.
Upperclass standing, and HISTART 103. (3). (Excl). May not be repeated for credit.

HISTART 496. Chinese Narrative Art.
(3). (Excl). May not be repeated for credit.

HISTART 499 / AMCULT 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 twice for credit.

HISTART 514. Spanish Art: El Greco to Goya.
Upperclass standing, and HISTART 102 or 260. (3). (Excl). May not be repeated for credit.

HISTART 531 / CLARCH 531 / ANTHRARC 587. Aegean Art and Archaeology.
Upperclass standing, and HISTART 221 or 222. (3). (Excl). May not be repeated for credit.

HISTART 534 / CLARCH 534. Ancient Painting.
Upperclass standing; and HISTART 101 or 221 or 222. (3). (Excl). May not be repeated for credit.

HISTART 536 / CLARCH 536. Hellenistic and Roman Sculpture.
Upperclass standing, and HISTART 101 or 222. (3). (Excl). May not be repeated for credit.

HISTART 555. Renaissance Architecture in Italy.
Upperclass standing, and HISTART 101 or 102. (3). (Excl). May not be repeated for credit.

HISTART 562. Baroque Sculpture in Italy and Spain.
Upperclass standing, and HISTART 102 or 260. (3). (Excl). May not be repeated for credit.

HISTART 565. Early Modern Architecture in Italy, Austria, and Germany.
Upperclass standing and HISTART 102. (3). (Excl). May not be repeated for credit.

HISTART 580. Twentieth-Century Masters.
Upperclass standing, and HISTART 102 or 272. (3). (Excl). May not be repeated for credit.

Upperclass standing, and HISTART 285. (3). (Excl). May not be repeated for credit.

HISTART 582. Later Islamic Architecture: 1500-Present.
Upperclass standing, and HISTART 285. (3). (Excl). May not be repeated for credit.
Honors Program

1330 Mason Hall
419 South State Street
(734) 764-6274 (phone)
(734) 763-6553 (fax)
http://www.lsa.umich.edu/Honors/
Professor Stephen Darwall (Philosophy), 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 is a four year program. In each term of the first and second years, students elect two Honors courses among the total of four courses normally comprising their schedules. In the junior year students are admitted to an Honors concentration ("major") from among approximately forty departments and programs in the College. Students may also choose to pursue Honors in the Liberal Arts.

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, and special academic advising.

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. 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, meet faculty members, 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 election 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 (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 belief that students should 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 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 (HONORS 390) and seniors (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.

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:

1. an average of two Honors courses per term for the four full terms of underclass Honors
2. a course load of 14-18 credit hours
3. an overall grade point average (GPA) of 3.4 or better
4. 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**

CLCIV 101 (Honors section) or GTBOOKS 191 (any section).

The readings for GTBOOKS 191 and CLCIV 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**

CLCIV 102 (Honors section) or GTBOOKS 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. Apply for the Award after the conclusion of the sophomore year. Applications are available online and in the Honors Office.

Students are also encouraged to seek out supervised research or small seminar classes where they engage with a reasonably advanced topic.

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 1330 Mason Hall. 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 all 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 judgment 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 3.4. 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.

**Honors in the Liberal Arts.** Honors in the Liberal Arts (HLA) is an alternative way to achieve an Honors degree. The degree is intended for Honors students who have been academically successful during the first and sophomore years and have determined that they wish to explore and develop deep interests across concentration boundaries alongside the concentration and, to pursue these interests, to elect especially advanced work primarily outside the concentration. This work may be elected either in addition to an Honors concentration or to supplement a non-Honors concentration. Students who make this choice will graduate with Honors in the Liberal Arts. It is possible for students to complete both Honors in the Liberal Arts and Honors concentration degrees if they complete a sufficiently rich and challenging curriculum outside the area of concentration in the third and fourth years.
Requirements for Honors in the Liberal Arts

1. Completion of requirements of the Honors Program in the first two years: eight Honors courses, including 2 “Literature and Ideas” courses.
2. Five HLA courses (a minimum of 15 credits), to be selected in consultation with an Honors advisor. Four must come from outside the student’s concentration.
3. Submission to the Honors Program of work completed in HLA courses in the final term. This work will be evaluated by a committee, which will include faculty, to ensure that the academic program is sufficiently rigorous and includes written expression of a caliber that will warrant awarding the HLA.
4. An overall GPA of 3.4.

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 courses is limited, there is usually an application process for these courses.

Courses in College Honors (HONORS)

HONORS 135. Ideas in Honors.
First-year standing in the Honors Program. (1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit.

HONORS 250. Sophomore Seminar.
Open to Honors students with sophomore standing. (3). (SS). May not be repeated for credit.

HONORS 251. Sophomore Seminar.
Open to Honors students with sophomore standing. (3). (HU). May not be repeated for credit.

HONORS 252. Sophomore Seminar.
Open to Honors students with sophomore standing. (3). (NS). (BS). May not be repeated for credit.

HONORS 270. Sophomore Seminar on Research Methods.
Honors student and permission of instructor. (1-4). (Excl). May be repeated for credit for a maximum of 8 credits.

HONORS 290. Honors Introduction to Research.

HONORS 291. Honors Introduction to Scientific Research.

Consent of instructor required (Prerequisites enforced at registration), Honors students. (1-4). (Excl). May be repeated for credit for a maximum of 8 credits.

HONORS 390. Junior Honors Research.

HONORS 490. Senior Honors Research.
Consent of instructor required (Prerequisites enforced at registration), Open to upperclass Honors concentrators. (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. Repetition requires permission of the Honors Program. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of HONORS 490, the final grade is posted for both term’s elections. I, II, III, IIIa, IIIb.

HONORS 493. College Honors Seminar.
Consent of instructor required (Prerequisites enforced at registration). Permission of instructor or of the Honors Director. (1-4). (Excl). May be repeated for credit for a maximum of 8 credits. Repetition requires permission of the Honors Program. II.

Individual Concentration Program (ICP)

Individual Concentration Program (ICP) is an option for students who wish to undertake a program of study within the College of LSA that is not available either in an existing departmental concentration or interdepartmental program. ICPs are interdisciplinary and reflect the liberal arts perspective of LSA. 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, International Relations, Studies in...
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 six 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 Individual 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 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.

Honors Advising. 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.

Residential College Individual Concentration Program (RCICP). The Residential College offers the opportunity to formulate an individualized concentration to RC students unable to find an existing degree program within the Residential College, or in the College of Literature, Science and the Arts, which meets their specific academic needs and interests. Students wishing to pursue this option must have a good idea of what they want to achieve, consult with RC faculty and (where appropriate) other UM faculty, and develop a carefully thought out academic plan of study.

Note: Students who wish to declare an individualized concentration are strongly advised to do so before the end of their sophomore year. Under exceptional circumstances an individualized concentration may be approved as late as during the junior year, but in no cases during the senior year.

RC Advising. Students interested in this option should start by discussing the matter with the head of the RC Individualized Concentration Program (ICP), whose name may be obtained at the RC Academic Services Office in 134 Tyler. With the assistance of the ICP coordinator, the student will need to identify one or two faculty members – at least one of whom is on the RC faculty – willing to serve as her/his concentration advisor(s). The concentration advisor(s) will help the student formulate an appropriate academic plan of study, and that plan must be approved by the advisor(s) and by the ICP coordinator before the student can formally declare the individualized concentration. After the concentration is declared, the student must continue to consult with her/his advisor(s) at least once a term before registering for courses in the following term; and completion of the concentration must be certified by an advisor who is a member of the RC faculty.

Institute for the Humanities

0540 Horace H. Rackham Building
915 East Washington, 1070
(734) 936-3518 (phone)
(734) 763-5507 (fax)
http://www.lsa.umich.edu/humin/
e-mail: humin@umich.edu
Professor Daniel Herwitz (Philosophy, History of Art), 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 on 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 are offered at the discretion of faculty and visiting scholars, in their fields of expertise, and will vary from term to term.

COURSES IN INSTITUTE FOR THE HUMANITIES (INSTHUM)

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). May not be repeated for credit.

INSTHUM 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). May not be repeated for credit.

INSTHUM 211. Second-Year Seminar in Interdisciplinary Studies.
(1-3). (HU). May not be repeated for credit.

INSTHUM 212. Second-Year Seminar in Interdisciplinary Studies.
(1-3). (SS). May not be repeated for credit.

INSTHUM 311. Topics in Interdisciplinary Studies.
Consent of instructor required (Prerequisites enforced at registration). (1-4). (HU). May not be repeated for credit.

INSTHUM 411. Topics in Interdisciplinary Studies.
Advanced undergraduate standing. (1-4). (Excl). May be repeated for credit.
International Institute

1080 South University Avenue, Suite 2660
(734) 763-9200 (phone)
(734) 763-9154 (fax)
http://www.umich.edu/~iinet/
e-mail: iimichigan@umich.edu
Professor Mark Tessler (Samuel J. Eldersveld Collegiate Professor, Political Science), Director, and Vice Provost for International Affairs
Not a concentration program

The International Institute promotes international and area research and education across the University. The Institute, together with its constituent centers and programs, works closely with departments, schools, and other offices of the University to provide resources for international study opportunities for undergraduate, graduate, and professional school students.

Area Centers and Programs. The International Institute is home to centers and programs which support faculty and students interested in international and area studies. These include:

- Advanced Studies Center
- Armenian Studies Program*
- Center for Chinese Studies*
- Center for European 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*
- Center for World Performance Studies
- Korean Studies Program
- Latin American and Caribbean Studies Program*
- Office of International Programs,* which coordinates study abroad programs.

(*described elsewhere in this Bulletin.)

Summer Language Institute. In cooperation with the College’s language departments and area centers, the International Institute administers the University of Michigan Summer Language Institute. The University has long been recognized as a center of excellence for the study of teaching languages and cultures. SLE offers courses in Asian, Classical, Germanic, Near Eastern, Romance, and Slavic Languages, as well as Teaching English as a Second Language. Courses vary in length from seven and one half weeks to ten weeks, and are supplemented by extra-curricular activities such as lectures, films, language tables, and excursions. Course information and application materials can be found at:
http://www.umich.edu/~iinet/sli.

International Programs

GS13 Michigan Union
1530 South State Street
(734) 764-4311 (phone)
(734) 764-3229 (fax)
http://www.umich.edu/~iinet/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 award in-residence, not transfer, credit. Course work completed on these programs, and the grades earned, will appear on the student's academic record. In many, though not all, cases, study abroad grades will be calculated into the student's grade point average. However, grades received on direct-enrollment study programs, in which students participate in classes and other academic activities on the same basis as host university degree students, are not.

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, GS13 Michigan Union, for further information.

Study Abroad Sponsored by the College of Literature, Science, and the Arts

STDABRD 230. UM Summer at Université Stendhal, Grenoble, France.
Students with intermediate and advanced level French enroll in a 3-credit class taught by a UM faculty member, and also classes at the Centre Universitaire d'Etudes Francaises at the Université Stendhal in Grenoble.

STDABRD 240. UM Summer at Universidad de Salamanca, Spain.
Students study intermediate or advanced Spanish with a UM faculty member and also enroll in classes at the University of Salamanca's Cursos Internacionales.

STDABRD 304. UM Spring in Florence – Honors.
Students take 2 Honors classes on the Italian Renaissance at the Villa Corsi Salviati in Florence, Italy.

STDABRD 305. UM/CIEE at Universidad de Guanajuato, Mexico.
Students enroll in intermediate-level Spanish conversation and grammar classes, plus content classes on Mexican culture, at the CIEE study center at Universidad de Guanajuato.

STDABRD 330. UM/U California at University of Padua (Padova), Italy.
After a six-week intensive language program, students enroll in regular classes at the University of Padua. The program center also offers a selection of Italian studies courses for American students, taught by Italian faculty.

STDABRD 331. UM/U California at Eötvös Loránd University, Hungary.
This semester or year-long program offers nine content courses in the humanities and social sciences, taught in English by Hungarian academics, and Hungarian language.

STDABRD 332. UM/CERGE-EI at Charles University, Czech Republic.
In addition to mandatory instruction in Czech language, students may choose four of fourteen courses focusing on the Czech Republic and Central Europe and taught in English by academic from the faculties of the humanities and arts at Charles University.
STDABRD 333. UM at Oxford University, England.
Students are directly admitted to St. Peter's College, Oxford University, and have access to the full range of academic offerings and facilities the college.
Full whole year only.

Students enroll in three classes focusing on modern British society, culture and the arts.

STDABRD 345. UM at Universität Tübingen, Germany.
Students with intermediate or advanced proficiency in German select classes from among the full range of offerings at the University of Tübingen. Intermediate-level students will first enroll in an intensive preparatory language course and then in classes for Tübingen's second semester. Advanced level students enroll at Tübingen for the full year.

STDABRD 346. UM-Middlebury in Russia.
Students with advanced level competence in Russian study at the State Universities of Moscow, Yaroslavl, or Irkutsk. Classes may be chosen from a wide range of disciplines.

STDABRD 348. UM at Kyoto Center for Japanese Studies, Kyoto, Japan.
The Kyoto Center offers an academically challenging semester or academic year of intermediate and advanced Japanese language study and courses in Japanese society and culture.

STDABRD 349. UM at Japan Center for Michigan Universities, Hikone, Shiga, Japan.
Jointly sponsored by Michigan's 15 public universities, JCMU offers semester and year-long coursework in beginning-through-advanced Japanese language as well as Japanese culture, business, and environmental studies.

STDABRD 350. UM at Université d’Aix Marseille, France.
After a special four-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. Full year or Winter semester options.

STDABRD 351. UM at Université Freiburg, Germany.
After a four-week intensive language program especially designed for international students, students enroll in humanities and social science courses in German at the University of Freiburg, with supplementary courses offered at the program center. Administered jointly with the University of Wisconsin.

STDABRD 353. UM at the Intercollegiate Center for Classical Studies, Rome.
Students majoring in classics, classical history, or archeology take classes at the Intercollegiate Center for Classical Studies.

STDABRD 354. UM Summer in Florence, Italy.
Students and faculty live and study at the Villa Corsi-Salviati. Courses focus on Italian language, art history, and studio art. Except for Italian language, classes are taught in English and change each year.

STDABRD 356. UM/CIC at University of Guanajuato, Mexico.
Students with five or more semesters of college-level Spanish (or the equivalent) advanced level Spanish language, Latin American literature, and Spanish-American history and culture at the University of Guanajuato; instruction is in Spanish.

STDABRD 358. UM/CIC London Parliamentary Internship.
Students spend eight weeks during the summer working with Members of Parliament, in other government offices, or with various non-governmental political action groups.

STDABRD 359. UM/CIC at Université Laval, Quebec, Canada.
This program, administered by the University of Iowa, offers courses in French language and literature.

STDABRD 360. UM/CIC at National Chengchi University, Taiwan.
Administered by the Council on International Educational Exchange, this program offers Chinese language training and area studies courses.

STDABRD 361. UM/CIC in Thailand and Vietnam.
These Council on International Educational Exchange-administered programs provide opportunity for study of Thai or Vietnamese language and area studies.

STDABRD 362. UM/CIC at University of St Petersburg, Russia.
Michigan students take up Russian language and area studies through this Council on International Educational Exchange-administered program.

STDABRD 363. UM at Pontificia Univ Catolica de Chile, Santiago.
Program participants take classes alongside Chilean students at the host university, La Pontificia Universidad Catolica. Administered jointly with the University of Wisconsin.

STDABRD 364. UM at Sussex University, England.
Michigan students may enroll for a full year or Winter semester only in classes at Sussex University, Brighton. A full range of courses is available.

STDABRD 366. UM/CIC Health & Nutrition, Dominican Republic.
Designed for pre-health majors, this program offers Spanish language training and an interdisciplinary seminar taught in English on Latin American and Caribbean Health and Nutrition.

STDABRD 367. UM/CIC at University of Ghana, Accra.
Students enroll in classes at the University of Ghana via the Council on International Educational Exchange (CIEE). Students study the local language, Twi, along with a wide variety of area studies courses in English.

STDABRD 368. UM Summer at Trinity College, Dublin, Ireland.
The Summer Program in Dublin, housed in Trinity College Dublin, focuses on Irish studies. In addition to a course taught by the program director, students enroll in module courses focusing on various aspects of Irish students.

STDABRD 369. UM at University of Western Australia, Perth.
Students enroll directly in classes covering a broad range of subjects.

STDABRD 370. UM/CIC in Australia – Internship.
This program provides UM students with internship opportunities in Australian government agencies or companies.

STDABRD 371. UM/CIC in Australia – Academic.
Students in this program take classes at either the University of Melbourne or the University of New South Wales, and enroll concurrently in the CIC Australia Internship Program.

STDABRD 372. UM/UCalif at Beijing Normal University, China.
This summer and fall term program at Beijing Normal University offers intensive language training in Mandarin, a wide range of humanities and social science courses, and supervised independent study.

STDABRD 373. UM at Ewha Woman's University, Seoul, South Korea.
An exchange program offering Korean language training and area studies coursework in English.

STDABRD 374. UM at Yonsei University, Seoul, South Korea.
Students take Korean language courses, offered from beginning to advanced levels, as well as area studies courses taught in English.

STDABRD 376. UM/Indiana University Summer in Graz, Austria.
Students at the intermediate language level study Austrian culture and society as well as fourth- or fifth- or sixth-semester German on a program administered by Indiana University.

STDABRD 377. UM/UCalif at Peking University, Beijing, China.
Students with at least elementary Mandarin Chinese, following mandatory summer training at Beijing Normal University, take language, humanities, and social science courses at Peking University during the fall and winter.

STDABRD 378. UM/UCalif at International University, Moscow.
Offers intensive Russian language training for intermediate and advanced level students along with courses in area studies, business, communications, and other fields.

STDABRD 390. UM/UI-UC at Universidad de Granada, Spain.
Program participants take liberal arts courses at the Universidad de Granada and language courses at the Centro Granadino de Español. Administered by the University of Illinois. Winter semester only.

STDABRD 400. UM/Butler at Oxford University, England.
Students enroll in a series of tutorials at various Oxford colleges. The program is administered by Butler University's Institute for Study Abroad. Full year or Winter semester only.

STDABRD 401. UM/Butler at Cambridge University, England.
Students enroll in a series of supervisions at various Cambridge colleges. The program is administered by Butler University's Institute for Study Abroad. Full year only.

STDABRD 402. UM at Leiden University, the Netherlands.
An exchange program with Leiden University offers courses in Dutch language and culture, government, European politics, and global studies.

STDABRD 403. UM Spring in Florence – Music.
Students and faculty live and study at the Villa Corsi-Salviati. Courses focus on the history of opera, voice performance, and Italian for opera singers.

STDABRD 404. UM/CIC in Bahia, Brazil.
Students with intermediate levels of Portuguese take courses in intensive language and Brazilian contemporary culture through this Council on International Educational Exchange program.

STDABRD 405. UM/UTexas in Belo Horizonte, Brazil.
This summer language program, administered by the U. Texas, offers students the opportunity to improve their Portuguese language skills and study Brazilian culture.

STDABRD 408. UM/Butler U at Universidad de la Habana, Cuba.
Students take a special Spanish language course along with two or three regular classes at the Universidad de la Habana, Cuba.
Students on this summer program take seminars in either Medieval and Renai-
sance or environmental studies.

STDABRD 453. UM Semester in Florence, Italy.
Students and faculty live and study at the Villa Corsi-Salviati. Classes, taught in
English, focus on art history, Italian politics, and literature. An Italian language
class is required.

STDABRD 455. UM at University of Essex, England.
Students enroll directly in classes at the University of Essex, Colchester. Full
year or Winter semester only.

STDABRD 456. UM at London School of Economics, England.
Students enroll directly in classes as part of the General Course at the London
School of Economics (LSE). Full year only.

STDABRD 457. UM at University of York, England.
Students enroll in classes alongside their British peers at the University of York,
England. Full year or Winter semester only.

STDABRD 458. UM at University of St Andrews, Scotland.
Students enroll in classes alongside their British peers at the University of St.
Andrews in Scotland. Full year or Winter semester only.

STDABRD 459. UM at Universidad de Seville, Spain.
Students take classes in all disciplines at the University of Seville, as well as
courses at the program center. Requires completion of at least five semesters
(or the equivalent) of college-level Spanish.

STDABRD 461. UM at Uppsala University, Sweden.
An exchange with Uppsala University allows students to live in dorms with
Swedish classmates and take liberal arts classes offered in Swedish and Eng-
lish.

STDABRD 463. UM/CIEE at Warsaw School of Economics, Poland.
This Council on International Educational Exchange program offers specially
designed, semester-long courses in East and Central European politics, litera-
ture, history, business, and economics, as well as training in Polish.

STDABRD 464. UM at University of Turku, Finland.
Exchange program with the University of Turku. Students take classes, taught in
English, in business, economics, Scandinavian, Baltic, and East European
studies, and other areas.

STDABRD 465. UM at Université de Lausanne, Switzerland.
Through a reciprocal exchange program with the University of Lausanne, two or
three Michigan students with advanced French each year enroll in courses,
taught in French, from a wide variety of disciplines.

STDABRD 466. UM at Kyushu University, Fukuoka, Japan.
Michigan students on this exchange program study Japanese language and
take a variety of Japan-related courses, most taught in English.

STDABRD 467. UM at University of Tokyo, Japan.
This exchange program offers Japanese language study and classes in Japa-
nese area studies, taught in English.

STDABRD 468. UM at University of New South Wales, Australia.
Students enroll directly in classes chosen from a broad range of subjects.

STDABRD 470. UM at Bilkent University, Ankara, Turkey.
Through a reciprocal exchange, Michigan students attend classes taught in
English at Bilkent University, in Ankara.

STDABRD 471. UM at Middle East Technical University, Ankara,
Turkey.
Through a reciprocal exchange, Michigan students attend classes taught in
English at Middle East Technical University, in Ankara.

STDABRD 473. UM/Penn State University in Athens, Greece.
A winter semester program in classical and contemporary Greek studies run by
Pennsylvania State University. The curriculum includes courses on modern Greek
language and on Greek history, architecture, and philosophy.

STDABRD 476. UM/U Wisconsin in Varanasi, India.
UM participants on this University of Wisconsin program study Hindi/Urdu as
well as a variety of area studies topics through tutorials and extensive field
research.

STDABRD 477. UM/U Wisconsin in Madurai, India.
This University of Wisconsin program offers Tamil language training as well as
area studies courses and field research.

STDABRD 478. UM/U Wisconsin in Kathmandu, Nepal.
Students enroll in language classes in Nepali or Tibetan, take tutorials in the
performing and fine arts, humanities, and social sciences, and carry out a
semester-long field work project in a Nepalese or Tibetan village.

STDABRD 479. UM/U Wisconsin at Université de St. Louis, Senegal.
Participants attend classes, taught in French, with Senegalese students.
Courses in French and African languages (especially Wolof) and literature, the
humanities, social sciences, law, and business. Requires five semesters of
college-level French (or the equivalent).

STDABRD 480. UM at King's College London, England.
Students enroll directly in classes alongside their British peers at King's College
London.

STDABRD 481. UM at Queen Mary and Westfield College, England.
Students enroll directly in classes alongside their British peers at the University
of London's Queen Mary and Westfield College, London.

STDABRD 483. UM at University College London, England.
Students enroll directly in classes alongside their British peers at University
College London.

STDABRD 485. UM at University of Lancaster, England.
Students enroll directly in classes alongside their British peers at the University
of Lancaster in Lancaster.

STDABRD 486. UM at Institut d'Etudes Politiques, Paris, France.
One of France's grandes ecoles, the Institut d'Etudes Politiques enrolls UM
students with advanced French for an academic year, offering a social sciences
curriculum.

STDABRD 487. UM at University of Cape Town, South Africa.
The University of Cape Town, considered one of South Africa's finest universi-
ties, offers UM exchange students a wide range of liberal arts courses taught in
English.

STDABRD 488. UM at University of KwaZulu-Natal, South Africa.
This exchange program enrolls UM students at either the Durban or the Pietermaritzburg campuses, and offers a broad curriculum with instruction in
English.

STDABRD 489. UM at University of Melbourne, Australia.
Students enroll directly in classes spanning the full range of liberal arts sub-
jects.

STDABRD 490. UM at Universidade Federal de Minas Gerais, Belo
Horizonte, Brazil.
Through reciprocal exchanges, students attend classes taught in Portuguese at
the Federal University of Minas Gerais in Belo Horizonte.

STDABRD 491. UM at Universidade Federal de Bahia, Brazil.
Through reciprocal exchanges, students attend classes taught in Portuguese at
the Federal University of Bahia.

Study Abroad Sponsored by Other Educational Institutions.
Students may participate in, and earn transfer credit from, study abroad programs administered by other colleges and universities (both American and foreign). Transfer credit is granted by the Office of Undergraduate Admissions, but only under certain conditions. It must be awarded by, and appear on an official transcript from, a fully accredited, or otherwise recognized, degree-granting institution of higher learning; it must be for courses in the liberal arts and sciences; and it must be for courses that do not duplicate courses for which credit already has been received. In addition, students must earn a grade of "C" or better in each course for which transfer credit is wanted. Those who are considering study abroad sponsored by organizations other than colleges and universities should consult in advance of program participation the Office of Undergraduate Admissions when 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 or OIP website [http://www.umich.edu/~iinet/oip/].

Travel Registration. All University of Michigan students, whether
they are attending a Michigan-sponsored or non-Michigan program,
are required to register online at the University International Travel Registration Website [http://www.umich.edu/~itoc/] prior to their departure.
Center for Japanese Studies

1080 South University Avenue, Suite 3640
(734) 764-6307 (Phone)
(734) 936-2948 (Fax)
Website: http://www.umich.edu/~inet/cjs/
email: umcjs@umich.edu
Professor Mark West (Law), Director

Not a concentration program. Undergraduates may pursue Japanese Studies through the Asian Studies concentration or academic minor of the Department of Asian Languages and Cultures.

Undergraduates may pursue Japanese Studies through the Asian Studies concentration of the Department of Asian Languages and Cultures.

COURSES IN JAPANESE STUDIES (CJS)


Judaic Studies

3032 Frieze Building
105 South State Street
(734) 763-9047 (phone)
(734) 936-2186 (fax)
http://www.umich.edu/~jstud/
Professor Todd M. Endelman (History), Director

Professors
Todd M. Endelman (History), William Haber Professor of Modern Jewish History
Zvi Y. Gitelman (Political Science), Preston R. Tisch Professor of Judaic Studies
Mark Tessler (Political Science), Samuel Eldersveld Professor of Political Science

Associate Professors
Carol Bardenstein (Near Eastern Studies)
Gabriele Boccaccini (Near Eastern Studies)
Elliot Ginsburg (Near Eastern Studies)
Anita Norich (English Language and Literature)
Brian Schmidt (Near Eastern Studies)
Scott Spector (Germanic Languages and Literatures and History)

Assistant Professors
Yaron Eliav (Near Eastern Studies), Jean and Samuel Frankel Assistant Professor of Rabbinic Literature
Mikhail Krutikov (Slavic Languages and Literatures)
Julian Levinson (English Language and Literature), Samuel Shetzer Assistant Professor of American Jewish Studies
Shachar Pinsker (Near Eastern Studies)
Stefanie Siegmund (History)
Ruth Tsoffar (Near Eastern Studies)

Lecturers
Milka Eliav (Near Eastern Studies)
Doron Lamm (Near Eastern Studies)
Ilan Rosenberg (Near Eastern Studies)
Vera Szabo (Judaic Studies)
Pauli Weizman (Near Eastern Studies)

Adjunct Associate Professor
David Schoen (Sociology)

Professors Emeriti Edna Amir Coffin (Near Eastern Studies), Charles Krahmalkov (Near Eastern Studies)

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, Slavic, 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 includes features and documentaries and 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 205 and fourth-term proficiency in modern Hebrew (HJCS 202) or Yiddish (JUDAIC 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
   c. HISTORY 383-384.

2. **One term of rabbinic literature** (JUDAIC 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: ENGLISH 383, appropriate sections of ENGLISH 313, 317, 318, 417, 430.
   - Germanic Languages and Literatures: GERMAN 322.


Law 642.

Near Eastern (Ancient Civilizations & Biblical) Studies: ACABS 200, 201, 202, 277, 321, 322, 483, 484, 542, 543, 544, 581, 582; and appropriate sections of 591, 592.

Near Eastern (Arabic, Armenian, Persian, Turkish, & Islamic) Studies: AAPTIS 277.


Political Science: POLSCI 350, 351, 353.

Social Work: 600, 645.

Sociology: SOC 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. Application 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, 1330 Mason 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 the academic advisor. 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 205 (Introduction to Jewish Civilizations and Culture); two courses in Jewish history, chosen from among HISTORY 306, 307, 381, 382, 383, 384, and 385; and two other courses chosen from among those listed in the Judaic Studies concentration.

**Constraints:** At least one half of the courses counting toward the academic minor must be taken at the UM-Ann Arbor campus. Elementary and intermediate-level language courses in Hebrew and Yiddish may not be counted toward the academic minor.

JUDAIC 373 / HCS 373. Israeli Culture and Society. (3). (SS). May not be repeated for credit.

JUDAIC 381 / HCS 381. Introduction to Israeli Literature and Culture. Taught in English. (3). (HU). May not be repeated for credit.

JUDAIC 401. Readings in Yiddish Texts. JUDAIC 202. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

JUDAIC 451 / POLSCI 350. The Politics and Culture of Modern East European Jewry. A course in East European and/or Jewish history, and Comparative Politics is recommended. (3). (Excl). May not be repeated for credit. I1 in Poland.

JUDAIC 467 / HCS 577 / RELIGION 471. Seminar: Topics in the Study of Judaism. (3). (Excl). May be repeated for credit for a maximum of 9 credits.


JUDAIC 470 / HCS 470 / ACABS 470. Reading the Rabbis. HCS 202. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in HCS 270 or JUDAIC 270, or HCS 570/ACABS 570/JUDAIC 570.


JUDAIC 480 / POLSCI 451. Jewish Identity, Politics, and Culture in the Age of Secularism. JUDAIC 205, POLSCI 350, or any course in modern Jewish history. (3). (Excl). May not be repeated for credit.


JUDAIC 489 / HCS 489. The Cycle of the Jewish Year. Taught in English. (3). (Excl). May not be repeated for credit.

JUDAIC 495. Independent Studies. Consent of instructor required (Prerequisites enforced at registration). (1-3). (Excl). (INDEPENDENT). May not be repeated for credit. I.

JUDAIC 496. Independent Studies. Consent of instructor required (Prerequisites enforced at registration). (1-3). (Excl). (INDEPENDENT). May not be repeated for credit.

JUDAIC 497. Senior Thesis. Consent of instructor required (Prerequisites enforced at registration). (3). (Excl). (INDEPENDENT). May not be repeated for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (JUDAIC 498), the final grade is posted for both term's elections. I.

JUDAIC 498. Senior Thesis. Consent of instructor required (Prerequisites enforced at registration). (3). (Excl). (INDEPENDENT). May not be repeated for credit.

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**Language Resource Center**

The mission of the Language Resource Center is to serve, support and promote the study and instruction of foreign languages, cultures, and literatures at all levels within the University of Michigan community. To fulfill this mission, the Language Resource Center provides leadership and excellence in the application, creation, and dissemination of innovations with respect to information, technology, media, and materials for all University individuals who utilize foreign languages in their studies, teaching, or research.

In addition to supplying diverse resources and services to the University community, the LRC is dedicated to strengthening foreign language instruction at the University of Michigan by informing faculty and GSIs of theoretical and practical developments in the following fields: language pedagogy, teaching methods, educational research, language acquisition, instructional technology, evaluation, and productivity.

The Language Resource Center is located on the second floor of the Modern Languages Building, which stands on the corner of East Washington and Thayer, next to the Burton Memorial Bell Tower. The Language Resource Center has a diverse collection of unique resources and facilities. The Center and its resources are available to anyone within the University of Michigan community either free of charge or at a low fee depending on the user's affiliation, and on the type of services requested.

Students and faculty have access to the LRC's open computer labs, as well as audio listening/recording stations, video stations, textbooks and dictionaries, a free-reading text library, audio tapes, video tapes, software, realia, and copy machines. Access to over 35 foreign satellite television broadcast channels is available on a walk-in basis at video stations in the Main Center or by specially requested recording (videotape or dvd). Space is available for students to work individually, in small groups or with their classes.

Additional resources for faculty include equipment reservation and loan services, two 25 station computer classrooms for group use, video and audio collections with over 4000 items, a pedagogical resource text library, multimedia development stations, and space for office hours and tutorials. The Center also provides satellite services, video duplication and standards conversion, audio and video production, workshops, foreign language instructional technology development, and curricular consultation.

**Computing Stations.** The LRC workstations contain a wide variety of software including both class specific and general use applications. Both Macintosh and Windows machines are available. Computing assistants are available to answer questions in the Center.

The LRC supports multilingual computing for most Middle Eastern, Asian, Slavic, and European languages. This is the only computing site on the UM campus that provides support and assistance with non-Roman fonts.

The LRC also maintains two computer classrooms (one Mac, one Windows) that can accommodate classes up to 25 students. Reservations are required to use these facilities.

**Audio and Video Collections.** The Language Resource Center video collection contains over 3,000 titles. When combined with the language, literature and cultural programs of the Film and Video Library, language faculty have a rich resource available for use in instruction and research. The Language Resource Center audio collection contains a diverse body of material in more than 50 languages. The collection consists of music, literature, exercises,
cultural materials, and dialogues. There are also audio exercises corresponding to textbook courses, supplementary materials and self-study materials. The LRC audio catalog lists, by language, all audio materials available, as well as denotes which are available for duplication.

There are a variety of options for access to audio materials:

1. Audio equipment in the LRC allows students to listen to audio tapes, as well as record their own voices on a second track for comparison.

2. Students may request copies of individual tapes be made for use at home. Students must purchase or provide the necessary blank cassettes. Not all materials are available for duplication and are denoted throughout the catalog. Duplication rights are dependent on permission from the publishers.

3. Audio materials for many courses are available for free on-line. Please see your instructor or stop by the LRC to see if your course is supported with on-line materials.

The LRC has 18 video stations located in the Main Center that can be used individually or in groups. Instructors can place video materials on reserve through the reservations office. These materials are then made available to students on a first come first served basis. Video materials are not allowed to be taken off site.

Course Reserves. Faculty can put their course materials on reserve at the LRC for students to access. This helpful service gives students access to limited materials such as texts, answer keys, video and audio material.

**Latin American and Caribbean Studies Program**

1080 South University Avenue, Suite 2607
(734) 763-0553 (phone)
(734) 763-9154 (fax)
http://www.umich.edu/~iinet/lacs/
e-mail: lacs@umich.edu
Associate Professor Sueann Caulfield (History), Director

**May be elected as an interdepartmental concentration program**

**Faculty Advisors** Alberto (History and Romance Languages), Behar (Anthropology), Benamou (Film-Video), Caulfield (History), Colás (Romance Languages), Corinol (Anthropology), del Valle (Romance Languages), Ekotto (Romance Languages), Frieri (Anthropology), Herrero-Olaitzola (Romance Languages), Hoffnung-Garskof (History), Johnson (History and CAAS), Kohn (Anthropology), Kottak (Anthropology), LaFountain-Stokes (Romance Languages), Levine (Political Science), MacLatchy (Anthropology), Mannheim (Anthropology), Marcus (Anthropology), Moreno (Romance Languages), Nair (History of Art), Nwankwo (English), Owusu (Anthropology), Page (Sociology), Paley (Anthropology), Pedraza (Sociology), Robinson (Sociology), Sánchez (English), Sanjinés (Romance Languages), Safer (History), J. Scott (History), R. Scott (History), Skurski (Anthropology), Suárez (Romance Languages), Turits (History), Verdesio (Romance Languages), and Williams (Romance Languages)

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 at the 300-level and above, 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 LACS 399, the Thesis-Writers’ Seminar, for three credits. (Permission of the instructor is required for enrollment in LACS 399.)

**Language Requirement.** Competency in Spanish or Portuguese (equivalent to SPANISH 275 or the intensive Spanish program at the Residential College, or PORTUG 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:** ANTHRCUL 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:** HISTORY 347 (Latin America: The Colonial Period), or 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), or another upper-level course in Latin American literature.
- **Political Science:** POLSCI 347 (Government and Politics of Latin America), or another upper-level course in Latin American politics.

**Elective Courses.** The remainder of the 30 credits may be drawn from upper-level courses, from any department, that deal with Latin America and the Caribbean. These change from year to year. The Program will normally make available during pre-registration a list of courses relating to Latin America and the Caribbean offered the following term. Accredited courses taken during Study Abroad programs in Latin America [administered by the Office of International Programs, (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 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, 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 re-
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 not 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 PORTUG 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)**

LACS 399. Thesis-Writers’ Seminar. Consent of instructor required (Prerequisites enforced at registration).

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**Linguistics**

4080 Frieze Building, 1285
105 South State Street
(734) 764.0353 (phone)
(734) 936.3406 (fax)
http://ling.lsa.umich.edu/
e-mail: linguistics@umich.edu
Professor Patrice Beddor, Chair

**Professors**

Patrice Beddor, phonetics, phonology, psycholinguistics (speech perception)
Madhav Deshpande, Sanskrit, Prakrit and Pali, linguistic traditions of Indian grammarians
San Duanmu, phonology, phonology-syntax interface, Chinese dialects, phonetics, morphology
Steven Dworkin, historical linguistics, diachronic Romance, etymology, lexicology, morphology
Samuel Epstein, syntax, first and second language acquisition
Diane Larsen-Freeman, applied linguistics, English as a second language

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
Peter Ludlow, semantics, philosophy of language, semantics/pragmatics interface, syntax/semantics interface
Lesley Milroy (Hans Kurath Collegiate Professor of Linguistics), sociolinguistics, discourse, bilingualism, conversation analysis, dialectology
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 Thomason, semantics, philosophy of language, computational linguistics
Sarah G. Thomason (William J. Gedney Collegiate Professor of Linguistics) historical linguistics, languages in contact, pidgins &
creoles, typological universals, Native American linguistics (especially Salishan)

**Associate Professors**

Steven Abney, computational linguistics, syntactic theory, language learning
William Baxter, Chinese linguistics, historical phonology, semantics, Montague Grammar
Julie E. Boland, psycholinguistics, sentence comprehension and parsing, lexical representation
John Lawler, cognitive grammar, semantics, computational linguistics, applied linguistics
Richard L. Lewis, computational modeling, psycholinguistics, sentence processing, cognitive architectures, unified theories of cognition
Thomas Toon, historical linguistics, old Germanic languages and dialects, paleography

**Assistant Professors**

Benjamin Fortson, historical linguistics, Indo-European linguistics
Acrisio Pires, syntax, computational linguistics/natural language processing, language change
Robin Queen, sociolinguistics, intonation, language contact, language and gender, Germanic linguistics
Dragomir R. Radev, Natural language processing, Information retrieval, Computational linguistics

**Lecturer**

Paula Berwanger, American Sign Language

**Professors Emeriti**

A.L. Becker, Robbins Burling, J.C. Catford, Alexander Guirao, Larry Selinker

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 prehistoric languages.

In addition to these central areas of linguistics, several other subdisciplines 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 Languages of the World (LING 112), The World of Words (LING 114), Language in a Multicultural World (LING 115), and several first-year seminars. 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 Concentration and Academic Minor Advising.** Advising appointments can be made by contacting: the student services assistant, or linguistics@umich.edu.

**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 toward the concentration.

**Concentration Requirements.** The linguistics concentration requires a total of 30 credits at the 300 level or higher; at least 15 of these credits must be in Linguistics or courses cross-listed with Linguistics. 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. **LING 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. **LING 315 - Introduction to Syntax.** This course examines the rule systems whereby words are organized into phrases and phrases into sentences in natural languages.

3. **LING 316 - 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.

In extraordinary circumstances, with permission of the undergraduate chair, an advanced course in the area of phonetics/phonology, semantics, or syntax could satisfy the LING 313, 315, or 316 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 chair.

**Double Concentration.** Because the study of language is inherently interdisciplinary, a concentration in Linguistics can be designed to integrate very well with other academic fields. A large proportion of current linguistics concentrators (more than half) complete double concentrations.

An LS&A double concentration requires satisfying all of the concentration requirements of both programs. However, since LS&A places no limit on the number of credits that may be offered jointly for both concentrations, this allows students to double-concentrate with substantially fewer than 60 total concentration credits.

Students considering a double concentration in Linguistics and another field in LS&A should consult concentration advisors in both fields.

**Honors Concentration.** The Honors concentration in Linguistics requires 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 LING 495 and 496 when writing the Honors thesis (but are not required to do so).

**Concentration Profiles.** The Department of Linguistics offers one official subplan:

**Applied Linguistics and Second Language Learning and Teaching**

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

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

Students following this concentration profile who seek a certificate (issued upon graduation) stating that the student has completed a sequence of courses in this concentration area are required to take LING 350 and three other courses from the list below and/or others approved by a Linguistics advisor (in addition to the three core courses required of all concentrators).

*Note that this certificate is not legal certification in ESL for the public schools.*

LING 319: Academic Discourse  
LING 350: Perspectives on Second Language Learning and Second Language Instruction  
LING 351: Second Language Acquisition  
LING 342: Perspectives on Bilingualism  
LING 361: Studies in American Sign Language  
LING 385: Experiential Practice  
LING 429: Discourse Analysis and Language Teaching  
LING 440: Language Learnability  
LING 532: Issues in Bilingualism

Other areas of specialization may be pursued informally. Here are a few examples.

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

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.

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.

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

Students interested in applying the methods of linguistic analysis to spoken English discourse and to written English texts can combine the study of linguistics with courses in historical or discourse analysis.

**Accelerated Program for Undergraduates (AB/BS and MSI)**

The School of Information offers an accelerated joint program for exceptional Linguistics undergraduate concentrators at the University of Michigan. The program enables students in Linguistics to complete both a bachelor's degree and the two-year Master of Science in Information (MSI) degree in five years of study. The School of Information will select candidates for this program during their junior year. The bachelor's degree is normally awarded at the end of the senior year (the first year of study in the School of Information) and the MSI degree after completion of its requirements (normally after a second year of graduate study).

Students in the accelerated joint program must satisfy the normal requirements for both the Bachelors and the MSI programs; but any course they take that satisfies a requirement for the Bachelors and also satisfies a requirement for the MSI can be used to satisfy both requirements simultaneously. By taking 24 credit hours of courses that are "double-counted" in this fashion, it is possible to eliminate a year from the normal course of study. In particular, several designated courses taught in the School of Information and the Department of Linguistics satisfy requirements for both degrees. See the official list of courses for details.

To qualify for admission to the School of Information under the Accelerated Joint Program, students need to show that, given the double counting provision, they will be able to complete the LS&A and Linguistics requirements for the Bachelors by the end of the fourth year, while also completing the usual first-year coursework for the MSI.

In addition, applicants for the accelerated joint program must show an academic record that is consistent with the demands of completing six years of course work in five years. This means that program applicants must be at or above the norm for the regular entering class at the School of Information, in terms of fit to the School, maturity, GPA, and GRE scores.

Further information can be found by visiting the School of Information, 300 West Hall, or SI's website: http://www.si.umich.edu/. Declared Linguistics Concentrators who are interested in this program should consult with their Linguistics advisor as early as possible. An application to the School of Information is made in the fall academic term of the junior year and is reviewed as part of the regular admission process by the School of Information. Applicants
will be notified of the School of Information's decision before the registration deadline in the winter academic term.

**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, but does not count toward the academic minor.

**Academic Minor Program.** 15 credits in Linguistics or in courses cross-listed with Linguistics, distributed as follows:

1. **Linguistics core:** Two courses chosen from LING 313, 315, and 316.

2. **Linguistics electives:** Nine credits in Linguistics, at the 300-level or above, chosen in consultation with, and approved by, the academic minor advisor.

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**Courses in Linguistics (LING)**

**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). May not be repeated for credit.

**LING 103. First-Year Seminar (Social Science).**
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit.

**LING 104. First-Year Seminar (Introductory Composition).**
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (Introductional Composition). May not be repeated for credit.

**LING 105. Honors Seminar in Language and Mind.**
Intended for Honors freshmen and sophomores. (3). (Excl). May not be repeated for credit.

**LING 112. Languages of the World.**
(3). (SS). May not be repeated for credit.

**LING 114. A World of Words.**
(3). (HU). May not be repeated for credit.

**LING 115. Language in a Multicultural World.**
(3). (SS). May not be repeated for credit.

**LING 119. Conversation.**
(3). (SS). May not be repeated for credit.

**LING 140. Introduction to Deaf Culture.**
(3). (Excl). May not be repeated for credit.

**LING 150. Elementary American Sign Language.**
Concurrent enrollment in or completion of LING 140. (4). (Excl). May not be repeated for credit.

**LING 151. Elementary American Sign Language II.**
LING 150. (4). (Excl). May not be repeated for credit.

**LING 210. Introduction to Linguistic Analysis.**
(4). (SS). May not be repeated for credit.

**LING 211. Introduction to Language.**
(3). (SS). May not be repeated for credit. I, II, IIIb.

**LING 212. Introduction to the Symbolic Analysis of Language.**
(4; 2 in the half-term). (MSA). (BS). May not be repeated for credit. I.

**LING 250. Intermediate American Sign Language.**
LING 151. (4). (Excl). May not be repeated for credit.

**LING 251. Intermediate American Sign Language II.**
LING 250. (4). (LR). May not be repeated for credit.

**LING 272 / ANTHRCUL 272. Language in Society.**
Primarily for first- and second-year students. (4). (SS). (R&E). May not be repeated for credit.

**LING 305. Advertising Rhetoric.**
Junior standing. (3). (Excl). May not be repeated for credit.

**LING 313. Sound Patterns.**
LING 210 or 211. (3; 2 in the half-term). (SS). May not be repeated for credit.

**LING 315. Introduction to Syntax.**
LING 210 or 211. (3; 2 in the half-term). (Excl). May not be repeated for credit.

**LING 316. Aspects of Meaning.**
LING 210 or 211. (3). (Excl). May not be repeated for credit.

**LING 317. Language and History.**
LING 210 or 211. (3; 2 in the half-term). (HU). May not be repeated for credit.

**LING 318. Types of Languages.**
LING 210 or 211. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LING 518.

**LING 319. Discourse in the Academic Disciplines.**
LING 210 recommended. (3; 2 in the half-term). (HU). May not be repeated for credit.

**LING 320. Computer Programming for Linguistics and Language Studies.**
(3). (MSA). (BS). May not be repeated for credit.

**LING 339 / CAAS 339. African American Languages and Dialects.**
LING 210 recommended. (3). (Excl). May not be repeated for credit.

**LING 340. Introduction to Sociolinguistics.**
LING 210 or 211. (3). (Excl). May not be repeated for credit.

**LING 342. Perspectives on Bilingualism.**
LING 272, or 210, or 211. (3). (Excl). May not be repeated for credit.

**LING 344 / ASIANLAN 344. The Languages of South Asia.**
(3). (Excl). May not be repeated for credit.

**LING 345. Languages and Peoples of Eastern Europe, Russia and the Caucasus.**
LING 210 recommended. (3). (Excl). May not be repeated for credit.

**LING 347 / PSYCH 349. Talking Minds.**
At least one of: LING 210 or 211, or PSYCH 111, 112, 114, or 115. (3). (Excl). (BS). May not be repeated for credit.

**LING 350. Perspectives on Second Language Learning and Second Language Instruction.**
LING 210 or 211. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LING 450.

**LING 351. Second Language Acquisition.**
LING 210 or 211. (3). (SS). May not be repeated for credit.

**LING 352 / PSYCH 352. Development of Language and Thought.**
PSYCH 250. (3). (SS). May not be repeated for credit.

**LING 362 / ANTHRCUL 375. Talking and Telling.**
One course in linguistics, anthropology, or a related field. (3). (Excl). May not be repeated for credit.

**LING 370 / ANTHRCUL 370. Language and Discrimination: Language as Social Statement.**
LING 210 recommended. (3). (SS). (R&E). May not be repeated for credit.

**LING 374 / ANTHRCUL 374. Language and Culture.**
Sophomore standing. (4; 2 in the half-term). (HU). May not be repeated for credit.

**LING 385. Experiential Practice.**
Permission of instructor. (1-6). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 6 credits. Offered mandatory credit/no credit.

**LING 386 / ELI 380 / EDUC 390. Community Service and Language, Education, and Culture.**
(1-3). (Excl). (EXPERIENTIAL). May be elected up to three times for credit.

**LING 392 (RCHUMS 293) / RCHUMS 392. English Grammar and Meaning.**
(4). (Excl). May not be repeated for credit.

**LING 393 / RCHUMS 393. English Grammar and Writing.**
LING 392. (4). (Excl). May not be repeated for credit.
Lloyd Hall Scholars Program

The Lloyd Hall Scholars Program is a first-year living-learning community that focuses on creative expression in writing and the visual arts. Located in the Alice 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. Students from all academic disciplines benefit from the Program’s focus; the ability to think and express oneself creatively goes hand-in-hand with the ability to think and express oneself critically. In addition to contributing to their academic success, LHSP’s mission is to develop in students a lifelong passion for the creative arts and to encourage students to seek out arts opportunities in their communities.

The Program offers writing and arts courses for all first-year students. The Program’s writing course for entering students, LHSP 125, meets the LS&A Introductory Composition Requirement for first-year students. Several sections of LHSP 125, taught by Sweetland Writing Center faculty, are offered in both fall term and winter term. This course, while emphasizing college writing, focuses on a variety of diverse topics and themes drawn from the various disciplines of the humanities, social sciences, and natural sciences. A variety of elective courses, including studio art courses, are also offered through LHSP. All LHSP courses are small, and active participation by students is encouraged. LHSP also has a Writing Center available for all students.

In addition, various co-curricular activities enhance the experiences of Program members. These include guest authors and speakers, artist receptions, theater trips, and writing panels. As part of the Residence Education program in Alice Lloyd Hall, the Program has access to numerous non-academic activities, including films, field trips, community service, multicultural programs, and social programs. Within LHSP, a leadership track for sophomores is also available.

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LING 402. Research Seminar in Linguistics. At least one of LING 313, 315, 316, and at least two other courses in Linguistics. (3). (Excl). May be repeated for credit a maximum of 9 credits.

LING 406 / ENGLISH 406. Modern English Grammar. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LING 408 / ENGLISH 408. Varieties of English. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LING 411. Introduction to Linguistics. Not intended for Linguistics concentrators. (3). (Excl). May not be repeated for credit. Not open to students with credit for LING 211.

LING 420. Word and Metaphor. LING 315 and 316. (3). (Excl). May not be repeated for credit.

LING 429. Discourse Analysis and Language Teaching. LING 313, 316, or 315. (3). (Excl). May not be repeated for credit.

LING 440. Language Learnability. LING 316 and 315. (3). (Excl). May not be repeated for credit.

LING 447 / PSYCH 445. Psychology of Language. PSYCH 240 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit.


LING 492. Topics in Linguistics. (3; 2 in the half-term). (Excl). May be elected twice for credit. May be elected more than once in the same term.

LING 493. Undergraduate Reading. Consent of instructor required (Prerequisites enforced at registration). Permission of the concentration advisor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit. Repetition requires permission of the concentration advisor.

LING 494. Undergraduate Reading. Consent of instructor required (Prerequisites enforced at registration). Permission of the concentration advisor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit. Repetition requires permission of the concentration advisor.

Ling 495. Senior Honors Reading Course. Consent of instructor required (Prerequisites enforced at registration). Permission of concentration advisor. (1-3). (Excl). (INDEPENDENT). May not be repeated for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (LING 496), the final grade is posted for both term’s elections. I, II, III, IIIa, IIIb.


LING 505. Rhetoric. (3). (Excl). May not be repeated for credit.

LING 512. Phonetics. LING 313. (4). (Excl). May not be repeated for credit. I.

LING 513. Phonology. LING 313. (3; 2 in the half-term). (Excl). May not be repeated for credit. II.

LING 514. Semantics and Pragmatics. LING 316. (3; 2 in the half-term). (Excl). May not be repeated for credit. II.

LING 515. Generative Syntax. LING 315 or graduate standing. (3; 2 in the half-term). (Excl). May not be repeated for credit. I.

LING 517 / ANTHRCUL 519 / GERMAN 517. Principles and Methods of Historical Linguistics. Graduate standing, or permission of instructor. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LING 518. Linguistic Typology. Graduate standing; undergraduates with permission of department. (3; 2 in the half-term). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LING 318.

LING 519. Discourse Analysis. Permission of instructor. (3; 2 in the half-term). (Excl). May not be repeated for credit.

LING 532. Issues in Bilingualism. Graduate standing or permission of instructor. (3). (Excl). May not be repeated for credit.


LING 542 / ANTHRCUL 572. Introduction to Sociolinguistics. LING 514 or graduate standing. (3; 2 in the half-term). (Excl). May not be repeated for credit.

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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
Dr. Carol Tell (Sweetland Writing Center/English Language and Literature), Director

Not a concentration program
Approximately 150 first-year students are admitted to the Program each year from various academic programs. 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 LHP courses may be counted toward the minimum 120 credits required for an LS&A degree.

Lloyd Hall Scholars Courses (LHSP)

LHSP 125. College Writing. (4). (Introductory Composition). May not be repeated for credit. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

LHSP 140. Arts and Humanities. (3). (CE). May be elected for a maximum of 6 credits. May be elected more than once in the same term. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

LHSP 200. Advanced Leadership and Service Learning. Consent of instructor required (Prerequisites enforced at registration). Sophomore standing and participation in Lloyd Hall Scholars Program. (1). (Excl). May not be repeated for credit. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree. Offered mandatory credit/no credit.

LHSP 201. Professional and Career Development. Sophomore standing and participation in Lloyd Hall Scholars Program. (1). (Excl). May not be repeated for credit. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree. Offered mandatory credit/no credit.

LHSP 228. What is Writing? Completion of the Introductory Composition requirement. (3). (HU). May not be repeated for credit.

LHSP 299. Independent Study. Consent of instructor required (Prerequisites enforced at registration). (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. 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, Director

Not a concentration program

Professors Ellen M. Arruda (Mechanical Engineering), Arthur J. Ashe, III (Chemistry), Mark M. Banaszak-Holl (Chemistry), M. David Curtis (Chemistry), Frank E. Filisko (Materials Science & Engineering), Sharon Glotzer (Chemical Engineering), Theodore Goodson III (Chemistry), Jerzy Kanicki (EECS), Richard M. Laine (Materials Science & Engineering, Chemistry), Ronald G. Larson (Chemical Engineering), Peter X. Ma (Biologic & Materials Sciences), Paul G. Rasmussen (Chemistry), Richard E. Robertson (Materials Science & Engineering), Alan S. Wineman (Mechanical Engineering), Robert Zand (Biological Chemistry)

Associate Professors Zhan Chen (Chemistry), Jay Guo (EECS), David C. Martin (Materials Science & Engineering)

Assistant Professors Jinsang Kim (Materials Science & Engineering), Joerg Lahann (Chemical Engineering), Adam Matzger (Chemistry), Michael J. Solomon (Chemical Engineering), Max Shtein (Materials Science & 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)

MACROMOL 412 / CHE 412 / MATSCIE 412. Polymeric Materials. MATSCIE 220 or 250, and CHEM 210 with a grade of C- or better; or graduate standing (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. I.


MACROMOL 512 / CHE 512 / MATSCIE 512. Polymer Physics. Senior or graduate standing in engineering or physical science. (3). (Excl). (BS). May not be repeated for credit.


MACROMOL 536 / CHEM 536. Laboratory in Macromolecular Chemistry. CHEM 535 or PHYSICS 418. (2). (Excl). (BS). May not be repeated for credit.

Mathematics

2074 East Hall
530 Church Street
(734) 764-0337 (phone)
(734) 763-0937 (fax)
http://www.math.lsa.umich.edu/
e-mail: math.ugrad@umich.edu
Professor Trevor Wooley, Chair
Professor Juha Heinonen, Associate Chair for Graduate Students
Professor Curtis E. Huntington, Associate Chair for Education
Professor Daniel Burns, Director of Undergraduate Programs

Professors
David E. Barrett, Complex Analysis
Alexander Barvinok, Combinatorics, Applied Mathematics
Hyman Bass, Algebraic Geometry
Andreas Blass, Combinatorics, Logic and Foundations
Anthony Bloch, Differential Equations
Mario Bónk, Geometric Analysis
Daniel M. Burns, Jr., Complex Analysis, Algebraic and Differential Geometry
Richard Canary, Topology
Joseph G. Conlon, Mathematical Physics
Charles Doering, Applied Mathematics, Mathematical Physics
Igor V. Dolgachev, Commutative Algebra/Algebraic Geometry
Peter L. Duren, Analysis/Functional Analysis
Sergey Fomin, Algebraic Geometry, theoretical computer science
John Erik Fornaes, Several Complex Variables, Analysis/Functional Analysis
William Fulton, Commutative Algebra/Algebraic Geometry
Robert L. Griess, Group/Lie Theory, Algebra
Philip J. Hanlon (Donald J. Lewis Collegiate Professor of Mathematics), Combinatorics
Juha Heinonen, Analysis/Functional Analysis
Peter G. Hinman, Logic and Foundations
Mel Hochster, Commutative Algebra/Algebraic Geometry
Curtis E. Huntington, Actuarial and Financial Mathematics
Smadar Karni, Numerical Analysis
Bruce Kleiner, Topology
Robert Krasny, Numerical Analysis
Igor Kriz, Topology
Jeffrey Lagarias, Topology/Geometry
Robert Lazarsfeld, Algebraic Geometry
John W. Lott, Differential Geometry
Robert Megginson, Analysis/Functional Analysis
Hugh L. Montgomery, Number Theory
Gopal Prasad, Lie/Representation Theory
Jeffrey B. Rauch, Differential Equations
G. Peter Scott, Topology
Christopher M. Skinner, Number Theory
Carl P. Simon, Differential Equations
Peter Smereka, Differential Equations
Karen E. Smith, Algebra/Algebraic Geometry
Joel A. Smoller, Differential Equations
Ralf J. Spatzier, Differential Geometry
J. Tobias Stafford, Algebra/Group Theory, Lie/Representation Theory
John R. Stembridge, Combinatorics
Berit Stensønes, Complex Analysis
B. Alan Taylor, Complex Analysis
Alejandro Uribe-Ahumada, Geometric Analysis, Mathematical Physics
Arthur G. Wasserman, Differential Equations
David J. Winter, Algebra/Group Theory, Lie Theory
Trevor Wooley, Number Theory
Sijue Wu, PDE
Virginia Young, Actuarial and Financial Mathematics

Associate Professors
Brian Conrad, Elliptical Curves, Group Schemes
Stephen DeBacker, Representation Theory
Hendrikus Derksen, Algebra
Trachette Jackson, Mathematical Biology
Lizhen Ji, Analysis/Functional Analysis
Peter Miller, Applied Mathematics
Mirecea Mustata, Algebraic Geometry
Kannan Soundararajan, Number Theory

Assistant Professors
Jinho Baik, Probability Theory
Jorge Ballesteros, Applied Mathematics
Lyudmyla Barannyk, Fluid Dynamics
Andrew Booker, Number Theory
Victoria Booth, Mathematical Biology
Elizabeth Burslem, Dynamical Systems
Charles Cadman, Algebra/Algebraic Geometry
Jeffrey DiFranco, PDE
Argus A. Dunca, Numerical Analysis
Thad Edens, Differential Equations
Kristen Eisentraeger, Number Theory
David Gammack, Mathematical Biology
Anna Gilbert, Analysis
Russell Goward, Algebra/Algebraic Geometry
Anne- Katrin Herbig, Analysis/Functional Analysis
Samuel Hsiao, Combinatorics
Zheng Huang, Differential Equations
Christopher Hughes, Number Theory
Mattias Jonsson, Complex Analysis
Guadalupe Lozano, Geometry and Topology
Byungsoo Moon, Algebraic Geometry
Alexei Kolesnikov, Logic and Foundations
Sergiy Merenkov, Complex Analysis
Daniel Meyer, Analysis/Functional Analysis
Kristen Moore, Actuarial and Financial Mathematics
Patrick Nelson, Mathematical Biology
Nathan Ng, Number Theory
Nicholas Ramsey, Number Theory
Nathan Reading, Algebraic Combinatorics
Loren Spice, Fourier Analysis
Martin Strauss, Fundamental Algorithms, Comp Security
Joel Tropp, Approximation Theory
Julianna Tymoczko, Algebra/Algebraic Geometry
Divakar Viswanath, Numerical Analysis
Dale Winter, Mathematics Education
Hui Xue, Number Theory
Stephanie Yang, Algebraic Topology
Yongwei Yao, Algebra

T.H. Hildebrandt Research Assistant Professors
Emina Alibegovic, Geometry and Topology
Erhan Bayraktar, Actuarial and Financial Mathematics
Tommaso de Fernex, Algebraic Geometry
Muthukrishnan Kang, Number Theory
Melvin Leok, Applied Mathematics
Jani Onninen, Analysis/Functional Analysis
David Radnell, Geometry and Topology

Lecturers
Irina M. Arakelian, Mathematics Education
Carolyn Dean, Mathematics Education
Gavin LaRose, Mathematics Education
Bryan D. Mosher, Hyperbolic Geometry
Karen R. Rhea, Mathematics Education
Mathematics is the language and tool of the sciences, a cultural phenomenon with a rich historical tradition, and a model of abstract reasoning. Historically, mathematical methods and thinking have been extraordinarily successful in physics, and engineering. Today, they are used successfully in many new areas, from computer science to biology and finance. A Mathematics concentration provides a broad education in various areas of mathematics in a program flexible enough to accommodate a wide range of interests.

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 is only open to students in MATH 115 who find that they need additional preparation to successfully complete the course. A maximum total of 4 credits may be earned in courses numbered 103, 105, and 110. MATH 103 is offered exclusively in the Summer half-term for students in the Summer Bridge Program. MATH 107, Mathematics for the Information Age, is a course for students who may not want or need to take calculus. It encourages mathematical exploration of a variety of topics both inside and outside of mathematics.

MATH 127, MATH 128 and MATH 174 are courses containing selected topics from geometry, number theory, and proofs 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, 128, or 174 if a student already has credit for a 200-(or higher) level MATH course.

Each of MATH 115, 185, and 295 is a first course in calculus. General credit can be refi exed for only one of MATH 115, 185. The sequence MATH 115-116-215 is appropriate for most students who want a complete introduction to calculus. One of 215, 255, 285, or 395 is prerequisite to most more advanced courses in Mathematics.

The sequences MATH 156-255-256, 175-186-285-286, 185-186-285-286, and 295-296-395-396 are Honors sequences. Students 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.

MATH 185 through 285 covers much of the material of MATH 115 through 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 through 186 assumes 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 is taught by Inquiry-Based Learning (IBL): students are presented with a great variety of problems and encouraged to experiment in groups using computers. The sequence MATH 295 through 396 provides a rigorous introduction to theoretical mathematics. Proofs are stressed over applications and these courses require a high level of interest and commitment. Most students electing MATH 295 have completed a thorough high school calculus course. MATH 295 through 396 is excellent preparation for mathematics at the advanced undergraduate and beginning graduate level.

Students with strong scores on either the AB or BC version of the College Board Advanced Placement 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 especially designed and recommended for students with one or two semesters of AP credit, MATH 156. MATH 156 is an Honors course intended primarily for science and engineering concentrators and will emphasize both applications and theory. Interested students should consult a mathematics advisor for more details.

Students with strong scores on either the AB or BC version of the College Board Advanced Placement 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 especially designed and recommended for students with one or two semesters of AP credit, MATH 156. MATH 156 is an Honors course intended primarily for science and engineering concentrators and will emphasize both applications and theory. Interested students should consult a mathematics advisor for more details.

In rare circumstances and with permission of a Mathematics advisor, reduced credit may be granted for MATH 185 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, a 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 Equations); these two courses may be taken in either order. Students who have greater interest in theory or who intend to take more advanced courses in mathematics should continue with MATH 215 followed by the sequence MATH 217-316 (Linear Algebra-Differential Equations). MATH 217 (or the Honors version, MATH 512) 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 concentrators in pure mathematics.

The Undergraduate Math Club is—mentored by a faculty advisor for all students with an interest in Mathematics. It is an informal organization, which sponsors talks by faculty and students. A typical meeting begins with free pizza and drinks, shortly followed by a 45-minute talk on an interesting mathematical problem, application, or idea (or all three). The selected topic is something, which isn’t usually seen, in the standard curriculum. Some of these topics lead into important concepts in theoretical or applied research, while others explain a clever solution to an interesting problem. Everything is formulated so as to avoid needing technical background beyond calculus, some exposure to methods of proof, and a moderate capacity for abstract thought. For more information, see the web page: http://www.math.lsa.umich.edu/undergrad/mathclub.shtml

Student Organization of Actuaries is an organization for undergraduates and graduates interested in the field of actuarial and financial mathematics. There are monthly meetings on topics of interest, sometimes featuring speakers from industry. The Club organizes study groups for the professional examinations and coordinates visits to campus of industry recruiters. It also sponsors a variety of athletic and social activities, including an end-of-year picnic.

http://www.math.lsa.umich.edu/SoA/index.html

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.

Scholarships and Awards

M.S. Keeler and Math Merit Scholarships are available, generally to entering first year students, in varying amounts up to the current level of in-state tuition. These scholarships are renewable, up to three times, based upon satisfactory progress by declared mathematics concentrators. Multiple scholarships are awarded each year.

Margaret S. Huntington Scholarships in the amount of $1,000 each are available to first year students who receive a grade of “A” in their first semester mathematics courses. Up to ten scholarships are awarded. The goal is to broaden awareness of the actuarial profession.

Evelyn O. Bychinsky Awards are given to continuing students (that is students with less than 90 credits) who show exceptional promise in mathematics deserving of recognition and encouragement. Up to five awards are given annually in amounts of $1,000.

Irving S. Wolfson Award is given to an undergraduate actuarial student who has shown substantial promise of professional actuarial achievement through academic accomplishments and participation in employment and/or extracurricular achievement. The award is $7,500.

Lois Zook Levy Memorial Award is given annually to an outstanding graduating senior majoring in mathematics who will pursue a teaching career in K-12 mathematics. The initial award is $1,500.

The Wirt and Mary Cornell Award is given annually to a student who, during the four previous years, has demonstrated the greatest intellectual curiosity and has given the most promise of original study and creative work in mathematics. The award is for $10,000 and is available to both undergraduates and graduate students.

There are a number of other scholarships and prizes which honor faculty and alumni/ae that students are eligible for after they have declared a mathematics concentration. These are funded by the CIGNA, Cortright, Davis, Fischer, Glover, Leveque, Myers, Newsome, Poorman, Richter, Shields, Van Eanam, and Zukowski funds.

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 Undergraduate Program Office 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

For detailed requirements on the Mathematics Concentration Program consult the brochure Undergraduate Programs available from the Undergraduate Program Office, 2084 East Hall, (734) 763-4223, or the department's website.

http://www.math.lsa.umich.edu/undergrad/index.shtml

Prerequisites to Concentration. Most programs require completion of one of the sequences ending with MATH 215-217, 256-217, 285-217, or 395-396. A working knowledge of a high-level computer language such as 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. (A grade of C- or better is strongly suggested for MATH 217.)

Concentration Programs. A student considering a concentration in Mathematics should consult a mathematics concentration advisor in the Undergraduate Mathematics Office 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 website, http://www.math.lsa.umich.edu/undergrad/index.shtml, should be regarded as the most comprehensive and up-to-date guide to the options and requirements for concentration programs in mathematics.

Advising. Appointments are scheduled in the Undergraduate Programs Office, 2084 East Hall, (734) 764-4461 or math-undergrad-office@umich.edu. Students are strongly urged to consult with a concentration advisor each term before selecting courses for the following term.

Pure Mathematics

(Students should always consult the Undergraduate Office 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), completed with a grade of at least C-:
Modern Algebra: MATH 412 or 512  
Differential Equations: MATH 256, 286, or 316  
Analysis: MATH 351 or 451  
Geometry/Topology: MATH 433, 490, 531, 532, or 590  
b. Four elective (mathematics) courses chosen from a list of approved electives and approved by a concentration advisor.  
c. One cognate course outside the Mathematics Department, but containing significant mathematical content.  

**Mathematical Sciences Program**  
(Students should always consult the Undergraduate Office 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), completed with a grade of at least C-:  
   Differential Equations: MATH 216, 256, 286, or 316  
   Discrete Math/Modern Algebra: MATH 312, 412, or 512  
   Analysis: MATH 354, 450, 451, or 454  
   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 on the departmental website:  
   Discrete and Algorithmic Methods  
   Numerical and Applied Analysis  
   Operations Research and Modeling  
   Probabilistic Methods  
   Mathematical Economics  
   Mathematical Physics  
   Control Systems  
   Mathematical Biology  
c. Two additional advanced mathematics (or related) courses, approved by a concentration advisor  
d. At least two of the courses in b and c have to be MATH courses.  

**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 sequences MATH 156-256, (175 or 185)-286 or 295-396, or some combination of these three. The sequence of MATH 295-396 is very theoretical. Eight credits of PHYSICS and familiarity with a high-level computer language are strongly recommended.  
(Students should always consult the Undergraduate Office for its program requirements which take precedence over the descriptions in this Bulletin.)  
a. Four basic courses (one course from four of the following groups), completed with a grade of at least C-. Students must satisfy the 3rd and 4th areas or the 5th and 6th areas.  
1. Linear Algebra: MATH 513  
2. Modern Algebra: MATH 512  
3. Analysis: MATH 451  
4. Geometry/Topology: MATH 433, 490, 531, 532, or 590  
5. Probability: MATH 525  
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 complete MATH 295-296, with a grade of at least a C- are exempted from MATH 451. If you complete MATH 295-395, with a grade of at least C-, you are exempt from MATH 513.  

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 and Mathematics of Finance and Risk Management**  
(Students should always consult the Undergraduate Office for its program requirements, which take precedence over the descriptions in this Bulletin.)  
Additional prerequisites: Each student must complete ACC 471 and an introductory course in Economics, and acquire a working knowledge of a high-level computer language at a level equivalent to completion of EECS 183.  
a. Five basic courses (one from each of the following five groups), completed with a grade of at least C-:  
1. Differential Equations: MATH 216, 256, 286, or 316  
2. Probability: MATH 425 or 525  
3. Analysis: MATH 351, 354, 451, or 524  
4. Statistics: STATS 426  
5. Risk Analysis: MATH 523  
b. Three special courses for actuarial mathematics: MATH 424 and 520, and one of MATH 521 or 522.  
Three special courses for financial mathematics: MATH 423, ECON 435 and MATH 472 or 471. (MATH 472 is preferred).  
c. Two additional courses in areas relating to Actuarial or Financial Mathematics approved by an advisor.  

**Teaching Certificate**  
Teaching Certificate program is designed to provide the broad training in mathematics necessary to be a successful teacher of mathematics at the secondary level, grades 7-12. The requirements for a secondary teaching certificate with a major in mathematics may be met while earning a degree from the College of Literature, Science and the Arts (A.B., B.S., or B.G.S.) or from the School of Education (A.B. Ed. or B.S. Ed.). Concentration requirements are identical for all of these degrees, although LSA and education have somewhat differing language and distribution requirements. LSA degree candidates must earn at least 104 LSA credits and at least 30 Education credits. The Teaching certificate advisor is Carolyn Dean, 2084 East Hall, 647-4461. For information specific to the School of Education, students should contact an SOE academic advisor, 1033 SEB, 764-7563.  
It is essential that students planning to obtain a teaching certificate consult a teaching certificate advisor, either Professor Dean (Math) or Professor Herbst (Education), prior to beginning their concentration program.  

**Additional prerequisite:** MATH 217 and one term of computer programming, EECS 183 or the equivalent.
Five basic courses, one from each of the following five groups
(a) Modern Algebra/Number Theory: MATH 312, 412, or 475
(b) Geometry: MATH 431, 432, or 531
(c) Probability: MATH 425 or 525
(d) Analysis: MATH 351 or 451
(e) Secondary Mathematics: MATH 486

Eight specific Education courses, totaling 30 credits. Consult the Undergraduate Programs pamphlet for the list of courses, and Professor Herbst for the order and timing of these courses.

A minor in another academic area (normally requires 20-24 credits in a structured program other than MATH. Consult the Bulletin of the School of Education for acceptable programs).

An introductory psychology course.

Prerequisites to the Academic Minor: One of the sequences MATH 115-116, 175-176, 185-186, or 295-296; or MATH 156. These all provide a thorough grounding in the calculus of functions of one variable. Advanced Placement credits in MATH 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

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 through the Undergraduate Program Office in 2084 East Hall, (734) 647-4461 or math-undergrad-office@umich.edu

Courses in Mathematics (MATH)

A maximum total of 4 credits may be earned in MATH 101, 103, 105, and 110. 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.

MATH 101. Explorations in Algebra.
2 in the half-term). (Exc). May not be repeated for credit. A maximum of 4 credits may be earned in MATH 101, 103, 105, and 110. No credit granted to those who have completed any Mathematics course numbered 110 or higher. A maximum of four credits may be earned in MATH 101, 103, 105, and 110. I, II, IIIa, IIIb.

MATH 103. Intermediate Algebra.
Only open to designated summer half-term Bridge students. 2 in the half-term. (Exc). May not be repeated for credit. A maximum of four credits may be earned in MATH 101, 103, 105, and 110. I, II, IIIa, IIIb.

MATH 105. Data, Functions, and Graphs.
4. (MSA). (QR/1). May not be repeated for credit. No credit granted to those who have completed a 200-level or higher Mathematics course. A maximum of four credits may be earned in MATH 101, 103, 105, and 110. I, II, IIIa, IIIb.

MATH 107. Mathematics for the Information Age.
Three to four years high school mathematics. (3). (MSA). (QR/1). May not be repeated for credit.

MATH 110. Pre-Calculus (Self-Study).
See Elementary Courses above. Enrollment in MATH 110 is by recommendation of MATH 115 instructor and override only. (2). (Exc). May not be repeated for credit. No credit granted to those who have completed any Mathematics course numbered 110 or higher. A maximum of four credits may be earned in MATH 101, 103, 105, and 110.

MATH 115. Calculus I.
Four years of high school mathematics. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit is granted for only one course from among MATH 116, 119, 156, 176, and 186. I, II, IIIa, IIIb.

MATH 127. Geometry and the Imagination.
Three years of high school mathematics including a geometry course. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed a 200- or higher level mathematics course except for MATH 385 and 485.

MATH 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. (4). (MSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed a 200- or higher level mathematics course except for MATH 385 and 485.

MATH 147. Introduction to Interest Theory.
Three to four years high school mathematics. (3). (MSA). (BS). May not be repeated for credit. No credit granted to those who have completed a 200- or higher level mathematics course.

MATH 156. Applied Honors Calculus II.
Score of 4 or 5 on the AB or BC Advanced Placement calculus exam. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit is granted for only one course among MATH 116, 119, 156, 176, and 186.

MATH 175. An Introduction to Cryptology.
Consent of department required (Prerequisites enforced at registration). A strong mathematical background is helpful. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit is granted to those who have completed a 200-level or higher Mathematics course.

MATH 185. Honors Calculus I.
Permission of the Honors advisor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit is granted for only one course among MATH 112, 115, and 185. No credit granted to those who have completed or are enrolled in MATH 175.

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MATH 186. Honors Calculus II.
Permission of the Honors advisor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one course from among MATH 116, 119, 156, 176, and 186. II.

MATH 214. Linear Algebra and Differential Equations.
MATH 115 and 116. (4). (MSA). (BS). (QR/1). May not be repeated for credit. 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. Most students take only one course from among MATH 214, 217, 417, 419, and 513.

MATH 215. Calculus III.
MATH 116. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 215, 255, or 285. I, II, IIIa, IIIb.

MATH 216. Introduction to Differential Equations.
MATH 116, 119, 156, 176, 185, or 296. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 216, 256, 286, or 316. I, II, IIIa, IIIb.

MATH 217. Linear Algebra.
MATH 215, 255, or 285. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 216, 256, 286, or 316. I.

MATH 255. Applied Honors Calculus III.
MATH 156. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 215, 255, or 285. II.

MATH 256. Applied Honors Calculus IV.
MATH 255. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 216, 256, 286, or 316. I.

MATH 285. Honors Calculus III.
MATH 176 or 186, or permission of the Honors advisor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 215, 255, or 285. I.

MATH 286. Honors Differential Equations.
MATH 285. (3). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 216, 256, 286, or 316. II.

MATH 216, 256, 286, or 316; and MATH 214, 217, 417, or 419. (1). (Excl). May be repeated for credit for a maximum of 3 credits. Offered mandatory credit/no credit.

MATH 289. Problem Seminar.
(1). (Excl). (BS). May be repeated for credit. Repetition requires permission of the department.

MATH 295. Honors Mathematics I.
Prior knowledge of first year calculus and permission of the Honors advisor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. I.

MATH 296. Honors Mathematics II.
MATH 295. (4). (Excl). (BS). (QR/1). May not be repeated for credit. II.

MATH 310. Elementary Topics in Mathematics.
Two years of high school mathematics. (3). (Excl). (BS). May not be repeated for credit.

MATH 312. Applied Modern Algebra.
MATH 217. (3). (Excl). (BS). May not be repeated for credit. Only one credit granted to those who have completed MATH 412. II.

MATH 316. Differential Equations.
MATH 215 and 217. (3). (Excl). (BS). May not be repeated for credit. Credit can be earned for only one of MATH 216, 256, 286, or 316.

MATH 327. Evolution of Mathematical Concepts.
MATH 116 or 186. (3). (Excl). (BS). May not be repeated for credit.

MATH 333. Directed Tutoring.
Consent of instructor required (Prerequisites enforced at registration). Enrollment in the secondary teaching certificate program with concentration in mathematics. (1-3). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 3 credits. Offered mandatory credit/no credit, I, II, IIIa.

MATH 351. Principles of Analysis.
MATH 215 and 217. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 451.

MATH 354. Fourier Analysis and its Applications.
MATH 216, 256, 286, or 316. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 450 or 454.

ENGR 101; one of MATH 216, 256, 286, or 316; and one of MATH 215, 217, 417, or 419. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 471 or 472.

MATH 385. Mathematics for Elementary School Teachers.
One year each of high school algebra and geometry. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 485.

MATH 395. Honors Analysis I.
MATH 296 or permission of the Honors advisor. (4). (Excl). (BS). May not be repeated for credit. I.

MATH 396. Honors Analysis II.
MATH 395. (4). (Excl). (BS). May not be repeated for credit. II.

MATH 399. Independent Reading.
Consent of instructor required (Prerequisites enforced at registration). (1-6). (Excl). (INDEPENDENT). May be repeated for credit, I, II, IIIa, IIIb.

MATH 404. Intermediate Differential Equations and Dynamics.
MATH 216, 256 or 286, or 316. (3). (Excl). (BS). May not be repeated for credit.

MATH 412. Introduction to Modern Algebra.
MATH 215, 255, or 285; and 217. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 512. Students with credit for MATH 312 should take MATH 512 rather than 412. One credit granted to those who have completed MATH 312.

MATH 312 or 412 or EECS 203, and EECS 281. (3). (Excl). (BS). May not be repeated for credit.

MATH 417. Matrix Algebra I.
Three courses beyond MATH 110. (3). (Excl). (BS). May not be repeated for credit. 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 MATH 513. Most students take only one course from among MATH 214, 217, 417, 419, and 513. I, II, IIIa, IIIb.

MATH 419. Linear Spaces and Matrix Theory.
Four courses beyond MATH 110. (3). (Excl). (BS). May not be repeated for credit. 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. Most students take only one course from among MATH 214, 217, 417, 419, and 513. I and II, IIIa, IIIb.

MATH 422 / BE 440. Risk Management and Insurance.
MATH 115, junior standing, and permission of instructor. (3). (Excl). (BS). May not be repeated for credit.

MATH 423. Mathematics of Finance.
MATH 217 and 425; EECS 183. (3). (Excl). (BS). May not be repeated for credit.

MATH 424. Compound Interest and Life Insurance.
MATH 215, 255, or 285. (3). (Excl). (BS). May not be repeated for credit.

MATH 425 / STATS 425. Introduction to Probability.

MATH 427. Retirement Plans and Other Employee Benefit Plans.
Junior standing. (3). (Excl). (BS). May not be repeated for credit.

MATH 429. Internship.
Concentration in Mathematics. (1). (Excl). (EXPERIENTIAL). May be elected up to three times for credit. Internship credit is not retroactive and must be prearranged. May not apply toward a Mathematics concentration. May be used to satisfy the Curriculum Practical Training (CPT) required of foreign students. Offered mandatory credit/no credit.

MATH 431. Topics in Geometry for Teachers.
MATH 215, 255, or 285. (3). (Excl). (BS). May not be repeated for credit.

MATH 433. Introduction to Differential Geometry.
MATH 215 (or 255 or 285), and 217. (3). (Excl). (BS). May not be repeated for credit. I.

MATH 450. Advanced Mathematics for Engineers I.
MATH 215, 255, or 285. (4). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 354 or 454. I, II, IIIb.

MATH 451. Advanced Calculus I.
Previous exposure to abstract mathematics (MATH 217 and 412). (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 351. I, II, IIIa.
MATH 452. Advanced Calculus II.
MATH 217, 419, or 513; and MATH 451. (3). (Excl). (BS). May not be repeated for credit. II.

MATH 216, 256, 286, or 316. (3). (Excl). (BS). May not be repeated for credit. Students with credit for MATH 354 can elect MATH 454 for one credit. No credit granted to those who have completed or are enrolled in MATH 450. I, II, IIIb.

MATH 216, 256, 286, or 316; and MATH 214, 217, 417, or 419. (3). (Excl). (BS). May not be repeated for credit. Students with credit for MATH 362 must have department permission to elect MATH 462.

MATH 463. Mathematical Modeling in Biology.
MATH 214, 217, 417, or 419; MATH 216, 256, 286, or 316. (3). (Excl). (BS). May not be repeated for credit.

MATH 471. Introduction to Numerical Methods.
MATH 216, 256, 286, or 316; and 214, 217, 417, or 419; and a working knowledge of one high-level computer language. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 371 or 472, I, II, IIIb.

MATH 256, 286 or 316; MATH 217, 417, or 419; and working knowledge of a high-level computer language. MATH 425 is recommended. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 471 or 371.

MATH 475. Elementary Number Theory.
At least three terms of college mathematics are recommended. (3). (Excl). (BS). May not be repeated for credit. II.

MATH 476. Computational Laboratory in Number Theory.
Prior or concurrent enrollment in MATH 475 or 575. (1). (Excl). (BS). May not be repeated for credit. II.

MATH 481. Introduction to Mathematical Logic.
MATH 412 or 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS). May not be repeated for credit. I.

MATH 485. Mathematics for Elementary School Teachers and Supervisors.
One year of high school algebra. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 385. May not be included in a concentration plan in mathematics. I and IIIb.

MATH 486. Concepts Basic to Secondary Mathematics.
MATH 215, 255, or 285, or 316. (3). (Excl). (BS). May not be repeated for credit. II.

MATH 489. Mathematics for Elementary and Middle School Teachers.
MATH 385 or 485. (3). (Excl). (BS). May not be repeated for credit. II.

MATH 490. Introduction to Topology.
MATH 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS). May not be repeated for credit. II.

MATH 497. Topics in Elementary Mathematics.
MATH 489. (3). (Excl). (BS). May be repeated for credit for a maximum of 6 credits. I.

MATH 498. Topics in Modern Mathematics.
Senior mathematics concentrators and Master Degree students in mathematical disciplines. (3). (Excl). (BS). May not be repeated for credit.

At least two 300 or above level math courses, and graduate standing; Qualified undergraduates with permission of instructor only. (1). (Excl). May be repeated for credit for a maximum of 6 credits. Offered mandatory credit/no credit.

MATH 512. Algebraic Structures.
MATH 451 or 513. (3). (Excl). (BS). May not be repeated for credit. II.

MATH 513. Introduction to Linear Algebra.
MATH 412 or equivalent experience with abstract mathematics. (3). (Excl). (BS). May not be repeated for credit. Two credits granted to those who have completed MATH 214, 217, 417, or 419.

MATH 520. Life Contingencies I.
MATH 424 and 425. (3). (Excl). (BS). May not be repeated for credit. I.

MATH 521. Life Contingencies II.
MATH 520. (3). (Excl). (BS). May not be repeated for credit. II.

MATH 523. Risk Theory.
MATH 425. (3). (Excl). (BS). May not be repeated for credit.

MATH 524. Topics in Actuarial Science II.
MATH 424 and 425. (3). (Excl). (BS). May be repeated for credit for a maximum of 9 credits.

MATH 525 / STATS 525. Probability Theory.
MATH 451 (strongly recommended) or 450. MATH 425 would be helpful. (3). (Excl). (BS). May not be repeated for credit.

MATH 525 or ECES 501. (3). (Excl). (BS). May not be repeated for credit.

MATH 528. Topics in Casualty Insurance.
MATH 217, 417, or 419. (3). (Excl). (BS). May not be repeated for credit.

MATH 531. Transformation Groups in Geometry.
MATH 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS). May not be repeated for credit.

MATH 532. Topics in Discrete and Applied Geometry.
One of MATH 217, 417, 419 or 513. (3). (Excl). (BS). May not be repeated for credit.

MATH 537. Introduction to Differentiable Manifolds.
MATH 513 and 590 or 591. (3). (Excl). (BS). May not be repeated for credit. I.

MATH 215, 255, or 285; MATH 217; and MATH 425, and permission of instructor. (3). (Excl). (BS). May not be repeated for credit. Working knowledge of calculus, probability, and matrix algebra.

MATH 555. Introduction to Functions of a Complex Variable with Applications.
MATH 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS). May not be repeated for credit.

MATH 556. Methods of Applied Mathematics I.
MATH 217, 419, or 513; 451 and 555. (3). (Excl). (BS). May not be repeated for credit. I.

MATH 557. Methods of Applied Mathematics II.
MATH 217, 419, or 513; 451 and 555. (3). (Excl). (BS). May not be repeated for credit. II.

MATH 558. Ordinary Differential Equations.
MATH 450, 451, or 454. (3). (Excl). (BS). May not be repeated for credit.

MATH 559. Selected Topics in Applied Mathematics.
MATH 451; and MATH 217, 419, or 513. (3). (Excl). (BS). May be repeated for credit for a maximum of 6 credits.

MATH 561 / IOE 510 / OMS 518. Linear Programming I.
MATH 217, 417, or 419. (3). (Excl). (BS). May not be repeated for credit. I, II, IIIa.

MATH 562 / IOE 511. Continuous Optimization Methods.
MATH 217, 417, or 419. (3). (Excl). (BS). May not be repeated for credit. I.

MATH 565. Combinatorics and Graph Theory.
MATH 412 or 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS). May not be repeated for credit. I.

MATH 566. Combinatorial Theory.
MATH 412 or 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS). May not be repeated for credit.

MATH 567. Introduction to Coding Theory.
One of MATH 217, 419, 513. (3). (Excl). (BS). May not be repeated for credit.

MATH 214, 217, 417, 419, or 513; and one of MATH 450, 451, or 454. (3). (Excl). (BS). May not be repeated for credit.

MATH 572. Numerical Methods for Scientific Computing II.
MATH 214, 217, 417, 419, or 513; and one of MATH 450, 451, or 454. (3). (Excl). (BS). May not be repeated for credit. II.

MATH 575. Introduction to Theory of Numbers I.
MATH 451 and 513. (1, 3). (Excl). (BS). May not be repeated for credit. Students with credit for MATH 475 can elect MATH 575 for 1 credit. I.

MATH 582. Introduction to Set Theory.
MATH 412 or 451 or equivalent experience with abstract mathematics. (3). (Excl). (BS). May not be repeated for credit. II.

MATH 590. Introduction to Topology.
MATH 451. (3). (Excl). (BS). May not be repeated for credit. I.

MATH 591. General and Differential Topology.
MATH 451. (3). (Excl). (BS). May not be repeated for credit. I.

MATH 592. Introduction to Algebraic Topology.
MATH 591. (3). (Excl). (BS). May not be repeated for credit. II.
A 1-credit course, UC 102. "The Student in the University" in Political Science, any one of the following: POLSCI 351, 352, 353.

Turkish (AAPTIS 151 and 152; or 155).

HISTORY 240 (Introduction to Near Eastern History).

Armenian (AAPTIS 171 and 172, or 173; AAPTIS 181 and 182, or AAPTIS 100 (Peoples of the Middle East)

A Community Service Learning course, AAPTIS 204 (Introduction to Islam)

HISTORY 443 and one of the following: HISTORY 442, 538, 539, - ANTHRUCUL 409.

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.

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.

**Michigan Community Scholars Program (MCSP)**

1300 East Ann Street
(734) 647-4860 (phone)
(734) 936-1203 (fax)
http://www.lsa.umich.edu/mcs/
email: mcsprogram@umich.edu

Professor David Schoem (Sociology), Director

The Michigan Community Scholars Program (MCSP) is a residential learning community located in Couzens Hall emphasizing deep learning, engaged community, meaningful civic engagement/community service learning and intercultural understanding and dialogue. Students, faculty, community partners and staff think critically about issues of community, seek to model a just, diverse, and democratic community, and wish to make a difference throughout their lives as participants and leaders involved in local, national and global communities.

MCSP faculty create a small, stimulating college atmosphere within the UM's large, world-class university. The Program offers a number of first-year seminars taught in Couzens Hall with an emphasis on learning about community and community participation.

During the academic year, all first year MCSP students take:

- An MCSP First-Year Seminar
- A 1-credit course, UC 102. "The Student in the University" in the Fall
- A Community Service Learning course,
- Optional introductory English and Math courses in MCSP

Approximately 130 first-year students are admitted to the Program each year. In addition about 40 sophomores, juniors, and seniors return to serve as student leaders and peer advisors. Inquiries should be addressed to the Director, Michigan Community Scholars Program, Couzens Hall, 1300 East Ann, Ann Arbor, Michigan 48109-2050.

**Center for Middle Eastern and North African Studies**

1080 South University Avenue, Suite 4640
(734) 764-0350 (phone)
(734) 764-8523 (fax)
http://www.umich.edu/~iinet/cmenas/
e-mail: cmenas@umich.edu

Associate Professor Marcia C. Inhorn (Public Health and Anthropology), Director

May be elected as an area concentration program

**Professors** Bardakjian (Near Eastern Studies), Beckman (Near Eastern Studies), Cole (History), Endelman (Judaic Studies), J. Fine (History), Flannery (Anthropology), Heath (Linguistics), Hook (Linguistics), Knysh (Near Eastern Studies), Krahmalkov (Near Eastern Studies), LeGassick (Near Eastern Studies), Lindner (History), Michalowski (Near Eastern Studies), Rammuny (Near Eastern Studies), Root (History of Art), Shamas (Near Eastern Studies, Comparative Literature), Tessler (Political Science), Waltz (Public Policy), Whallon (Anthropology), Windfuhr (Near Eastern Studies), Wright (Anthropology), Yoffee (Near Eastern Studies, Anthropology)

**Associate Professors** Babayan (Near Eastern Studies), Boccaccini (Near Eastern Studies), Bonner (Near Eastern Studies), Brown (Health Behavior and Health Education), Ginsburg (Near Eastern Studies), Göçek (Sociology), Inhorn (Public Health and Anthropology), Jackson (Near Eastern Studies), Schmidt (Near Eastern Studies), Thomas (History of Art), Wilson (Public Health, Biology)

**Assistant Professors** Babaie (History of Art), Bardenstein (Near Eastern Studies), Ekkot (Romance Languages), Eliav (Near Eastern Studies), Hagen (Near Eastern Studies), Hayes (Romances Languages), Richards (Near Eastern Studies), Shryock (Anthropology), Siegmund (History), Tsoffar (Near Eastern Studies), Wilfong (Near Eastern Studies)

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. ANTHRUCUL 409.
2. HISTORY 443 and one of the following: HISTORY 442, 538, 539, 542, 545.
3. Political Science, any one of the following: POLSCI 351, 352, 353.
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

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. Advising appointments are scheduled at 1080 South University Avenue, Suite 4640.

COURSES IN MIDDLE EASTERN & NORTH AFRICAN STUDIES (MENAS)

MENAS 334 / HISTORY 334 / AAPTIS 364. Selected Topics in Near and Middle Eastern Studies. (1-3). (Exc). May not be repeated for credit.

MENAS 490. Proseminar on Iran, Turkey and the Gulf. (3). (Exc). May not be repeated for credit.

MENAS 491. Proseminar on the Arab World. (3). (Exc). May not be repeated for credit.

MENAS 493 / AAPTIS 493. Comparative Perspectives of the Middle East and North Africa. (1). (Exc). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

MENAS 495. Senior Honors Thesis. Consent of instructor required (Prerequisites enforced at registration). Open only to Honors concentrators with senior standing. (3-4). (Exc), (INDEPENDENT). May not be repeated for credit. Continuing Course. Y grade can be reported at end of the first term to indicate work in progress. At the end of the second term (MENAS 496), the final grade is posted for both term’s elections.

MENAS 496. Senior Honors Thesis. Consent of instructor required (Prerequisites enforced at registration). MENAS 495: Open only to Honors concentrators with senior standing. (3-4). (Exc). (INDEPENDENT). May not be repeated for credit.

MENAS 520. Bibliographical Resources in Middle Eastern Studies. (1). (Exc). May not be repeated for credit.

MENAS 591. Interdisciplinary Middle East Topics Seminar. Underclass standing; concentration in MENAS, NES or other fields with main interest in Middle Eastern Studies. (3). (Exc). May be repeated for credit for a maximum of 9 credits.

Molecular, Cellular, and Developmental Biology (MCDB)

1121 Natural Science Building
830 North University Avenue
(734) 764-2446 (phone)
(734) 647-0884 (fax)
http://www.mcdb.lsa.umich.edu/
Professor Richard I. Hume, Chair

Professors
Julian P. Adams, Population genetics
Robert A. Bender, Microbiology
Richard I. Hume (Arthur F. Thurnau Professor), Developmental neurobiology and cellular neurophysiology
Daniel J. Kionsky, Cell biology
John Y. Kuwada, Developmental neurobiology
Eran Pichersky, Molecular genetics
John W. Schiefelbein, Jr., Plant molecular genetics and development
Kathryn W. Tosney, Developmental neurophysiology
Charles F. Yocum (Alfred S. Sussman Professor of Biology), Cell biology, photosynthesis

Associate Professors
James Bardwell, Catalysis of protein folding
Kenneth Cadigan, Developmental biology
Amy Chang, Cell Biology
Steven Clark, Plant development, molecular genetics
Robert Denver, Developmental Neuroendocrinology
Cunming Duan, Molecular animal physiology
Jianming Li, Plant molecular physiology
Janine Maddock, Microbial development
Laura Olsen (Arthur F. Thurnau Professor), Plant Cell and Molecular Biology

Assistant Professors
Mohammed Akaaboune, Neurobiology
Matthew Chapman, Biochemistry and Microbiology
Jonathan Demb, Neurobiology
Ursula Jakob, Biochemistry and Cell Biology

Anuj Kumar, Cell Biology and functional genomics
Gisela Wilson, Animal physiology

Lecturers
Marc Ammerlaan, Microbiology
Kenneth Balazovich, Molecular Biology and Biochemistry
Sushama Denver, Animal physiology
Santhadevi Jeyabalan, Genetics and development

Professors Emeriti Wesley M. Brown, Stephen S. Easter, Jr., Robert B. Helling, Lewis J. Kleinsmith, John P. Langmore, Larry D. Noodén, Bruce Oakley


Concentration Programs. The department offers concentrations in Cell and Molecular Biology (CMB), CMB with an emphasis in Microbiology, and a CMB-Biomedical Engineering joint B.S. and M.S. program. Students interested in concentrations in Biology or General Biology or the academic minor in Biology should refer to information listed under the Program in Biology in this Bulletin. Students interested in the concentration in Neuroscience should refer to the information listed under Neuroscience in this Bulletin.

Advising. Students who are interested in the CMB concentration 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. Advising appointments are scheduled at 1111 Natural Science Building.

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

MENAS 591. Interdisciplinary Middle East Topics Seminar. Underclass standing; concentration in MENAS, NES or other fields with main interest in Middle Eastern Studies. (3). (Exc). May be repeated for credit for a maximum of 9 credits.
1. All BIOLOGY, EEB, MCDB, 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, General Biology, CMB, or Plant Biology must complete BIOLOGY 162 or equivalent.

**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.

**Awards/Fellowships**: *K.L. Jones Award*. Since 1977, this award has been made each year to the outstanding plant science 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.

*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, or Plant Biology to help them to conduct research with a faculty member in the departments during the spring and/or summer terms.

*Anne Rudo 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, 1343 East Hall.

**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; CHEM 210, 211, 215, 216; MATH 115 and 116; PHYSICS 125/127 and 126/128 (or 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.

**Option 1: CMB Concentration Program**. Must include (no course can be used to satisfy two requirements):

1. Required courses. BIOLOGY 305; 310 or 311 (or CHEM 451 and 452, or BIOLCHEM 415); MCDB 427; MCDB 428;
   Two advanced lab courses from among: MCDB 306, 400, 413, 419, 423, or 429.
   Biology/Chemistry elective. One course chosen from: BIOLOGY 207, 208, 222, 225; MCDB 307, 308, 321; CHEM 230 or 260, 241/242, 452; any advanced CMB course.
2. Two advanced CMB courses chosen from among MCDB 400, 401, 405, 411, 415, 418, 422, 426, 430, 435, 436, 469, 504, and 589.
   A third (or fourth) advanced CMB lab course (MCDB 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, EEB, or MCDB course at the 200-, 300-, or 400-level (except BIOLOGY 200, 201, 202, 215, 262, or EEB 300, 302, or MCDB 300, 302, 320, or 412). A third advanced CMB course is permitted to meet this requirement.
   b. One cognate course in Chemistry: CHEM 230 or 260, 241/242; CHEM 452 for students who elected the sequence CHEM 451-452; any Chemistry course that has CHEM 260 as a prerequisite.
   c. One cognate course in Mathematics or Statistics (as approved by the concentration advisor): MATH courses with a MATH 116 prerequisite), or STATS 400 or BIOSTAT 503.

**Option 2: CMB Concentration Program with an emphasis in Microbiology**. Must include:

1. Required courses. BIOLOGY 207; BIOLOGY 305; 310 or 311; MCDB 427; MCDB 428;
2. Biology/Chemistry elective: One course chosen from BIOLOGY 207, 208, 222, 225; MCDB 307, 308, 321; CHEM 230 or 260, 241/242, 452; any advanced CMB course.
3. Two advanced lab courses from among: MCDB 306, 400 (research on a microbiology-related topic), or 429.
4. Two advanced lecture courses chosen from among MCDB 513, 521/522, and 589.

**Cell and Molecular Biology and Biomedical Engineering Program (B.S. and M.S.)**

*May be elected as a departmental concentration program*

This program is designed for students enrolled in the College of Literature, Science, and the Arts. The Department of MCDB (College of LS&A) and the Department of Biomedical Engineering (BME) (College of Engineering) jointly administer the program. A matriculating student will receive the BS in Cell and Molecular Biology from the College of LS&A and an MS in Biomedical Engineering from the College of Engineering upon completion of all program requirements. A student will apply to both the Molecular, Cellular, and Developmental Biology and Biomedical Engineering Departments for entrance. A student will be admitted into the program only after completing the first year of the concentration prerequisites (BIOLOGY 162, CHEM 210/211, PHYSICS 140/141, MATH 115 and 116) with a GPA of 3.2 or higher. Advisors from the Departments of MCDB and BME must approve admission to the program.

**Prerequisites to Concentration**. BIOLOGY 162; CHEM 210, 211, 215, 216; MATH 115 and 116; PHYSICS 140/141 and 240/241.

**A. Undergraduate Concentration Program (BS Phase)**

1. Biology Core courses: BIOLOGY 305; BIOLOGY 310 or 311 (or BIOLCHEM 415, or CHEM 451 and 452 [CHEM 452 counts as elective]); MCDB 306; MCDB 427; MCDB 428 or BIOMEDE 418; MCDB 429.
2. Advanced Chemical Engineering: ChemE 230, 330; and either ChemE 342 or 344.
3. Advanced Cell and Molecular Biology: one course (such as MCDB 405, 411, 413, 415, 418, 419, 422, 423, 426, 430, 435, 436, 469, 504, and 589; appropriate sections of MCDB 401; MCDB 400) selected in consultation with, and approved by, the program advisors. (BIOMEDE 584 is elected in the
MCDB 300. Undergraduate Research.
Consent of instructor required (Prerequisites enforced at registration).
Eight credits of biology and 3.0 grade point average in science. (1-3). (Excl). (BS). (INDEPENDENT). May be repeated for credit for a maximum of 9 credits.

MCDB 302. Teaching Experience for Undergraduates.
Consent of instructor required (Prerequisites enforced at registration). (1-3). (Excl). (EXPERIENTIAL). May not be repeated for credit. May not be included in any of the Biological Sciences concentration programs. I, II, IIIa, and IIIb.

MCDB 306. Introductory Genetics Laboratory.
Prior or concurrent enrollment in BIOLOGY 305. (3). (Excl). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. I, II.

BIOLOGY 305 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. II.

MCDB 308. Developmental Biology Laboratory.
Prior or concurrent enrollment in BIOLOGY 208 or MCDB 307. (3). (Excl). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. II.

MCDB 321. Introductory Plant Physiology Lectures.
BIOLOGY 162 (Prerequisites enforced at registration). College physics recommended. (3). (Excl). (BS). May not be repeated for credit. II.

MCDB 400. Advanced Research.
MCDB 300 (Prerequisites enforced at registration). 12 credits of biology, 3.0 average in science, and permission of faculty member in biology. (1-3). (Excl). (BS). (INDEPENDENT). May be repeated for credit for a maximum of 9 credits. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of MCDB 400, the final grade is posted for both term's elections.

MCDB 401. Advanced Topics in Biology.
CMB senior concentrators or graduate standing. Preqs will be set by the instructor as appropriate for each section. (3). (Excl). (BS). May be repeated for credit for a maximum of 6 credits.

MCDB 411. Protein Structure and Function.
BIOLOGY 310 or 311, BIOCHEM 415 or 451, or CHEM 451; or graduate standing (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. I.
MUSMETH 406 / MEDILLUS 406. Special Problems in Museum Methods. Permission of instructor. (2). (EXPERIENTIAL). May not be repeated for credit. May not be included in any of the Biological Sciences concentration programs. I, II, and III.

MCD 411. Plant Molecular Biology Laboratory. BIOLOGY 305; and BIOLOGY 310 or 311, BIOLCHEM 415 or 451, or CHEM 451; or graduate standing (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. II.

MCD 415(513). Microbial Genetics. BIOLOGY 305; and BIOLOGY 310 or 311, BIOLCHEM 415 or 451, or CHEM 451; or graduate standing (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. II.

MCD 418. Endocrinology. BIOLOGY 225 and 305; and BIOLOGY 310 or 311, BIOLCHEM 415 or 451, or CHEM 451; or graduate standing (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. I.

MCD 419. Endocrinology Laboratory. Prior or concurrent enrollment in BIOLOGY 225 or 310 or 311, or MCD 418 or 426. (3). (Excl). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. II.

MCD 422. Cellular and Molecular Neurobiology. BIOLOGY 310 or 311, or BIOLCHEM 415 or 451, or CHEM 451; or graduate standing (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. I.

MCD 423. Introduction to Research in Cellular and Molecular Neurobiology. Consent of instructor required (Prerequisites enforced at registration). Concurrent enrollment in MCD 422; or completion of BIOLOGY 222 or MCD 422. (3). (Excl). (BS). May not be repeated for credit. Satisfies a Biology laboratory requirement. I.

MCD 426. Molecular Endocrinology. BIOLOGY 225; and BIOLOGY 310, 311, or BIOLCHEM 415. (3). (Excl). (BS). May not be repeated for credit. II.

MCD 427. Molecular Biology. BIOLOGY 305; and BIOLOGY 310 or 311, BIOLCHEM 415 or 451, or CHEM 451; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. II.

MCD 428. Cell Biology. BIOLOGY 310 or 311, or BIOLCHEM 415 or 451, or CHEM 451; or graduate standing (Prerequisites enforced at registration). (4). (Excl). (BS). May not be repeated for credit. Students with credit for MCD 310 must obtain permission of instructor. I, II.

MCD 429. Laboratory in Cell and Molecular Biology. BIOLOGY 310 or 311, BIOLCHEM 415 or 451, or CHEM 451; or concurrent enrollment in MCD 427. (3). (Excl). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in BIOLCHEM 416 or 516. Satisfies a Biology laboratory requirement. II.

MCD 430. Molecular Biology of Plants. BIOLOGY 305; and BIOLOGY 310 or 311, BIOLCHEM 415 or 451, or CHEM 451; or graduate standing (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. II.

MCD 435. Intracellular Trafficking. BIOLOGY 305 and MCD 428; or graduate standing (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. I.

MCD 436. Introductory Immunology. BIOLOGY 162; BIOLOGY 310 or 311, BIOLCHEM 415 or 451, or CHEM 451; or graduate standing (Prerequisites enforced at registration). MCD 427 or 428 recommended. (3). (Excl). (BS). May not be repeated for credit. I.

MCD 469. Signal Transduction. MCD 427 or 428 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit.

MCD 589. Mechanisms of Microbial Evolution. BIOLOGY 305; and BIOLOGY 310 or 311, BIOLCHEM 415 or 451, or CHEM 451; or graduate standing (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit. II.

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**Museum Methods**

Exhibit Museum of Natural History
Ruthven Museums Building
1109 Geddes Avenue
(734) 764-0478 (phone)
(734) 647-2767 (fax)
http://www.exhibits.lsa.umich.edu/
Amy Harris, Director

Not a concentration program

The College of LS&A offers through the facilities of the Exhibit Museum of Natural History laboratory/discussion/lecture courses for students interested in natural science museum exhibits. Museum methods courses are open to undergraduate and graduate students. These courses focus mainly on the principles, methods, and techniques used by professional exhibit designers. Some basic concepts in educational design and theory, as related to museums, are also covered.

**Courses in Museum Methods (MUSMETH)**

**MUSMETH 406 / MEDILLUS 406. Special Problems in Museum Methods.**
Permission of instructor. (2-4). (Excl). May be elected twice for credit. II.

**MUSMETH 499. Independent Research.**
Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be elected up to three times for credit.

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**Music**

http://www.music.umich.edu/

**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 Schedule of Classes 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 Schedule of Classes); (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 Shipp’s Office.
Music

May be elected as an interdepartmental concentration program

The Music Concentration provides students with broad experience in the study of music (both creative expression and critical analysis), through musicology and music theory, along with introductions to musical composition and performance. The LSA Concentration works in conjunction with the LSA Bachelors of Arts and Sciences degrees and provides a liberal arts alternative to the Bachelor of Musical Arts and Bachelors of Music degrees offered within the School of Music.

The objectives of this concentration are to encourage the study of music as an art and culture in the many contemporary and historical contexts of its creation, performance, dissemination, reception, and representation, including an understanding of the relationships and distinctions among the musical cultures of diverse historical epochs, civilizations, and geographical regions. Musical study fosters an awareness of the aesthetic, social, political, religious, and personal values that may be embedded in musical works and practices; an understanding of theoretical approaches to music and the relations between music and other arts and disciplines; and an awareness of the impact of technology on musical creation and production.

Concentration Program. A minimum of thirteen courses are required; with the permission of the concentration advisor, as many as five courses from outside the University of Michigan may be accepted to fulfill concentration requirements. Eight courses must be taken at the University of Michigan, including the following:

1. Musicology (MUSICOL): one introductory course in music (MUSICOL 341 (121), 342 (122), or 343 (123) or the equivalent) and two additional courses in Musicology or Ethnomusicology (MUSICOL 122, 123, 343, 345, 346, 351, 411, 450, 456, 458, and other 300-400 level courses, or the equivalent). MUSICOL 139, 140, 239, or 240, may be elected to fulfill requirements for the concentration with permission of the instructor and the concentration advisor.

2. Music Theory (THEORY): two courses of basic music theory (THEORY 137 (section 001, plus a lab section 002–005) and 238 (section 001, plus a lab section 002–003), or 139/149 and 140/150, or 239/240 and 240/250 or the equivalent (by permission of instructor).

3. Music Composition (COMP): COMP 221, 222, PAT 201, or equivalent (students with an historical or ethno-musicalologic focus within the concentration program may request that this requirement be waived through substitution of another 400-level course in Musicology).

4. Music Performance: a total of four courses of performance instruction, selected from PIANO 110, 111, 112, 113 or private instruction 150. At least two courses of private instruction are required (applied piano class is acceptable as “private” instruction). Ensemble may be elected to cover two of the four required terms.

5. Two additional MUSICOL, THEORY, COMP, or PAT courses at the 400 level or above. One of these must be a junior-senior seminar in MUSICOL or THEORY for concentrators with a focus in either of these areas.

The core requirements listed here typically demand approximately 30 credits. Music concentrators may select the remaining 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, musicology, theory, or performance. The concentration advisor can assist students in arranging the best program in preparation for graduate studies and discuss the possibility of transferring into the School of Music.

Honors Concentration. Qualified students are encouraged to consider an Honors Concentration in Music. The standards for admission are a cumulative grade point average of at least 3.5 and
evidence of outstanding ability in music. Application is made and admission is granted to the Honors concentration during the first term of the junior year. Two additional courses (in performance instruction or at the 400-level or above) are required, and the primary focus of an honors program is a written senior Honors Thesis or a lecture recital with extensive program notes approved by a Music concentration advisor. Independent research study with an advisor may satisfy the additional course requirement (one term of 2 or 3 hours of independent study fulfills one term of the course requirement). Honors concentrators should elect one term of junior-senior seminar in Musicology or Music Theory.

Advising. A concentration plan is developed in consultation with and must be approved by the music concentration advisor. Appointments are scheduled through the LSA Academic Advising Center, 1255 Angell Hall (764-0332).

Academic Minor in Music

An academic minor in music is developed in consultation with an undergraduate advisor in music. Appointments are scheduled through the LSA Academic Advising Center, 1255 Angell Hall (764-0332).

Prerequisites to the Academic Minor: None.

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

1. Required Survey Course: MUSICOL 341, Introduction to Music, MUSICOL 342, Introduction to World Music, or the equivalent (MUSICOL 343, 345, 346), or MUSICOL 139/140, 239/240, or Introduction to Music Theory (THEORY 137, or 139/149), or the equivalent.

2. Electives: at least 12 credits in Music courses, with at least two courses at the 300-level or above. Electives must include one or more courses in two of the following five areas: Composition, Musicology, Music Theory, Performance, and Performing Arts Technology.

AP credit: AP credits may not be used to satisfy requirements of the academic minor with one exception. AP Credit may qualify, if approved by the advisor, for the Required Survey Course. In this instance, a minimum of 5 other courses, totaling 15 credits, must be elected for the minor.

Conditions: Upon approval of the concentration advisor, up to six credits earned outside of the University of Michigan or its sponsored programs may be used to fulfill requirements for the academic minor.

Exclusions: An academic minor in Music is not open to students with a concentration in Music, including those in the School of Music.

For additional information regarding the music concentration and minor, see http://sitemaker.umich.edu/lsamus.

Credit Policies. The courses listed below count as LS&A courses for LS&A degree credit. Other courses in Music Theory, Composition, Music History-Musicology, and some Theatre and Drama (see Theatre and Drama) 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.

SCHOOL OF MUSIC COURSES

MUSIC COMPOSITION (COMP)

Major Courses

COMP 139. Introductory Composition. Freshman composition majors. (3). (Excl). May not be repeated for credit.

COMP 140. Introductory Composition. COMP 139; Freshman composition majors. (3). (Excl). May not be repeated for credit.


COMP 240. Intermediate Composition. COMP 239 and concurrent election of COMP 450; Sophomore composition majors. (3). (Excl). May not be repeated for credit.


COMP 439. Advanced Composition. Concurrent election of COMP 450; Senior composition majors. (4). (Excl). May not be repeated for credit.

COMP 440. Advanced Composition. COMP 439 and concurrent election of COMP 450; Senior composition majors. (4). (Excl). May not be repeated for credit.


Secondary Courses

COMP 221. Introduction to Elementary Composition. For non-School of Music students. (3; 2 in the half-term). (CE). May be repeated for credit.

COMP 222. Composition. COMP 221. For non-School of Music students. (3; 2 in the half-term). (CE). May be repeated for credit.


COMP 421. Creative Composition. Non-School of Music students must have completed COMP 222 or THEORY 238. (3; 2 in the half-term). (Excl). May be repeated for credit.

COMP 422. Creative Composition. COMP 421. (3; 2 in the half-term). (Excl). May be repeated for credit.


MUSIC HISTORY AND MUSICOLOGY (MUSICOL)

MUSICOL 139. Introduction to Music. Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU). May not be repeated for credit.

MUSICOL 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). May not be repeated for credit.

MUSICOL 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). May not be repeated for credit.
MUSICOL 240. History of Western Art Music: Classic Era Through World War II. Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU). May not be repeated for credit.

MUSICOL 341. Introduction to the Art of Music. For non-School of Music students only. (3). (HU). May not be repeated for credit.

MUSICOL 342. Introduction to World Music. For non-School of Music students only. (3). (HU). May not be repeated for credit.

MUSICOL 343. Music and Islam. (3). (ID). May not be repeated for credit.

MUSICOL 345. The History of Music. For non-School of Music students only. (3). (HU). May not be repeated for credit.

MUSICOL 346. The History of Music. For non-School of Music students only. (3). (HU). May not be repeated for credit.


MUSICOL 405. Special Course. (1-3; 1-2 in the half-term). (Excl). May be repeated for credit.

MUSICOL 406. Special Course. (2-4; 1-2 in the half-term). (Excl). May be repeated for credit.

MUSICOL 407. Special Course. (1-3; 1-2 in the half-term). (Excl). May be repeated for credit.

MUSICOL 408. Special Course. (1-3; 1-2 in the half-term). (Excl). May be repeated for credit.

MUSICOL 411. History of the Symphony. (3). (Excl). May not be repeated for credit.

MUSICOL 412. History of Opera: 17th and 18th Centuries. (3; 2 in the half-term). (Excl). May not be repeated for credit.

MUSICOL 414. History of Opera: 19th and 20th Centuries. (3). (Excl). May not be repeated for credit.

MUSICOL 417. History of Jazz. (3). (Excl). May not be repeated for credit.

MUSICOL 420. Music of the Baroque. (3; 2 in the half-term). (Excl). May not be repeated for credit.

MUSICOL 421. Music of the Classic Period. (3; 2 in the half-term). (Excl). May not be repeated for credit.

MUSICOL 422. Music of the Nineteenth Century. (3; 2 in the half-term). (Excl). May not be repeated for credit.

MUSICOL 423. Music of the Twentieth Century. MUSICOL 240. (3; 2 in the half-term). (Excl). May not be repeated for credit.

MUSICOL 426. Music and Language. (3). (Excl). May not be repeated for credit.


MUSICOL 437 / PHIL 437. Philosophy of Music. An introductory course in philosophy; or previous course work in music. (3). (Excl). May not be repeated for credit.

MUSICOL 446. Performance Practices of the 17th and 18th Centuries. (3). (Excl). May not be repeated for credit.

MUSICOL 450. Music in the United States. (3). (Excl). May not be repeated for credit.


MUSICOL 457 / CAAS 400. The Musics of African Americans. Non-music concentrators must have permission of instructor. CAAS 201 recommended. Musical background preferred. Undergraduates only. (3; 2 in the half-term). (Excl). May not be repeated for credit.

MUSICOL 458. Music and Culture. (3). (Excl). May not be repeated for credit.


MUSICOL 466. The Music of Asia 1. (3). (Excl). May not be repeated for credit.

MUSICOL 467. The Music of Asia 2. (3). (Excl). May not be repeated for credit.

MUSICOL 468. Jazz Scenes in Historical Perspective. (3). (Excl). May not be repeated for credit.

MUSICOL 469. Music of the Pacific Islands. (3). (Excl). May not be repeated for credit.

MUSICOL 470. Music & Dance. (3). (Excl). May not be repeated for credit.


MUSICOL 478. Renaissance Music. (3). (Excl). May not be repeated for credit.

MUSICOL 481. Special Projects. Permission of instructor required. (1-4). (Excl). (INDEPENDENT). May not be repeated for credit.

PERFORMING ARTS TECHNOLOGY (PAT)

PAT 201. Introduction to Computer Music. (3). (Excl). May not be repeated for credit.

PAT 380 / THTREMUS 353. Sound for the Theatre. THTREMUS 250 or PAT 280; and permission of instructor. (2). (Excl). May be repeated for credit. II.

MUSIC THEORY (THEORY)

THEORY 129. Introduction to Aural Skills. Permission of instructor. (1). (Excl). May not be repeated for credit.


THEORY 137. Introduction to the Theory of Music (Non-Music Majors). While this course requires no previous formal training in music theory, it is essential that students have a basic understanding of musical notation. (3). (HU). May not be repeated for credit.

THEORY 138. Introduction to College Theory. (3). (Excl). May not be repeated for credit.

THEORY 139. Basic Musicianship: Aural Skills I. THEORY 129 or placement by Theory Evaluation Survey Test. Limited to students enrolled in the School of Music unless admission is granted by the Chairman of the Department of Music Theory. (1). (Excl). May not be repeated for credit.

THEORY 140. Basic Musicianship: Aural Skills II. THEORY 139. (1). (Excl). May not be repeated for credit.

THEORY 149. Basic Musicianship: Writing Skills I. THEORY 129 or placement by Theory Evaluation Survey Test. Limited to students enrolled in the School of Music unless admission is granted by the Chairman of the Department of Music Theory. (2). (Excl). May not be repeated for credit.

THEORY 150. Basic Musicianship: Writing Skills II. THEORY 149. (2). (Excl). May not be repeated for credit.

THEORY 160. Accelerated Basic Musicianship: Writing Skills II. THEORY 139, 149. (3). (Excl). May not be repeated for credit.

THEORY 211. Basic Theory at the Keyboard: Realization, Improvisation and Score Reading. THEORY 140, 150; and piano proficiency at least at level of 112. (2). (Excl). May not be repeated for credit.

THEORY 212. Basic Theory at the Keyboard: Realization, Improvisation and Score Reading. THEORY 211. (2). (Excl). May not be repeated for credit.
Native American Studies (see American Culture)

Near Eastern Studies

2068 Frieze Building
105 South State Street
(734) 764-0314 (phone)
(734) 936-2679 (fax)
http://www.umich.edu/~neareast/
Professor Alexander Knysz, Chair

Professors
Kevork Bardakjian (Marie Manoogian Professor of Armenian Language and Literature), Armenian language, literature, and culture
Gary Beckman, Hittite and Mesopotamian studies, ancient history
Jeffrey Heath, historical linguistics, morphology, Arabic, Linguistics Anthropology
Sherman Jackson, medieval Islamic law and theology
Alexander Knysz, Islamic studies and Arabian Peninsula
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
Anton Shammas, Middle Eastern literature
Gernot L. Windfuhr, Persian and Iranian linguistics and literature
Norman Yoffee, Assyriology, Mesopotamian civilizations, Near Eastern archaeology, anthropology

Associate Professors
Kathryn Babayan, Iranian history and culture
Carol Bardenstein, Arabic language, literature, and culture
Gabriele Boccaccini, middle Judaism
Michael Bonner, medieval Islamic history
Elliot Ginsburg, Jewish thought
Douglas Northrup, modern central Asian Studies
Janet Richards, Egyptology
Brian Schmidt, Ancient West Asian cultures and the Hebrew Bible
Terry Wilfong, Egyptology

Assistant Professors
Yaron Eliau (Jean and Samuel Frankel Professor of Rabbinic Literature), Rabbinic Literature
Gottfried Hagen, Turkish language and culture
Shachar Pinsker, Hebrew Literature and Culture
Ruth Tsosfar, Hebrew Language and Culture

Professors Emeriti
James A. Bellamy, Edna Amir Coffin, Andrew S. Ehrenkreutz, David Noel Freedman, John Kolars, Charles Krahmalkov, Ernest N. McCarus, George E. Mendenhall, Louis L. Orlin, Gene Schramm

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 (AAPTS); 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 3.4 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 (1330 Mason Hall).

Advising. Students interested in the department’s concentration programs in ACABS, AAPTS, 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 eight annual student prizes for excellence in ancient Near Eastern and medieval and modern Middle Eastern studies:

- The George G. Cameron Award in Ancient Civilizations and Biblical Studies
- The George and Celeste Hourani Award in Arabic, Persian, Turkish, and Islamic Studies
- K. Allin Luther Award for Excellence in Persian
- Ernst McCarus Prize in Arabic
- The Ernest T. Abdel Massih Award in Arabic
- The Leroy T. Waterman Award in Hebrew and Jewish Cultural Studies
- The Wechsler Award for Hebrew Writing
- Esther and Wolf Snyder Award in Hebrew and Jewish Cultural Studies

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
- 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. The department has affiliations with several universities and programs abroad, and concentrators are strongly encouraged to spend all or part of an academic year overseas in order to further their formal training. In addition to consulting the University of Michigan’s Office of International Programs, the International Center and the International Institute, concentrators should contact their concentration advisor and the Director of Undergraduate Studies 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, Jordan, 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 Classical Greek. Fourth-term proficiency in Classical Hebrew or Classical 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 year 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 are a wide range of topics in Islamic studies. The concentrator in AAPTIS can select from one of five options within the division designed to meet the special interests of the student: Arabic, Armenian, Persian, Turkish, or Islamic Studies.

A concentrator in AAPTIS must complete four terms of a single language. 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 beginners, intermediate, and advanced Hebrew language courses along with other courses in Hebrew literature and culture. Learning the language enables students to engage with the study of historical, literary and religious texts, as well as the politics, folklore, anthropology, or contemporary Hebrew culture through film and media. The study of classical and modern Hebrew texts provides students with an integrated view of the development of Hebrew and Jewish literature and culture. The program offers a variety of upper-division courses in these areas, making it possible for students to create a concentration in HJCS.

Summary: All concentrators in HJCS are required to complete HJCS 100: Peoples of the Middle East. A HJCS concentrator must complete four terms of Hebrew (HJCS 101, 102, 201, 202) and five additional courses, including advanced Hebrew (HJCS 301), two upper-division courses taught in Hebrew or which require the reading of Hebrew texts, and two additional courses in the division in the fields of Jewish, Israeli or Hebrew literature, history, or culture. A student who is placed out of HJCS 301 is required to take an additional Hebrew course. The concentrator must also complete two elective cognate courses outside HJCS. These courses must be approved by the concentration advisor.

Prerequisites to Concentration. HJCS 100, 101 and 102.

Concentration Program. A minimum of 24 credits, distributed as follows:

1. Language courses: HJCS 201, 202, and 301
2. Language, Literature, History & Culture courses: four courses, two of which must be offered in Hebrew.
3. Cognates: In consultation with the concentration advisor and the Director of Undergraduate Studies, the student must select a minimum of two additional cognate courses outside HJCS. This may include course selections from Biblical and Rabbinic sections, from other divisions within the department of Near Eastern Studies, and cross-listed courses.

Sample List of Cognate Courses

AAPTIS
383. The Arab-Israeli Conflict in literature
ACABS
542. Literature of the Hebrew Bible
543. The Bible in Jewish Tradition
544. Tannaitic Literature
ENGLISH
383. Topics in Jewish Literature
HISTORY
381. History of the Jews from the Moslem Conquest to the Spanish Expulsion
382. History of the Jews from the Spanish Expulsion to the Enlightenment
383. Modern Jewish History to 1880
384. Modern Jewish History 1880 to 1948
385. History of Zionism and the State of Israel
386. The Holocaust
JUDAIC
333. Yiddish Literature in Translation
POLSCI
350. The Politics and Culture of Modern East European Jewry
351. Israeli Politics and Society
353. The Arab Israeli Conflict
451. Jewish Identity, Politics, and Culture in the Age of Secularism

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.
Prerequisites to the Concentration

1. Approval of director of undergraduate studies
2. 100: Peoples of the Middle East
3. At least two upper level (300-400) level courses in early Christianity and its Mediterranean roots. [6 credits minimum]
   - ACABS 322, 323, 421, 491 (section subtitled "Jewish Life in Late Antiquity")
   - CLARCH 442
   - CLCIV 456, 466, 476
   - HISTORY 307, 405
   - HISTART 442
   - RELIGION 359, 468, 476

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 / HISTORY 132. Peoples of the Middle East.
2. First three terms of a Near Eastern language: Akkadian and Sumerian, Classical Hebrew, Arabic, Armenian, Persian, Turkish, or Modern Hebrew

Academic Minor Program: At least 16 credits of courses to be chosen from the following categories as stated below:
1. Language course: Fourth term of the Near Eastern language chosen for the prerequisite.
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.

Courses in Near Eastern Studies

**ANCIENT CIVILIZATIONS & BIBLICAL STUDIES (ACABS)**

**ACABS 100 / AAPTIS 100 / HJCS 100 / HISTORY 132. Peoples of the Middle East.**

Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.

**ACABS 101. Elementary Classical Hebrew I.**

(3). (Excl). May not be repeated for credit. I.

**ACABS 102. Elementary Classical Hebrew II.**

ACABS 101. (3). (Excl). May not be repeated for credit. II.

**ACABS 121 / RELIGION 121. Introduction to the Tanakh / Old Testament.**

(3). (HU). May not be repeated for credit.

**ACABS 122 / RELIGION 122. Introduction to the New Testament.**

(4; 3 in the half-term). (HU). May not be repeated for credit.

**ACABS 192. First-Year Seminar in Ancient Civilizations and Biblical 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). May not be repeated for credit.

**ACABS 200 / AAPTIS 200 / HJCS 200 / RELIGION 201. Introduction to World Religions: Near Eastern.**

(4; 3 in the half-term). (HU). May not be repeated for credit. I.

**ACABS 201. Intermediate Classical Hebrew, I.**

ACABS 102. (3). (Excl). May not be repeated for credit. I.

**ACABS 202. Intermediate Classical Hebrew, II.**

ACABS 201. (3). (LR). May not be repeated for credit. II.

**ACABS 221 / RELIGION 280. Jesus and the Gospels.**

(4; 3 in the half-term). (HU). May not be repeated for credit.

**ACABS 261. Ancient Egypt: Religion and Culture.**

(4; 3 in the half-term). (Excl). May not be repeated for credit.
ACABS 266. Before the Bible: The Phoenicians. (3). (HU). May not be repeated for credit. I.

ACABS 277 / HJCS 277 / AAPTIS 277 / JUDAIC 277 / HISTORY 277 / RELIGION 277. The Land of Israel/Palestine through the Ages. Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.

ACABS 281. Ancient Egypt and its World. (4; 3 in the half-term). (HU). May not be repeated for credit.

ACABS 291. Topics in Ancient Civilizations and Biblical Studies. (3). (Excl). May not be repeated for credit.

ACABS 292. Seminar in Ancient Civilizations and Biblical Studies. (3). (Excl). May not be repeated for credit.

ACABS 307 / GREEK 307. The Synoptic Gospels: Matthew, Mark and Luke. GREEK 101 and 102; and permission of instructor. Taught in Greek. (3). (Excl). May not be repeated for credit. The language requirement is satisfied with the successful completion of both ACABS 307 and 308.

ACABS 308 / GREEK 308. The Acts of the Apostles. GREEK 102; and permission of instructor. Taught in Greek. (3). (Excl). May not be repeated for credit. The language requirement is satisfied with the successful completion of both ACABS 307 and 308.

ACABS 322 / HISTORY 307 / RELIGION 359. History and Religion of Ancient Judaism. May be elected independently of ACABS 321. (4; 3 in the half-term). (HU). May not be repeated for credit.


ACABS 382 / HISTART 382 / ANTHRARC 381. Introduction to Egyptian Archaeology. (4; 3 in the half-term). (HU). May not be repeated for credit.

ACABS 393 / AAPTIS 393 / RELIGION 393. The Religion of Zoroaster. Taught in English. (3). (HU). May not be repeated for credit.


ACABS 411. Introduction to Akkadian. (3). (Excl). May not be repeated for credit. I.

ACABS 412. Akkadian Texts. ACABS 411. (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.


ACABS 414 / RELIGION 442. Mythology and Literature of Ancient Mesopotamia. (3). (Excl). May not be repeated for credit.

ACABS 415. Elementary Hittite. (3). (Excl). May not be repeated for credit.


ACABS 429 / GREEK 489. Letters of Paul in Greek. One to two years Greek; and permission of instructor. (3). (Excl). May not be repeated for credit.

ACABS 470 / HJCS 470 / JUDAIC 470. Reading the Rabbis. HJCS 202. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in HJCS 270 or JUDAIC 270, or HJCS 570/ACABS 570/JUDAIC 570.

ACABS 483. Aramaic, I. ACABS 102. (3). (Excl). May not be repeated for credit.

ACABS 484. Aramaic, II. ACABS 483. (3). (Excl). May not be repeated for credit.

ACABS 485. Introduction to Middle Egyptian, I. (3). (Excl). May not be repeated for credit.

ACABS 486. Introduction to Middle Egyptian, II. ACABS 485 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ACABS 487 / WOMENSTD 487. Gender and Society in Ancient Egypt. Some familiarity with Egypt is helpful. (3). (Excl). May not be repeated for credit.

ACABS 488 / ANTHRARC 486. Archaeology of Ancient Mesopotamia. (3). (Excl). May not be repeated for credit. I.

ACABS 491. Topics in Ancient Civilizations and Biblical Studies. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

ACABS 498. Senior Honors Thesis. Consent of instructor required (Prerequisites enforced at registration). (1-6). (Excl). (INDEPENDENT). May be repeated for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of ACABS 498, the final grade is posted for both term's elections. I, II, III, Illa, Illb.

ACABS 511. Introduction to Sumerian. (3). (Excl). May not be repeated for credit.

ACABS 512. Sumerian Texts. ACABS 511. (3). (Excl). May not be repeated for credit.

ACABS 543 / HJCS 543. The Bible in Jewish Tradition. Permission of instructor. (3). (Excl). May not be repeated for credit.

ACABS 581. Ugaritic, I. ACABS 102. (3). (Excl). May not be repeated for credit.

ACABS 582. Ugaritic, II. ACABS 581. (3). (Excl). May not be repeated for credit.

ACABS 585. Advanced Middle Egyptian. ACABS 486. (3). (Excl). May not be repeated for credit.

ACABS 587. Seminar in Ancient Egyptian History and Culture: Selected Topics. ACABS 291 or 392 or HISTART 392 or ANTHRARC 381 (Prerequisites enforced at registration). (3). (Excl). May be repeated for credit for a maximum of 6 credits.

ACABS 591. Topics in Ancient Civilizations and Biblical Studies. (3). (Excl). May not be repeated for credit.

ACABS 592. Seminar in Ancient Civilizations and Biblical Studies. (3). (Excl). May not be repeated for credit.

ACABS 593. Mini Course — Topics in Ancient Civilizations and Biblical Studies. (1). (Excl). May not be repeated for credit.

ARABIC, ARMENIAN, PERSIAN, TURKISH, AND ISLAMIC STUDIES (AAPTIS)

AAPTIS 100 / ACABS 100 / HJCS 100 / HISTORY 132. Peoples of the Middle East. Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.


AAPTIS 141. Elementary Persian, I. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 143. I.

AAPTIS 142. Elementary Persian, II. AAPTIS 141. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 143. II.

AAPTIS 151. Elementary Turkish, I. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 155. I.

AAPTIS 152. Elementary Turkish, II. AAPTIS 151. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 155. II.


AAPTIS 158. Elementary Kazak, II. AAPTIS 157. (5). (Excl). May not be repeated for credit. (Videoconference course, from Indiana University).

AAPTIS 171 / ARMENIAN 171. Western Armenian, I. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 173.
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AAPTIS 172 / ARMENIAN 172. Western Armenian, II.
AAPTIS 171. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 173.

AAPTIS 173 / ARMENIAN 173. Intensive First-Year Western Armenian.
(8 in the half-term). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 172.

AAPTIS 181 / ARMENIAN 181. Eastern Armenian, I.
(4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 183.

AAPTIS 182 / ARMENIAN 182. Eastern Armenian, II.
AAPTIS 181. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 183.

(8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 182.

AAPTIS 192. First-Year Seminar in Arabic, Armenian, Persian, Turkish, and Islamic Studies.
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.

(4; 3 in the half-term). (HU). May not be repeated for credit.

AAPTIS 201. Intermediate Modern Standard Arabic, I.
AAPTIS 102. (5). (Excl). May not be repeated for credit.

AAPTIS 202. Intermediate Modern Standard Arabic, II.
AAPTIS 201. (5). (LR). May not be repeated for credit.

AAPTIS 203. Intermediate Arabic for Communication I.
AAPTIS 102. (5). (Excl). May not be repeated for credit.

AAPTIS 204. Intermediate Arabic for Communication II.
AAPTIS 203. (5). (LR). May not be repeated for credit.

AAPTIS 241. Intermediate Persian, I.
AAPTIS 142 or 143. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 242.

AAPTIS 242. Intermediate Persian, II.
AAPTIS 241. (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 243.

AAPTIS 243. Intensive 2nd Year Persian.
AAPTIS 142 or 143. (8 in the half-term). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 242.

AAPTIS 251. Intermediate Turkish, I.
AAPTIS 152 or 155. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 255.

AAPTIS 252. Intermediate Turkish, II.
AAPTIS 251. (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 255.

AAPTIS 255. Intensive 2nd Year Turkish.
AAPTIS 152 or 155. (8 in the half-term). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 252.

AAPTIS 262 / RELIGION 204. Introduction to Islam.
(4; 3 in the half-term). (HU). May not be repeated for credit.

AAPTIS 269 / HISTORY 278. Introduction to Turkish Civilizations.
Taught in English. (4). (HU). May not be repeated for credit.

AAPTIS 271 / ARMENIAN 271. Intermediate Western Armenian, I.
AAPTIS 172 or 173. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 273.

AAPTIS 272 / ARMENIAN 272. Intermediate Western Armenian, II.
AAPTIS 271. (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 273.

AAPTIS 172 or 173. (8 in the half-term). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 272.

AAPTIS 274 / ARMENIAN 274. Armenia: Culture and Ethnicity.
Taught in English. (3). (HU). May not be repeated for credit.

AAPTIS 277 / HJCS 277 / ACABS 277 / JUDAIC 277 / HISTORY 277 / RELIGION 277. The Land of Israel/Palestine through the Ages.
Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.

AAPTIS 281 / ARMENIAN 281. Intermediate Eastern Armenian I.
AAPTIS 182. (4). (Excl). May not be repeated for credit.

AAPTIS 282 / ARMENIAN 282. Intermediate Eastern Armenian II.
AAPTIS 281. (4). (LR). May not be repeated for credit.

HISTART 101, 102 and 103. (3). (HU). May not be repeated for credit.

AAPTIS 291. Topics in Arabic, Armenian, Persian, Turkish and Islamic Studies.
(3). (Excl). May not be repeated for credit.

AAPTIS 331. Introduction to Arab Culture and Language.
Taught in English. (4). (HU). May not be repeated for credit.

AAPTIS 332. Introduction to Persian Culture and Language.
Taught in English. (3). (HU). May not be repeated for credit.

AAPTIS 335 / CAAS 335 / RELIGION 310. African-American Religion Between Christianity and Islam.
(4). (HU). May not be repeated for credit.

AAPTIS 339. Turkish: Language, Culture, Society Between East and West.
Taught in English. A knowledge of Turkish is not required. (3). (Excl). May not be repeated for credit.

AAPTIS 351. Advanced Turkish, I.
AAPTIS 252 or 255. (3). (Excl). May not be repeated for credit.

AAPTIS 352. Advanced Turkish, II.
AAPTIS 351. (3). (Excl). May not be repeated for credit.

AAPTIS 361. Islam and the West.
(4; 3 in the half-term). (HU). May not be repeated for credit.

AAPTIS 364 / MENAS 334 / HISTORY 334. Selected Topics in Near and Middle Eastern Studies.
(1-3). (Excl). May not be repeated for credit.

AAPTIS 383. The Arab-Israeli Conflict in Middle Eastern Literature.
(3). (HU). May not be repeated for credit.

AAPTIS 393 / ACABS 393 / RELIGION 393. The Religion of Zoroaster.
Taught in English. (3). (HU). May not be repeated for credit.

AAPTIS 395. Directed Undergraduate Readings.
Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. I, II, III, IIIa, IIIb.

Upperclass standing. Taught in English. (2). (Excl). May not be repeated for credit.

AAPTIS 403. Advanced Modern Standard Arabic I.
AAPTIS 202. (3). (Excl). May not be repeated for credit.

AAPTIS 404. Advanced Modern Standard Arabic II.
AAPTIS 403. (3). (Excl). May not be repeated for credit.

AAPTIS 409. Business Arabic, I.
AAPTIS 204. (4). (Excl). May not be repeated for credit.

AAPTIS 410. Business Arabic, II.
AAPTIS 409. (4). (Excl). May not be repeated for credit.

AAPTIS 411. Classical Arabic Grammar.
Three years of Arabic study. (3). (Excl). May not be repeated for credit.

AAPTIS 415. Colloquial Egyptian Arabic, I.
AAPTIS 102. (3). (Excl). May not be repeated for credit.

AAPTIS 416. Colloquial Egyptian Arabic, II.
AAPTIS 415. (3). (LR). May not be repeated for credit.

AAPTIS 417. Colloquial Levantine Arabic, I.
AAPTIS 417. (3). (LR). May not be repeated for credit.

AAPTIS 418. Colloquial Levantine Arabic, II.
AAPTIS 417. (3). (LR). May not be repeated for credit.

AAPTIS 432. Arabic Phonology and Morphophonology.
One year of Arabic. Taught in English. (3). (Excl). May not be repeated for credit.
AAPTIS 440. The Literature of the Turks.
Taught in English. (3). (Excl). May not be repeated for credit.

AAPTIS 451. Introductory Ottoman Turkish, I.
AAPTIS 152 or 155. (3). (Excl). May not be repeated for credit.

AAPTIS 459. Ottoman Turkish Culture.
Taught in English. (3). (Excl). May not be repeated for credit.

AAPTIS 461 / HISTORY 442. The First Millennium of the Islamic Near East.
Junior standing. Taught in English. (3). (Excl). May not be repeated for credit.

Junior standing. Taught in English. (3). (Excl). May not be repeated for credit.

AAPTIS 464 / HISTORY 543. Persianate Culture in the Central and Eastern Lands of Islam.
Junior standing. Taught in English. (3). (Excl). May not be repeated for credit.

Taught in English. (3). (Excl). May not be repeated for credit.

Junior standing. (3). (Excl). May not be repeated for credit.

AAPTIS 468. Islamic Law.
AAPTIS 262. (3). (Excl). May not be repeated for credit.

AAPTIS 469. Islamic Intellectual History.
Taught in English. (3). (Excl). May not be repeated for credit.

AAPTIS 470 / HISTORY 441. The Islamic West: al-Andalus and the Magrib, 600-1500.
AAPTIS 461. (3). (Excl). May not be repeated for credit.

AAPTIS 473 / ARMENIAN 415. An Introduction to Classical and Medieval Armenian Literature.
Taught in English. (3). (Excl). May not be repeated for credit.

Taught in English. (3). (Excl). May not be repeated for credit.

AAPTIS 475. Rumi and the Great Persian Mystical Poets.
Taught in English. (3). (Excl). May not be repeated for credit.

AAPTIS 478. Classical Armenian I.
(3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 480.

AAPTIS 479 / ARMENIAN 479. Classical Armenian II.
AAPTIS 478. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 480.

(3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 479.

AAPTIS 481. Classical Arabic I.
(4). (Excl). May not be repeated for credit.

AAPTIS 482. Classical Arabic II.
AAPTIS 481. (4). (Excl). May not be repeated for credit.

AAPTIS 486. Topics in Modern Arabic Literature in Translation.
Taught in English. (3). (Excl). May be elected up to three times for credit.

AAPTIS 487 / HISTORY 443. Modern Middle East History.
(3). (Excl). May not be repeated for credit.

AAPTIS 488. History of Arabic Literature in English.
Taught in English. (3). (Excl). May not be repeated for credit.

AAPTIS 491. Topics in Arabic, Armenian, Persian, Turkish, and Islamic Studies.
(3). (Excl). May be repeated for credit for a maximum of 6 credits.

AAPTIS 493 / MENAS 493. Comparative Perspectives of the Middle East and North Africa.
(1). (Excl). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

AAPTIS 495 / WOMENSTD 471 / HISTORY 546 / RELIGION 496. Gender and Sexuality in Pre-Modern Islam.
Students should preferably have had one course in Islamic Studies. Taught in English. (3). (Excl). May not be repeated for credit.

AAPTIS 496 / WOMENSTD 496. Gender and Representation in the Modern Middle East.
(3). (Excl). May not be repeated for credit.

AAPTIS 498. Senior Honors Thesis.
Consent of instructor required (Prerequisites enforced at registration). (1-6). (Excl). (INDEPENDENT). May be repeated for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of AAPTIS 498, the final grade is posted for both term's elections. I, II, III, IIIa, IIIb.

AAPTIS 501. Advanced Arabic Conversation and Composition.
AAPTIS 404. Taught in Arabic. (3). (Excl). May not be repeated for credit.

AAPTIS 501. Taught in Arabic. (3). (Excl). May not be repeated for credit.

AAPTIS 504. Communication Media.
AAPTIS 202 or 403. Taught in Arabic. (3). (Excl). May not be repeated for credit.

AAPTIS 531. Reading Modern Arab Authors in Arabic.
AAPTIS 501 and permission of instructor. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

AAPTIS 532. Arabic Linguistics.
Some knowledge of Arabic. Open to undergraduates with instructor's permission. (3). (Excl). May not be repeated for credit.

Taught in English. (3). (Excl). May not be repeated for credit.

AAPTIS 541. Classical Persian Texts.
AAPTIS 242 or 243. (3). (Excl). May be repeated for credit. Repetition requires permission of the instructor.

AAPTIS 544. Modern Persian Fiction.
AAPTIS 242 or 243. (3). (Excl). May not be repeated for credit.

AAPTIS 551. Readings in Ottoman Turkish.
AAPTIS 252 and 452. (2). (Excl). May not be repeated for credit.

AAPTIS 553. Modern Turkish Readings.
AAPTIS 252 or 255. (2). (Excl). May not be repeated for credit.

AAPTIS 561. Modern Arabic Fiction.
AAPTIS 403 or reading knowledge of Arabic. (3). (Excl). May not be repeated for credit.

AAPTIS 563. Modern Arabic Nonfiction.
AAPTIS 403 or reading knowledge of Arabic. (3). (Excl). May not be repeated for credit.

AAPTIS 202. (3). (Excl). May not be repeated for credit.

AAPTIS 567. Readings in Classical Islamic Texts.
AAPTIS 202 or 403. Taught in English. (3). (Excl). May not be repeated for credit.

AAPTIS 569. Modern Arabic Poetry.
AAPTIS 502. Fluency in Arabic at the advanced level. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

Upperclass standing, and HISTART 285. (3). (Excl). May not be repeated for credit.

AAPTIS 581. Classical Arabic III.
AAPTIS 482. (4). (Excl). May not be repeated for credit.

AAPTIS 582. Classical Arabic IV.
AAPTIS 581. (4). (LR). May not be repeated for credit.

AAPTIS 583. Medieval Arabic Historical and Geographical Texts.
AAPTIS 404. (3). (Excl). May be repeated for credit for a maximum of 9 credits.

AAPTIS 584. Persianate History Through Political and Cultural Texts.
Advanced reading knowledge of Persian. (3). (Excl). May be repeated for credit for a maximum of 9 credits.

AAPTIS 586. Avestan.
(3). (Excl). May not be repeated for credit.

AAPTIS 587. Studies in Pahlavi and Middle Persian.
(3). (Excl). May not be repeated for credit.

AAPTIS 591. Topics in Arabic, Armenian, Persian, Turkish, and Islamic Studies.
(3). (Excl). May not be repeated for credit.

AAPTIS 592. Seminar in Arabic, Armenian, Persian, Turkish, and Islamic Studies.
(3). (Excl). May not be repeated for credit.
HEBREW AND JEWISH CULTURAL STUDIES (HJCS)

HJCS 100 / AAPTIS 100 / ACABS 100 / HISTORY 132. Peoples of the Middle East.
Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.

HJCS 101. Elementary Modern Hebrew, I.
(5). (Excl). May not be repeated for credit. I.

HJCS 102. Elementary Modern Hebrew, II.
HJCS 101. (5). (Excl). May not be repeated for credit. II.

(4; 3 in the half-term). (HU). May not be repeated for credit.

HJCS 201. Intermediate Modern Hebrew, I.
HJCS 102. (5). (Excl). May not be repeated for credit. I.

HJCS 202. Intermediate Modern Hebrew, II.
HJCS 201. (5). (LR). May not be repeated for credit. II.

HJCS 270 / JUDAIC 270. Introduction to Rabbinic Literature.
Taught in English. (3). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in HJCS 470/JUDAIC 470 or HJCS 570/ACABS 570/JUDAIC 570.

HJCS 276 / JUDAIC 205. Introduction to Jewish Civilizations and Culture.
(4). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in HJCS 576.

HJCS 277 / ACABS 277 / AAPTIS 277 / JUDAIC 277 / HISTORY 277 / RELIGION 277. The Land of Israel/Palestine through the Ages.
Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.

(4). (HU). May not be repeated for credit.

HJCS 291. Topics in Hebrew and Jewish Cultural Studies.
Taught in English. (3). (Excl). May be repeated for credit. May be elected more than once in the same term.

HJCS 292. Seminar in Hebrew and Jewish Cultural Studies.
Taught in English. (3). (Excl). May not be repeated for credit.

HJCS 296 / JUDAIC 296 / RELIGION 296. Perspectives on the Holocaust.
Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.

HJCS 301. Advanced Hebrew, I.
HJCS 202. (3). (Excl). May not be repeated for credit. I.

HJCS 302. Advanced Hebrew, II.
HJCS 301. (3). (Excl). May not be repeated for credit.

HJCS 373 / JUDAIC 373. Israeli Culture and Society.
(3). (SS). May not be repeated for credit.

HJCS 381 / JUDAIC 381. Introduction to Israeli Literature and Culture.
Taught in English. (3). (HU). May not be repeated for credit.

HJCS 395. Directed Undergraduate Readings.
Consent of instructor required (Prerequisites enforced at registration).

HJCS 401. Hebrew of the Communications Media, I.
HJCS 202. (3). (Excl). May not be repeated for credit.

HJCS 405. Israeli Theater and Film.
Consent of instructor required (Prerequisites enforced at registration).
HJCS 301. Taught in Hebrew. (4; 3 in the half-term). (Excl). May not be repeated for credit.

HJCS 470 / ACABS 470 / JUDAIC 470. Reading the Rabbis.
HJCS 202. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in HJCS 270 or JUDAIC 270, or HJCS 570/ACABS 570/JUDAIC 570.

HJCS 471. Reading Hebrew Literature.
HJCS 302. (4). (Excl). May be repeated for credit for a maximum of 12 credits. No credit granted to those who have completed HJCS 381 or JUDAIC 381.

HJCS 472. Introduction to Modern Hebrew Literature, II.
HJCS 302. (3). (Excl). May not be repeated for credit.

HJCS 477 / JUDAIC 478 / RELIGION 478. Modern Jewish Thought.
Taught in English. (3). (Excl). May not be repeated for credit.

HJCS 478 / JUDAIC 468 / RELIGION 469. Jewish Mysticism.
Taught in English. (3). (Excl). May not be repeated for credit.

HJCS 489 / JUDAIC 489. The Cycle of the Jewish Year.
Taught in English. (3). (Excl). May not be repeated for credit.

HJCS 491. Topics in Hebrew and Jewish Cultural Studies.
(3). (Excl). May be repeated for credit for a maximum of 6 credits.

HJCS 498. Senior Honors Thesis.
Consent of instructor required (Prerequisites enforced at registration).
(1-6). (Excl). (INDEPENDENT). May be repeated for credit. Continuing Course.
Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of HJCS 498, the final grade is posted for both term's elections. I, II, III, IIIa, IIIb,

HJCS 543 / ACABS 543. The Bible in Jewish Tradition.
Permission of instructor. (3). (Excl). May not be repeated for credit.

HJCS 577 / JUDAIC 467 / RELIGION 471. Seminar: Topics in the Study of Judaism.
(3). (Excl). May be repeated for credit for a maximum of 9 credits.

HJCS 591. Topics in Hebrew and Jewish Cultural Studies.
(3). (Excl). May not be repeated for credit.

HJCS 592. Seminar in Hebrew and Jewish Cultural Studies.
(3). (Excl). May not be repeated for credit.

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Neuroscience

Neuroscience is an Interdepartmental Program administered jointly by the Departments of Psychology and the Department of Molecular, Cellular, and Developmental Biology (MCDB).

Faculty Steering Committee
Jill Becker (Professor, Psychology)
Jonathan Demb (Assistant Professor, Molecular, Cellular, and Developmental Biology)
John Kuwada (Professor, Molecular, Cellular, and Developmental Biology)
Steve Maren (Associate Professor, Psychology)

MCDB Undergraduate Office
1111 Natural Science Building
830 North University Avenue
(734) 764-2446 (phone)
(734) 647-0884 (fax)
http://www.lsa.umich.edu/mcdb/

Psychology Department
1342 East Hall
530 Church Street
(734) 764-2580 (phone)
(734) 764-3520 (fax)
http://www.lsa.umich.edu/psych/
Neuroscience (B.S.)

May be elected as an interdepartmental concentration program, supervised by the Undergraduate Neuroscience Steering Committee

The overall goals of this concentration are to: (1) provide a course of study in the discipline of Neuroscience that integrates cell/molecular and behavioral components of the field; and (2) provide a course of study that better prepares students for graduate training in the field of Neuroscience than do the current concentrations in Cellular and Molecular Biology (CMB), Biology, Behavior, Brain and Cognitive Science (BBCS). An understanding of how the nervous system functions spans both molecular and cellular activity that is best taught by cell and molecular neurobiologists, and behavior that is best taught by psychologists. The well-trained student will receive instruction that allows her or him to understand the usefulness of genetics, cellular biology, and behavioral tests in this complex field. This degree will provide the cross-disciplinary training that will provide a head-start into post-graduate studies in Neuroscience.

Advising. Students choosing Neuroscience as a field of concentration develop an approved concentration plan with a concentration advisor who must approve the original concentration plan and any exceptions to the stated concentration requirements. Students should also consult a concentration advisor when planning the final term's elections to ensure that all concentration requirements have been met and to secure an advisor's approval on a Concentration Release form. Appointments for students are scheduled at the Department of Psychology, 1343 East Hall, (734) 764-2580 and at the MCDB Undergraduate Office, 1111 Natural Science Building.

Exclusions: Students may not double concentrate in Biology, General Biology, Cell and Molecular Biology, or Brain, Behavior and Cognitive Science.

Prerequisites to Concentration. BIOLOGY 162 or 163; CHEM 210, 211, 215, 216.

It is recommended that students interested in pursuing advanced training in Cellular and Molecular Neuroscience elect MATH 115 and 116, CHEM 230, PHYSICS 125/126 & 127/128 or 140/141 & 240/241. Those interested in advanced training in Behavioral Neuroscience should take at least one Statistics course.

Students intending to go to graduate school should have at least two terms of research experience. These can appear as graded courses, UROP participation, or be independent of the graded curriculum. Most graduate school-bound students will have 1-2 graded research courses (2-4 credits/each) on record. Students intending to go to graduate school in Neuroscience within a CMB-type program will need research experience as well as two terms of Calculus and two terms of Physics. Students intending to go to medical school will need to take two terms of Physics and CHEM 230.

Concentration Program. A minimum of 38 credits required.

1. Core: BIOLOGY 222; 305; 310 or 311 (or BIOLCHEM 415); PSYCH 230.

2. Electives (6 courses, minimum 18 credits).
   A. Lecture Courses at 200-300 level. At least one, and up to two courses from: BIOLOGY 208, 225; MCDB 307; PSYCH 240, 345.
   B. Advanced lecture and discussion courses in Neuroscience (300-400 level). At least three courses (and up to five courses). At least one course must be from Group B1 and one course from Group B2. One advanced course from List C may be used toward this requirement.

   (1). Cell and Molecular Neuroscience: MCDB 403, 422, 418, 426

   Additional courses may be approved as advanced neuroscience courses by the concentration advisory panel.

C. Additional Advanced Course: MCDB 411, 427, 428, 435, 469; EEB 492; PSYCH 420; 447.

Additional advanced courses may be approved as cognates by the concentration advisory panel.

3. Lab requirement. At least two different courses for a minimum of five credits total from the following categories, with at least one course being a Methods-Based laboratory:
   A. Method-Based Laboratory courses: Choose at least one course from: PSYCH 231/UC 261, BIOLOGY 226, MCDB 306, 308, 419, 423, 429.
   B. Research-Based Laboratory Courses: MCDB 300, 400; PSYCH 331, 422, 424/426.

Note: Each course must be taken for a minimum of two credits each and be completed in a single academic term. Only three credits of independent study may count toward the concentration program.

4. Quantitative Requirement Cognate. Two courses are required. (While 100-level courses may be used to satisfy this requirement, the credits for 100-level courses may not be used toward the minimum number of credits required for the concentration).
   • STATS 350 or 400.
   • STATS 401 or 405
   • PSYCH 448
   • MATH 115 or 185
   • MATH 116 or 186
   • PHYSICS 125 or 140 or 160
   • PHYSICS 126 or 240 or 260.

Honors Concentration. The Neuroscience B.S. degree is the basis for the Honors degree in Neuroscience. Students must elect two semesters of independent research (under PSYCH 422, MCDB 300 or MCDB 400), maintain a concentration GPA of 3.4, complete an Honors thesis and give a research presentation based on their Honors work. Prior to applying to the Neuroscience Honors Program students must identify a research mentor in the Department of Psychology or MCDB. Students may conduct Honors research with faculty in other units on the University of Michigan campus, but must have a formal cosponsor relationship with a research track or tenure-track faculty in Psychology or MCDB. Students apply to the Honors Program in Neuroscience by submitting a research proposal along with a letter from the research mentor indicating their willingness to sponsor the student’s research. Upon approval by the Honors Committee students can then declare an Honors concentration (no later than 6 months prior to submitting the honors thesis.) Written evaluations of the Honors thesis must be submitted by the mentor and two faculty readers. Honors theses must be submitted no later than one calendar month prior to the date of graduation.
Organizational Studies

713 David M. Dennison Physics and Astronomy Building
500 Church Street
(734) 764-6767 (phone)
(734) 764-6554 (fax)
http://www.lsa.umich.edu/orgstudies/
e-mail: org.studies@umich.edu
Professor Richard H. Price, Director

Professor Richard H. Price

Assistant Professors Victor Johnson, Jason Owen Smith

Organizational Studies Advisory Committee

Richard Price, Director (Professor, Psychology and Ross School of Business)
Michael Cohen (Professor, Information, Complex Systems, and Political Science)
Richard Gonzalez (Professor, Psychology and Statistics)
Robert Megginson (Associate Dean, LS&A Undergraduate Education)
Mark Mizruchi (Professor of Sociology and Ross School of Business)
Marvin Parnes (Associate Vice President for Research)
Carl Simon (Professor, Mathematics, Economics, and Public Policy)
Kathleen Sutcliffe (Professor, Ross School of Business)
Meredith Woo-Cummings (Professor, Korean Studies and Political Science)

Organizational Studies is an interdisciplinary concentration program, emphasizing the influence of economic, psychological, sociological, political, and other factors on individuals and complex organizational systems. The field is concerned with how organizational systems function, their effects on individuals and the larger society, and with the processes of organizational change. The program is intended to make graduates attractive job candidates or applicants to graduate studies.

The curriculum is designed to provide: (1) core courses focusing on concepts fundamental to organizational theory and research; (2) cluster and elective courses to provide breadth in understanding links between the individual and organizations on the one hand, and organizations and society on the other; and (3) courses designed to provide field based experience in organizational research, analysis and practice. The concentration is also designed to balance the study of challenging theoretical issues with diverse and refined methods of empirical inquiry.

Students may find this concentration appropriate preparation for careers or graduate work in business administration, communication, education, engineering, industrial and organizational psychology, public health, public policy, social and non-profit administration, the sociology of work and organizations, and related fields.

The Organizational Studies Student Assembly (OSSA). OSSA provides Organizational Studies concentrators with information, support, resources, and social activities while also promoting student interests and fostering the growth of the Organizational Studies Program. OSSA members work collaboratively with Organizational Studies staff to design programs that are of interest to students, and to provide input and direction to the Organizational Studies Program. All Organizational Studies concentrators are encouraged to become involved with OSSA.

Organizational Studies

May be elected as an interdepartmental concentration program

Prerequisites to concentration. Students must complete one course in each of the following three areas:

1. Introduction to Economics (ECON 101)
2. Introduction to Psychology (PSYCH 111, 112, 114, or 115)
3. Introduction to Sociology (SOC 100, 101, 102, or 195).

All students should be aware that additional prerequisites are required for many of the upper-level courses in the OS curriculum. Depending on their particular area of interest, students may wish to complete ECON 102 and/or entry-level courses in political science, communication studies, or women's studies as they prepare to apply to the OS Program.

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 can be submitted during the sophomore year. It is preferred that applicants have all three prerequisites completed at the time of application. At a minimum, to be eligible to apply, you must have completed (with final grades showing) at least two of the three prerequisite courses, and be currently enrolled in the third. Admission is very competitive and enrollment in the concentration will be limited to assure a high quality educational experience. Program faculty will make admission decisions based on overall grade point average at the time of application, with special attention given to grades in the three prerequisite courses, and a personal statement written by the applicant.

Concentration Program: The concentration requires a minimum of 38 credits, distributed as follows:

1. Core requirements. Two courses are required [6 credits]:
   - ORGSTUDY 305 Social Organization and Coordination
   - ORGSTUDY 310 Formal Organizations and Environments

2. Cluster A and B Requirement. Minimum of five courses total, across both clusters, with at least two 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.

   Courses taken as ORGSTUDY 495 Special Topics may be included, when appropriate and in consultation with the concentration advisor, as a course in Core, Cluster A, Cluster B, or Cluster C.

   A. Organizations and Individuals (Cluster A)
      - ANTHRCUL 330 Culture, Thought, and Meaning
      - ANTHRCUL 370 Language and Discrimination: Language as Social Statement
      - ANTHRCUL 374 Language and Culture
      - COMM 361 Mediated Communication
      - COMM 381 Media Impact on Knowledge, Values, and Behavior
      - ENVIRON 360 Behavior and Environment
      - LING 370 Language and Discrimination: Language as Social Statement
      - LING 374 Language and Culture
      - POLSCI 330
      - PSYCH 260 Organizational Psychology
      - PSYCH 280 Social Psychology
      - PSYCH 330 Psychological Perspectives on Politics
      - PSYCH 384 Behavior and Environment
      - PSYCH 393 Political Psychology
      - PSYCH 449 Decision Processes
      - PSYCH 464 Group Processes

   B. Organizations and Social Thought (Cluster B)
      - ANTHRCUL 370 Language and Discrimination: Language as Social Statement
      - ANTHRCUL 374 Language and Culture
      - COMM 361 Mediated Communication
      - COMM 381 Media Impact on Knowledge, Values, and Behavior
      - ENVIRON 360 Behavior and Environment
      - LING 370 Language and Discrimination: Language as Social Statement
      - LING 374 Language and Culture
      - POLSCI 330
      - PSYCH 260 Organizational Psychology
      - PSYCH 280 Social Psychology
      - PSYCH 330 Psychological Perspectives on Politics
      - PSYCH 384 Behavior and Environment
      - PSYCH 393 Political Psychology
      - PSYCH 449 Decision Processes
      - PSYCH 464 Group Processes
B. Organizations and Society (Cluster B)
- AMCULT 345 American Politics and Society
- AMCULT 421 Social Stratification
- ANTHCUL 332 Social Forms
- COMM 351 Structure and Function of Media Systems
- COMM 371 Media, Culture, and Society
- ECON 320 Survey of Labor Economics
- ECON 330 American Industries
- ECON 401 Intermediate Microeconomic Theory
- ECON 421 Labor Economics I
- ECON 422 The Structure of Labor Markets
- ECON 431 Industrial Organization and Performance
- ECON 432 Government Regulation of Industry
- ECON 491 History of the American Economy
- HISTORY 491 History of the American Economy
- POLSCI 300 Contemporary Political Issues
- POLSCI 311 American Political Processes
- POLSCI 317 Courts, Politics and Society
- POLSCI 322 Legislative Process
- SOC 305 Introduction to Sociological Theory
- SOC 315 Economic Sociology
- SOC 442 Occupations and Professions
- SOC 450 Political Sociology
- SOC 460. Social Change

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. One course from each area required.

A. Quantitative Skills: One course from the following: SOC 210; STATS 350, 400 or 405; ECON 404 or 405.

B. Field Research: ORGSTUDY 410 Advanced Research Methods in Organizational Studies. Prior or concurrent enrollment in the quantitative skills requirement is strongly recommended.

4. Interest Cluster Courses (Cluster C) [minimum of 9 credits].
- AMCULT 339. American Religious Movements
- ANTHCUL 339 American Religious Movements
- ANTHCUL 439 Economic Anthropology and Development
- CAAS 434 Social Organization of Black Communities
- CAAS 450 Law, Race, and the Historical Process I
- CAAS 451 Law, Race, and the Historical Process, II.
- COMM 454 Media Economics
- COMM 484 Mass Media and Political Behavior
- COMM 485 Mass Communication and Public Opinion
- ECON 340 International Economics
- ECON 360 Developing Economies
- ECON 370 Environmental and Natural Resource Economics
- ECON 398 Strategy and Equity
- ECON 471 Environmental Economics
- ECON 481 Government Revenues
- ECON 482 Government Expenditures
- ENVIRON 305 Society and Environment
- ENVIRON 361 Psychology of Environmental Stewardship
- ENVIRON 375 Environmental and Natural Resource Economics
- ENVIRON 449 Organizational Theory and Change
- HISTORY 476 American Business History
- LHC 305 Legal Environ of Business
- LHC 306 Law of Enterprise Organization
- LHC 321 Corporate Social Responsibility
- LHC 412 American Business History
- LING 305 Advertising Rhetoric
- MKT 300 Marketing Management I
- MKT 301 Marketing Management II
- MO 300 Behavior Theory in Management
- MO 314 Managing Change
- MO 315 Management of Personnel
- MO 317 Interpersonal Processes and Teamwork
- MO 322 Management-Union Relations
- MO 324 Organizational Design
- NRE 361 Psychology of Environmental Stewardship
- NRE 375 Environmental and Natural Resource Economics
- NRE 449 Organizational Theory and Change
- NRE 571 Environmental Economics
- ORGSTUDY 495 Special Topics in Organizational Studies
- ORGSTUDY 499 Independent Study
- POLSCI 313 Political Mobilization and Policy Change
- POLSCI 325 Mass Media and Political Behavior
- POLSCI 360 Problems in World Politics
- POLSCI 368 Cooperation and Conflict in the International System
- POLSCI 369 Politics of International Economic Relations
- POLSCI 486 Public Opinion, Political Participation, and Pressure Groups
- PSYCH 385 Psychological Stewardship
- PSYCH 411 Gender and Group Process in a Multicultural Context
- PSYCH 467 Current Topics in Organizational Psychology
- SOC 343 Social Organization of Black Communities
- SOC 440 Sociology of Work
- SOC 447 Sociology of Gender
- SOC 452 Law and Social Psychology
- SOC 454 Law and Social Organization
- SOC 463 Mass Communication and Public Opinion
- THTREMUS 385 Performing Arts Management
- WOMENSTD 230 Women’s Movements
- WOMENSTD 419 Gender and Group Process in a Multicultural Context
- WOMENSTD 447 Sociology of Gender

Additional courses may on occasion be used as part of the concentration plan with written approval from the concentration advisor. Also, no more than six credits of upper-level independent study/experiential credit may count toward the concentration.

Advising: Appointments may be scheduled with the concentration advisor, Catherine Philbin, 705 Dennison Building, or the prospective student advisor, Bill Kershbaum, 709 Dennison Building, by calling (734) 764-6767 or by e-mailing org.advising@umich.edu.

Honors Program
The Organizational Studies Honors Concentration is designed to enable advanced undergraduate students to gain experience in the design, conduct, and analysis of research on organizations and organizational behavior. In the program, the Honors student will collaborate directly with a faculty mentor to complete an original research project. For students with strong academic records and an interest in research, the Honors program can serve as a capstone for undergraduate studies, and as important preparation for graduate studies or other future endeavors.

The Organizational Studies Honors Concentration (OSHCon) is focused solely on research skills and activities, and interested students should be certain that they have a serious interest in academic research and the capability and desire to complete a prolonged independent study project culminating in a major empirical research paper.
Overall Structure and Effort for Honors Concentration

During the junior year, interested students must apply for and be accepted into the OSHC. The application must include a detailed research proposal, supported and signed by the faculty mentor. If admitted, the student will enroll in the OS Senior Honors Research sequence in the senior year (ORGSTUDY 497 & 498). These are independent study courses in which the student will work on research and a thesis with a faculty mentor.

For OSHC students, the Honors thesis will become the defining feature of the senior year. Completing an Honors research project requires a commitment of at least two terms working in an independent study format, meeting on a regular basis with a faculty mentor. A complete first draft of the thesis should be submitted to the faculty mentor early in the second semester of the project. The Honors student must submit the final thesis for evaluation by a faculty panel by March 10. The student will also present the research at the Organizational Studies Honors Symposium in late March. If the thesis is approved and LSA cumulative GPA requirements are met, an Honors designation will appear on the student's transcript and diploma.

Arrange Student-Faculty Collaboration on a Specific Project

Students interested in the OSHC should begin exploring research interests during the first semester of the junior year. By February 1 of the junior year, the student should identify a specific UM faculty member who has research interests similar to the student's own. The faculty mentor must be a tenure-track faculty member at the University of Michigan (may be non-LSA). Successful partnerships often result from projects that extend ongoing research by the faculty mentor, but an original student project is also possible. For the Honors project, student and faculty mentor agree to work as a team for two terms to design and complete an empirical study.

Formal Application to the OS Honors Concentration

To qualify for the OSHC, students must have a cumulative GPA of 3.5 or higher, and must maintain it through graduation. To apply to the OSHC, an application including a project proposal that has been approved by the faculty mentor must be submitted. The proposal should be a minimum of 5 pages, and must include:

- A brief overview of the project, including the research question to be answered;
- An explanation of the research design, data collection methods or data source to be used (include IRB submission info);
- A brief discussion of the analysis plan and expected results;
- A list of relevant references to the literature;
- An initial plan of work with a timeline.

Deadline for submitting OS Honors Concentration application: March 1 of the junior year

Applications may be obtained at the OS Program office (713 Dennison) or on the OS website. Following submission of the OSHC application, the OS Program will schedule an "Evaluation and Feedback Session" that the student and faculty mentor will attend. The OS Honors Committee will ask questions about the proposal, and suggest any revisions. Following this session, the Committee will reach a decision on the proposal and notify the student and faculty mentor no later than April 15th. If approved, research may start in the summer if feasible.

Program Completion

An original research report (thesis) must be completed, in collaboration with the faculty mentor. The thesis must be formatted as a standard research journal submission, and is typically 30–40 pages in length. The Honors student must submit the final thesis to the faculty mentor by March 10, and also must present the findings at the OS Honors Symposium in late March.

Each thesis is evaluated by a faculty panel consisting of three readers: the faculty mentor, an independent faculty reader, and the OS Program Director. The independent faculty reader is chosen by the student and the faculty mentor, must be a tenure-track faculty member (may be non-LSA), and should be someone who has adequate knowledge of the research area but no previous connection to the project. The readers will complete their evaluation of the thesis by April 20.

To receive an Honors designation on the college degree, the faculty readers must approve the thesis, and the Honors student must have a cumulative GPA of at least 3.50 at graduation.

Students interested in the Organizational Studies Honors Concentration may obtain further information at the OS Program office (713 Dennison) or on the OS website.

Accelerated Program for Undergraduates (AB/BS and MSI)

The School of Information offers an accelerated program for exceptional undergraduates at the University of Michigan. The program enables students in the Interdisciplinary Program on Organizational Studies to complete both a bachelor's degree and the two-year Master of Science in Information (MSI) degree in five years of study.

The School of Information will select candidates for this program during their junior year. In the senior year, students will elect the full sequence of MSI core courses, most of which simultaneously satisfy concentration requirements for the bachelor’s degree while counting toward the MSI degree. The A.B./B.S. degree is normally awarded at the end of the senior year (the first year of study in the School of Information) and the MSI degree after completion of its requirements (normally after a second year of graduate study).

For this accelerated program, students need to complete a minimum of 100 LS&A credits toward 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 School of Information that are cross-listed with Organizational Studies.

The eligibility requirements for the accelerated degree program include completion of at least 100 credits toward the undergraduate degree by the end of the junior year. At least 27 of the 100 credits must be in courses meeting the requirements of the Organizational Studies interdisciplinary concentration, and must include a course that meets the quantitative skills requirement.

In addition, applicants for the joint degree program must show an academic record that is consistent with the demands of completing six years of course work in five years. This means that accelerated degree applicants must be at or above the norm for the regular entering class at the School of Information, in terms of fit to the School, maturity, GPA, and GRE scores.

Further information can be found by visiting the School of Information, 300 West Hall, or SI’s website: http://www.si.umich.edu/. Interested undergraduates should begin consultation in the sophomore year at the time when they submit applications to the Organizational Studies Program. A separate application to the School of Information is made in the junior year and is reviewed as part of the regular admission process by the School of Information. It is recommended that students apply to School of Information by February 1. Applicants will be notified of the School of Information's decision before the registration deadline in the winter academic term.
COURSES IN ORGANIZATIONAL STUDIES (ORGSTUDY)

ORGSTUDY 305. Social Organization and Coordination. 
Introductory psychology (PSYCH 111, 112, 114, or 115), introductory sociology (SOC 100, 101, 102, or 195), and ECON 101. (3). (Excl). May not be repeated for credit.

ORGSTUDY 310. Formal Organizations and Environments. 
Introductory psychology (PSYCH 111, 112, 114, or 115), introductory sociology (SOC 100, 101, 102, or 195), and ECON 101. (3). (Excl). May not be repeated for credit.

Restricted to Organizational Studies concentrators who have completed the core course requirements. One of the following: STATS 210, 350, 400, or ECON 404 (may be elected concurrently). (4). (Excl). May not be repeated for credit.

ORGSTUDY 490. Advanced Research Team. 
Consent of Department (Prerequisites enforced at registration). ORGSTUDY 305 or 310 and a STATS course. (3), (Excl)), (INDEPENDENT). May be elected twice for credit. May be elected more than once in the same term.

ORGSTUDY 495. Special Topics in Organizational Studies. 
Permission of instructor; Restricted to Organizational Studies concentrators who have completed the core course requirements. (3). (Excl). May be elected up to three times for credit. May be elected more than once in the same term.

ORGSTUDY 497. Senior Honors Research I. 
Consent of department required (Prerequisites enforced at registration). Admission to Organizational Studies Honors program. (3-4). (Excl). (INDEPENDENT). May not be repeated for credit. I.

ORGSTUDY 498. Senior Honors Research II. 
Consent of department required (Prerequisites enforced at registration). Admission to Organizational Studies Honors program. (3-4). (Excl). (INDEPENDENT). May not be repeated for credit. II.

ORGSTUDY 499. Independent Study. 
Consent of instructor required (Prerequisites enforced at registration). Restricted to Organizational Studies concentrators who have completed the core course requirements. (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. No more than six credits of independent study credit may count toward an Organizational Studies concentration.

Philosophy

Assistant Professors
Andy Eagan, Language, Mind, Metaphysics
Anthony Gillies, Epistemology, Artificial Intelligence; Logic
Boris Kment, Metaphysics, Philosophy of Language, Early Analytic Philosophy
Michelle Kosch, Nineteenth- and Twentieth-Century Continental Philosophy, Kant
Jessica Wilson (William Wilhartz Assistant Professor of Philosophy), Metaphysics, Philosophy of Science, Philosophy of Mind

Professors Emeriti
Frithjof 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 value? 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. Haller Prize Scholarship, which carries an award of $200, is 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.

Phi Sigma Tau. Phi Sigma Tau is an international honor society which serves to award distinction to students having high scholarship and personal interest in philosophy, to promote student interest in research and advanced study in this field; to provide opportunities for the publication of student research papers of merit; to encourage a professional spirit and friendship among those who have displayed marked ability in this field; to popularize interest in philosophy...
among the general collegiate public. The University of Michigan chapter of Phi Sigma Tau was only recently organized (in 2002). Contact the Philosophy Department if you are interested in Phi Sigma Tau activities at Michigan or wish an application.

The Undergraduate Philosophy Club. The Undergraduate Philosophy Club provides a forum for students interested in philosophy to meet one another and to meet faculty members. The Club holds a series of talks, discussions and lunches over the course of the year. Notices about its activities are posted outside 1156 Angell Hall and on electronic mail. The department has an electronic message group for general announcements as well as a discussion group. You need not be a concentrator or minor to join. If you wish to be added to either group, please call the Philosophy office at (734) 764-6285 or send an email to philosophy.staff@umich.edu. The staff will be glad to put interested students in touch with the club officers and assist you in joining the e-mail groups.

Meteorite. Meteorite is the student journal of philosophy, a non-profit enterprise that seeks to engage society, especially the broader student population, in a creative dialogue with the discourses of philosophy, and hopes to open to society the possibility of speaking philosophy, and writing philosophy, in new vocabularies and in new directions.

**Philosophy**

*May be elected as a departmental concentration program*

**Prerequisites to Concentration.** One of PHIL 181, 182, 202, 232, 234, or 297. None of these courses counts toward the concentration requirements.

**Concentration Program.** Concentrators must take at least 25 credits of Philosophy. No course will count toward the concentration unless the student receives a grade of C- or better. In fulfilling the credit requirement students must also satisfy the following distribution requirements:

1. **Logic:** PHIL 303, 296, or 414
2. **History of Philosophy:** Two courses from among: PHIL 388, 389, 405, 406, 458, 461, 462, 463, and 492
3. **Value:** Either PHIL 361 (Ethics) or 366 (Political Philosophy)
4. **Mind and Reality:** Either PHIL 345 (Language and Mind) or 383 (Knowledge and Reality)
5. **Advanced Undergraduate Seminar:** Either PHIL 401 (Honors Seminar) or 402 (Undergraduate Seminar)
6. Two additional courses:
   a. One additional 400-level course (other than PHIL 401, 402, 419, 455, 498, or 499). Note: students are not permitted to use any course to satisfy more than one requirement. For example, if you use a 400-level course to satisfy the logic or history requirements, you cannot use that same course to satisfy this requirement.
   b. One additional course at the 300-level or higher, such as PHIL 345 (Language and Mind), 383 (Knowledge and Reality), and 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 3.4 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 PHIL 401 and 498 or 499, which is taken in the senior year. Before enrolling in PHIL 498 or 499, students must submit a thesis proposal for the department's approval. Only students who have written an Honors thesis will be considered for graduation with Honors degrees. Students are admitted to the Honors concentration at the beginning of the junior year (or later) by permission of the Honors concentration advisor.

**Advising.** Prospective concentrators, especially Honors students and students contemplating graduate work in philosophy, should consult a concentration advisor as early as possible in order to work out an appropriate, unified program. Appointments are scheduled at the department office. Regular consultation hours of departmental faculty can be obtained from the departmental office.

**Philosophy Academic Minor**

*An academic minor in Philosophy is not open to students with a concentration in Philosophy.*

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

The Philosophy Academic Minor aims to provide students with an education in philosophy that will complement a concentration in some other discipline and that will, among other things, illuminate philosophical issues that arise in that other discipline. Because students who elect an academic minor in philosophy will have a variety of philosophical interests, the academic minor offers a choice of a number of “streams” namely: (a) General Philosophy; (b) History of Philosophy; (c) Moral and Political Philosophy; and (d) Mind and Meaning. Each stream is meant to provide the student a comprehensive foundation in the central evaluative and theoretical areas of philosophy and the philosophical problems that arise in any discipline of study. The specialized streams (b)–(d) focus in addition on particular areas within philosophy, and are especially suitable for combining with particular clusters of concentrations.

**Prerequisites to the Academic Minor:** None.

**Academic Minor Program:** Minors must take at least 15 credits of Philosophy, in one of the following patterns. No course will count toward the academic minor unless the student receives a grade of C- or better.

**A. General Philosophy**

1. One general introduction to philosophy (PHIL 181, 182, 196, 202, 232, 234, or 297)
2. Logic (PHIL 180, 201, 296, 303, or 414)
3. Two courses from the following: PHIL 345 (Language and Mind), 361 (Ethics), 365 (Problems of Religion), 366 (Political Philosophy), 383 (Knowledge and Reality), 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 (PHIL 181, 182, 196, 202, 232, 234, or 297)
2. Either PHIL 345 (Language & Mind), 361 (Ethics), 366 (Political Philosophy), or 383 (Knowledge & Reality)
3. Two courses from: PHIL 388 (History of Philosophy: Ancient), 389 (History of Philosophy: 17th and 18th Centuries), 405 (Plato), 406 (Aristotle), 458 (Philosophy of Kant), 461 (Philosophical Thought in the 17th Century), and 462 (Philosophical Thought in the 18th Century)
4. One additional course from the list in #3, expanded to include also: PHIL 371 (Phenomenology and Existential Philosophy), 385 (European Social Thought from Hegel to Foucault), 433 (History of Ethics), 463 (History of Philoso-
phy), 466 (Continental Philosophy), 474 (19th-Century Philosophy), or 492 (Frege, Russell, and Wittgenstein)
5. One of the courses used to satisfy requirements #3 and #4 must be at the 400-level.

C. Moral and Political Philosophy
1. One general introduction to philosophy: PHIL 181, 182, 196, 202, 232, 234, or 297
2. Either PHIL 361 (Ethics) or 366 (Political Philosophy)
3. Three additional courses from the following, at least one of which must be at the 400-level: PHIL 355 (Contemporary Moral Problems), 356 (Issues in Bioethics), 359 (Law and Philosophy), 361 (Ethics), 366 (Political Philosophy), 369 (Philosophy of Law), 385 (European Social Thought from Hegel to Foucault), 429 (Ethical Analysis), 431 (Normative Ethics), 433 (History of Ethics), 442 (Topics in Political Philosophy), and 443 (Foundations of Rational Choice Theory).

D. Mind and Meaning
1. One general introduction to philosophy: PHIL 181, 182, 196, 202, 232, 234, or 297
2. One course in symbolic logic: PHIL 296, 303, 414
3. PHIL 345 (Language and Mind) or 383 (Knowledge and Reality)
4. Two additional courses from the following list, one of which must be at the 400-level: PHIL 340 (Mind, Matter, and Machines), 345 (Language and Mind), 383 (Knowledge and Reality), 409 (Philosophy of Language), 450 (Philosophy of Cognition), 477 (Epistemology), 481 (Metaphysics), and 482 (Philosophy of Mind).

**Courses in Philosophy (PHIL)**

**PHIL 155. The Nature of Science.**
(3; 2 in the half-term). (HU). May not be repeated for credit. Students are strongly advised not to take more than two Philosophy Introductions.

**PHIL 180. Introductory Logic.**
(3; 2 in the half-term). (Excl). May not be repeated for credit. Credit is granted for only one of PHIL 180 or 201. I, II, IIIb.

**PHIL 181. Philosophical Issues: An Introduction.**
(3; 2 in the half-term). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 182, 202, 231, 232, 234, or 297. I, II, IIIa, IIIB.

**PHIL 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). May not be repeated for credit.

**PHIL 201. Introduction to Logic.**
(3; 2 in the half-term). (Excl). May not be repeated for credit. Credit is granted for only one of PHIL 180 or 201.

**PHIL 202. Introduction to Philosophy.**
(3; 2 in the half-term). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 181, 182, 231, 232, 234, or 297.

**PHIL 230 / ASIAN 230 / RELIGION 230. Introduction to Buddhism.**
(4). (HU). May not be repeated for credit. May not be included in a concentration plan in philosophy.

**PHIL 232. Problems of Philosophy.**
(4; 2 in the half-term). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 181, 182, 202, 231, 234, or 297.

**PHIL 263 / ASIAN 263. Introduction to Chinese Philosophy.**
(3; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 296. Honors Introduction to Logic.**
Honors students or permission of instructor. (3; 2 in the half-term). (MSA). (BS), (QR/1). May not be repeated for credit. Credit is granted for only one of PHIL 203, 303, or 296.

**PHIL 297. Honors Introduction to Philosophy.**
Honors students or permission of instructor. (3; 2 in the half-term). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 181, 182, 202, 231, 232, or 234.

**PHIL 303. Introduction to Symbolic Logic.**
(4; 3 in the half-term). (MSA). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 203, 296 or 414. I, II, IIIa.

**PHIL 319. Philosophy of the Arts.**
One philosophy introduction. (3; 2 in the half-term). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 419.

**PHIL 320. The World-View of Modern Science.**
(3; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 322. The Methods of Science.**
(3; 2 in the half-term). (ID). May not be repeated for credit.

**PHIL 340. Mind, Matter, and Machines.**
(4; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 345. Language and Mind.**
One philosophy course. (3; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 355. Contemporary Moral Problems.**
(4; 2 in the half-term). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 455.

**PHIL 356. Issues in Bioethics.**
No prerequisites; one philosophy introduction is recommended. (4; 3 in the half-term). (HU). May not be repeated for credit.

**PHIL 359. Law and Philosophy.**
(4; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 360 / ASIAN 360 / HISTART 387 / RCHUMS 375. The Arts and Letters of China.**
(4). (HU). May not be repeated for credit. May not be included in a concentration plan in philosophy.

**PHIL 361. Ethics.**
One philosophy introduction. (4; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 365 / RELIGION 365. Problems of Religion.**
(4; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 366. Introduction to Political Philosophy.**
One philosophy introduction. (4; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 370. Philosophical Aspects of Literature.**
(3; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 371. Phenomenology and Existential Philosophy.**
PHIL 181, 196, 202, 232, 234 or 297 with at least a C- (Prerequisites enforced at registration). (3; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 383. Knowledge and Reality.**
One course in philosophy. (4; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 385. European Social Thought from Hegel to Foucault.**
PHIL 181, 196, 202, 232, 234 or 297 with at least a C- (Prerequisites enforced at registration). (3; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 388 / CLCIV 388. History of Philosophy: Ancient.**
One philosophy introduction. A knowledge of Greek or Latin is not required. Taught in English. (4; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 389. History of Philosophy: Seventeenth and Eighteenth Centuries.**
One philosophy introduction. (4; 2 in the half-term). (HU). May not be repeated for credit.

**PHIL 399. Independent Study.**
PHIL 401. Undergraduate Honors Seminar.
Open to Honors concentrators in Philosophy and others by permission of instructor. (3; 2 in the half-term). (Excl). May not be repeated for credit. I.

PHIL 402. Undergraduate Seminar in Philosophy.
Open to junior and senior Philosophy concentrators and to others by permission of concentration advisor. (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 405. Philosophy of Plato.
One philosophy introduction. (3; 2 in the half-term), (Excl). May not be repeated for credit.

PHIL 406. Aristotle.
PHIL 181, 196, 202, 232, 234 or 297 with at least a C-; or graduate standing (Prerequisites enforced at registration). (3; 2 in the half-term), (Excl). May not be repeated for credit.

PHIL 409. Philosophy of Language.
PHIL 345 or 383. (3; 2 in the half-term), (Excl). May not be repeated for credit.

PHIL 414. Mathematical Logic.
PHIL 303 with a grade of at least C- or graduate standing (Prerequisites enforced at registration), (3; 2 in the half-term), (Excl), (BS). (QR/1). May not be repeated for credit.

PHIL 416. Modal Logic.
PHIL 414. (3; 2 in the half-term), (Excl). (BS). May not be repeated for credit.

PHIL 417. Logic and Artificial Intelligence.
PHIL 414. (3). (Excl). May not be repeated for credit.

PHIL 418. Philosophy of Mathematics.
PHIL 414. (3; 2 in the half-term), (Excl). (BS). May not be repeated for credit.

PHIL 419. Philosophy of the Arts.
Not open to philosophy graduate students. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 319. Will not satisfy 400-level course requirement for concentration in philosophy.

PHIL 420. Philosophy of Science.
PHIL 303 with a grade of C- or better, and either PHIL 345 or 383 with a grade of C- or better, or graduate standing (Prerequisites enforced at registration), (3). (Excl). (BS). May not be repeated for credit. II.

PHIL 422. Philosophy of Physics.
PHIL 180, 181, 196, 201, 202, 232, 234, 296 or 297 with at least a C-; or graduate standing (Prerequisites enforced at registration), (3; 2 in the half-term). (Excl). (BS). May not be repeated for credit.

PHIL 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). May not be repeated for credit.

PHIL 425. Philosophy of Biology.
One course in philosophy or biology. (3). (Excl). (BS). May not be repeated for credit.

PHIL 429. Ethical Analysis.
PHIL 361 or 366 with a grade of C- or better, or graduate standing (Prerequisites enforced at registration), (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 430. Topics in Ethics.
PHIL 361 or 366 with a grade of C- or better, or graduate standing (Prerequisites enforced at registration), (3; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 6 credits.

PHIL 431. Normative Ethics.
PHIL 181, 196, 202, 232, 234 or 297 with at least a C-; or graduate standing (Prerequisites enforced at registration). (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 433. History of Ethics.
PHIL 361 or 366 with at least a C-; or graduate standing (Prerequisites enforced at registration). (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 437 / MUSC 437. Philosophy of Music.
An introductory course in philosophy; or previous course work in music. (3). (Excl). May not be repeated for credit.

PHIL 439. Aesthetics.
One philosophy introduction. (3; 2 in the half-term), (Excl). May not be repeated for credit.

PHIL 440. Philosophy of Film.
One of the following: a philosophy course at the 300-level or above, once course in History of Art, or one course in Film and Video Studies. (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 442. Topics in Political Philosophy.
PHIL 361 or 366 with at least a C-; or graduate standing (Prerequisites enforced at registration), (3; 2 in the half-term). (Excl). May not be repeated for credit.

Two courses in philosophy, economics, or psychology (or some combination thereof), and satisfaction of the quantitative reasoning requirement. (3). (Excl). May not be repeated for credit.

PHIL 455. Contemporary Moral Problems.
Not open to philosophy students in philosophy. (4; 2 in the half-term). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 355. Does not meet the Philosophy Department's 400-level course requirement for Philosophy concentrators.

PHIL 457 / ASIAN 480 / RELIGION 480. Topics in Buddhism.
RELIGION 202 or PHIL 230. (3). (Excl). May not be repeated for credit. May not be included in a concentration plan in philosophy.

PHIL 458. Philosophy of Kant.
PHIL 389, 461, or 462, or permission of instructor, or concentration advisor. (3; 2 in the half-term), (Excl). May not be repeated for credit.

PHIL 461. Philosophical Thought in the 17th Century.
PHIL 345, 383 or 389 with a grade of C- or better, and PHIL 361 or 366 with a grade of C- or better; or graduate standing (Prerequisites enforced at registration), (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 462. British Empiricism.
One philosophy introduction. (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 463. Topics in the History of Philosophy.
PHIL 389 or 389. (3). (Excl). May not be repeated for credit.

PHIL 466. Topics in Continental Philosophy.
One of PHIL 371, 375, 385, or 389. (3). (Excl). May not be repeated for credit.

PHIL 389. (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 477. Theory of Knowledge.
PHIL 345 or 383. (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 481. Metaphysics.
PHIL 345 or 383. (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 482. Philosophy of Mind.
PHIL 345 or 383. (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 485. Philosophy of Action.
Two courses in philosophy. (3). (Excl). May not be repeated for credit.

PHIL 486 / WOMENSTD 486. Topics in Feminist Philosophy.
Two courses in either Philosophy or Women's Studies. (3). (Excl). May not be repeated for credit.

PHIL 492. Frege, Russell, and Wittgenstein.
PHIL 303 with a grade of C- or better; or graduate standing (Prerequisites enforced at registration), (3; 2 in the half-term). (Excl). May not be repeated for credit.

PHIL 497. Philosophy Mini-Course.
(1-2; 1 in the half-term). (Excl). May not be repeated for credit.

PHIL 498. Senior Honors in Philosophy.
Consent of instructor required (Prerequisites enforced at registration). By departmental permission only. (3; 2 in the half-term). (Excl). (INDEPENDENT). May not be repeated for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (PHIL 499), the final grade is posted for both term's elections.

PHIL 499. Senior Honors in Philosophy.
Consent of instructor required (Prerequisites enforced at registration). By departmental permission only. (3; 2 in the half-term). (Excl). (INDEPENDENT). May not be repeated for credit. II, IIIb.

PHIL 553 / STATS 553. Conceptual Foundations of Statistical Inference.
A course in statistical theory (STAT 405, PSYCH 613, ECON 405) and upper-class standing, (3-4). (Excl). (BS). May not be repeated for credit.
Physics

2477 Randall Laboratory
450 Church Street
(734) 764-4437 (phone)
(734) 763-9694 (fax)
http://www.physics.lsa.umich.edu/
e-mail: physics.sso@umich.edu
Professor Myron Campbell, Chair
Assistant Professor James Wells, Associate Chair for Graduate Program
Associate Professor Timothy McKay, Associate Chair for Undergraduate Studies
Professor Bing Zhou, Associate Chair for Computing, Research & Facilities

Professors

Fred C. Adams, Theoretical astrophysics
Carl Akerlof, Experimental high-energy physics, Astrophysics
Ratindranath Akhoury, Theoretical physics, elementary particles
James W. Allen (Joachin M. Luttinger Collegiate Professor of Physics), Experimental condensed matter physics
Dante E. Amidei, Experimental high energy physics, elementary particles
Meigan C. Aronson (Associate Dean for Natural Sciences), Experimental condensed matter physics
Daniel Axelrod, Experimental biophysics, physics of membranes
Frederick D. Becchetti, Jr., Experimental nuclear physics, heavy ion physics
Paul Berman, Theoretical atomic physics
Michael Bretz, 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. Wehrley 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 physics
Steven B. Dierker, Experimental condensed matter, applied physics
August Evrard, Theoretical astrophysics
Katherine Freese, Theoretical astrophysics
David W. Gidley, Experimental atomic physics, fundamental low energy research, positrons and positronium
Gordon L. Kane (Viktor Weisskopf Collegiate Professor of Physics), Theoretical physics, elementary particles
Alan D. Krisch, Experimental high-energy physics, polarization effects in proton-proton scattering
Jean P. Krisch, Theoretical physics, general relativity
Michael J. Longo, Experimental high-energy physics, prompt neutrino production and pp collider experiments
Roberto D. Merlin, Experimental solid state physics, condensed matter physics
Christopher Monroe, Experimental Atomic, Molecular, and Optical Physics
Homer A. Neal (Samuel A. Goudsmit Distinguished University Professor of Physics), Experimental high-energy physics
Franco M. Nori, Theoretical condensed matter
Bradford G. Orr, Experimental condensed matter physics, applied physics
Georg Raithel, Experimental atomic, molecular, optical physics
Stephen C. Rand, Experimental applied physics
J. Keith Riles, Experimental high energy physics
Leonard M. Sander, Theoretical physics, condensed matter and solid state physics
Robert S. Savit, Theoretical physics, condensed matter and statistical physics
Duncan G. Steel (Peter S. Fuss Professor of Engineering), Experimental physics, laser physics, atomic physics
Gregory Tarlé, Experimental astrophysics, particle physics, nuclear physics
Rudolf P. Thun, Experimental high-energy physics, electron-positron colliding beam experiments
Ctirad Uher, Experimental solid state physics, condensed matter physics
Y.P.E. Yao, Theoretical physics, elementary particles
Bing Zhou, Experimental high-energy physics
Jens C. Zorn, Experimental physics, atomic physics

Associate Professors

David Gerdes, Experimental high-energy physics
Sharon Glotzer, Materials Science and Engineering, Macromolecular Science and Engineering
Çağliyan Kurdak, experimental condensed matter physics
Wolfgang Lorenzen, Experimental high energy physics
Timothy McKay (Arthur F. Thurnau Professor), Experimental astrophysics
Mark Newman, Statistical physics theory
Jianming Qian, Experimental high-energy physics
Roseanne J Sension, Experimental atomic, molecular optical physics and biophysics
James Wells, Theoretical physics, elementary particles

Assistant Professors

Luming Duan, theoretical atomic physics
Finn Larsen, Particle Theory
James T. Liu, Theoretical physics, elementary particles
Jens-Christian P. Meiners, Experimental biophysics
Samuel Moukouri, theoretical condensed matter physics
Leopoldo Pando Zayas, Particle Theory
David A. Reis, experimental condensed matter physics
Alexei Tkachenko, theoretical Condensed Matter Physics
Michael Zochowski, Biophysics

Research Scientist

H. Richard Gustafson, Experimental high energy physics, astrophysics

Associate Research Scientists

Ralph Conti, Experimental atomic physics: positron physics
Kevin Coulter, Experimental atomic physics
Edward Diehl, Experimental high-energy physics
Daniel S. Levin, Experimental astrophysics
Shawn McKee, High-energy astrophysics
Mark Skalsey, Experimental physics, atomic physics, nuclear physics: weak interactions, leptons
Zhengguo Zhao, High energy, experimental

Assistant Research Scientists

Stephen M. Goldfarb, Experimental high energy physics
Sue Inderhees, Experimental Condensed Matter Physics
Richard S. Raymond, Experimental High Energy
Michael Schubnell, Experimental Astrophysics
Monica Tecchio, Experimental High Energy
Andrew Tomasch, Experimental astrophysics
Research Investigator

Cang Ye, Experimental high energy physics

Adjunct Faculty

Lawrence Antonuk, Nuclear physics
Alexander Chao, Accelerator physics
Ernest Courant, Experimental High Energy Physics
L. Craig Davis, Experimental condensed matter physics
Yaroslav Derbeniev, Experimental High Energy Physics
Edward N. Glass, Theoretical physics
James Kolata, Nuclear Physics
Stephen Mrenna, Theoretical physics
Dennis Sivers, Experimental High Energy Physics
Wilhes H. Webber, Experimental atomic, molecular, and optical physics

Victor K. Wong, Theoretical condensed matter physics

Professors Emeriti


Research Scientist Emeritus

Ali M.T. Lin

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 6 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 (SPS) is an independent branch of the American Institute of Physics (AIP) dedicated to serving physics undergraduates and graduate students and furthering interest in physics throughout the student body and the local community.

Our program has been recognized by AIP as an Outstanding SPS Chapter for three consecutive years. The recognition was received because of our community outreach projects and our exciting seminar series. It’s not all academic though. SPS students participate in several department-sponsored intramural teams and also organize an annual faculty/student softball game. Meetings are generally held every other Tuesday evening. For more information, visit the SPS webpage at http://www.physics.lsa.umich.edu/SPS/.

Departmental Awards and Prizes

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 cash award, of at least $2,000, 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 Undergraduate Awards Ceremony the day before graduation in April.

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The Physics Help Room is staffed (usually between the hours of 9 a.m. and 6 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 (SPS) is an independent branch of the American Institute of Physics (AIP) dedicated to serving physics undergraduates and graduate students and furthering interest in physics throughout the student body and the local community.

Our program has been recognized by AIP as an Outstanding SPS Chapter for three consecutive years. The recognition was received because of our community outreach projects and our exciting seminar series. It’s not all academic though. SPS students participate in several department-sponsored intramural teams and also organize an annual faculty/student softball game. Meetings are generally held every other Tuesday evening. For more information, visit the SPS webpage at http://www.physics.lsa.umich.edu/SPS/.

Departmental Awards and Prizes

The Bodine Scholarship. The Bodine Scholarship is awarded to a declared physics concentrator of proven academic ability with financial need 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 each year.

Wirt and Mary Cornwell Award. This $5,000 cash prize is given to one graduating senior each year. The award recipient must plan to attend graduate school, have a high GPA, and have made contributions to the intellectual life of the Physics department.

The Addison-Wesley Book Award. The Addison-Wesley Book Award is given to a graduating senior for outstanding physics achievement.

May be elected as a departmental concentration program

The undergraduate curriculum in Physics is designed to provide a thorough introduction to our current understanding of the physical world. It prepares students for quantitative analysis of the world. The Physics BS degree provides strong preparation for graduate study in Physics and related fields. It also prepares students for direct entry into the job market in a wide variety of technical, analytic, and education settings.

Prerequisites to Concentration. Mathematics through MATH 216 (or the equivalent); PHYSICS 135/141 and 235/241 or PHYSICS 140/141 and 240/241 (or PHYSICS 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; should precede PHYSICS 405 and 453.

PHYSICS 419, 420, 481, and 489 may not be used to satisfy the B.S. degree requirements.
**Honors Concentration.** Students who have a cumulative grade point average of at least 3.4 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.

**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 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
   (b). PHYSICS 140/141 and 240/241.

**General Physics (AB or BS)**

*May be elected as a departmental concentration program*

The General Physics curriculum is designed to enable students desiring a degree in Physics to pursue serious study of other areas as well. Many students pursuing multiple concentrations follow the General Physics program. It can provide strong preparation for graduate study, especially when done in combination with other technical study, such as Mathematics, Astronomy, or Chemistry.

**Prerequisites to Concentration.** Mathematics through MATH 216 (or the equivalent); PHYSICS 135/141 and 235/241 or PHYSICS 140/141 and 240/241 (or PHYSICS 125/127 and 126/128, or PHYSICS 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:

1. PHYSICS 390, 401, 405, 406, and 453.
   PHYSICS 401 and 405 should precede PHYSICS 453; PHYSICS 453 is a prerequisite to most courses numbered above 453.
2. PHYSICS 451 or the equivalent; should precede PHYSICS 405 and 453.
3. Six credits from the following: PHYSICS 402, 411, 413, 419, 435, 452, 455, 457, 460, 463, and 489.
4. 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 3.4 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.

**Biophysics (B.S.)**

*May be elected as a departmental 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 microscopies 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 Concentration.** BIOLOGY 162; Chemistry through CHEM 210, 211, 215, and 216; MATH 115, 116, 215, and 216; and PHYSICS 135/141 and 235/241 or PHYSICS 140/141 and 240/241 (or PHYSICS 160/141 and 260/241).
Concentration Program. Must include:
1. BIOLOGY 305 or the equivalent; BIOLOGY 310 or 311 or BIOLCHEM 415 or CHEM 451; and one additional 400-level biology course, chosen in consultation with the concentration advisor.
2. One 400-level mathematics course. Recommended courses include PHYSICS 451 or MATH 404, 412, 417, 425, 454, 463.
3. CHEM 241, 242, and 260.
4. PHYSICS 340, 390, 401, 405, 406 (or CHEM 463), 417 (offered in Winter Terms, even-numbered years), either PHYSICS 402 or 413, and PHYSICS 453 or CHEM 461.

**Physics Academic Minor**

An academic minor in Physics is not open to students with any concentration in the Department of Physics.

Students wishing to pursue an academic minor in Physics must develop a specific plan for its completion in consultation with the department's designated advisor. Appointments are scheduled through the department's Office of Student Services in 2464 Randall Lab, physics.sso@umich.edu.

**Courses in Physics (PHYSICS)**

<table>
<thead>
<tr>
<th>COURSES IN PHYSICS (PHYSICS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICS 102. The Physical Universe: motors, magnets &amp; magnifiers. (1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 126 or 240.</td>
</tr>
<tr>
<td>PHYSICS 103. The Physical Universe: Relativity and Quanta. High School geometry, trigonometry, and algebra. (1). (NS). (BS). May not be repeated for credit.</td>
</tr>
<tr>
<td>PHYSICS 105. Origin, and Fate of Life, Stars, Galaxies, and the Universe. (1). (NS). (BS). May not be repeated for credit. II.</td>
</tr>
<tr>
<td>PHYSICS 106. Everyday Physics. (3). (NS). (BS). May not be repeated for credit. It is recommended that School of Education students take PHYSICS 420.</td>
</tr>
<tr>
<td>PHYSICS 107. 20th-Century Concepts of Space, Time, and Matter. High school algebra and geometry. (3). (NS). (BS). (QR/1). May not be repeated for credit. I.</td>
</tr>
<tr>
<td>PHYSICS 111. The Evolution of Scientific Thought. High school algebra and trigonometry. 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). (QR/2). May not be repeated for credit.</td>
</tr>
<tr>
<td>PHYSICS 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). May not be repeated for credit. I.</td>
</tr>
<tr>
<td>PHYSICS 125. General Physics: Mechanics and Sound. Two and one-half years of high school mathematics, including trigonometry. (4). (NS). (BS). (QR/1). May not be repeated for credit. PHYSICS 125 and 127 are normally elected concurrently. No credit granted to those who have completed or are enrolled in PHYSICS 140 or 160. I, II, IIIa.</td>
</tr>
<tr>
<td>PHYSICS 126. General Physics: Electricity and Light. PHYSICS 125. (4). (NS). (BS). (QR/1). May not be repeated for credit. PHYSICS 126 and 128 are normally elected concurrently. No credit granted to those who have completed or are enrolled in PHYSICS 240 or 260. I, II, IIIa.</td>
</tr>
<tr>
<td>PHYSICS 127. Mechanics and Sound Lab. Concurrent election with PHYSICS 125 is strongly recommended. (1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 141. I, II, IIIa.</td>
</tr>
<tr>
<td>PHYSICS 128. Electricity and Light Lab. Concurrent election with PHYSICS 126 is strongly recommended. (1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 141. I, II, IIIa.</td>
</tr>
<tr>
<td>PHYSICS 140. General Physics I. MATH 115. PHYSICS 140 and 141 are normally elected concurrently. (4). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 125 or 160. I, II, IIIa.</td>
</tr>
<tr>
<td>PHYSICS 141. Elementary Laboratory I. Concurrent election with PHYSICS 140 or 160 is strongly recommended. (1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 127.</td>
</tr>
<tr>
<td>PHYSICS 160. Honors Physics I. MATH 115. Students should elect PHYSICS 141 concurrently. (4). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 125 or 140.</td>
</tr>
<tr>
<td>PHYSICS 240. General Physics II. PHYSICS 140 or 160; and MATH 116. PHYSICS 340 and 241 are normally elected concurrently. (4). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 126 or 260. I, II, IIIa.</td>
</tr>
<tr>
<td>PHYSICS 241. Elementary Laboratory II. Concurrent election with PHYSICS 240 or 260 is strongly recommended. (1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 128. I, II, IIIa.</td>
</tr>
<tr>
<td>PHYSICS 250. Honors Physics II. PHYSICS 140 or 160; and MATH 116. Students should elect PHYSICS 241 concurrently. (4). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 240.</td>
</tr>
<tr>
<td>PHYSICS 288. Physics of Music. (3). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 489. II.</td>
</tr>
<tr>
<td>PHYSICS 290. Physics of the Body and Mind. PHYSICS 125 or 140 or 160 (Prerequisites enforced at registration). (3). (NS). (BS). (QR/2). May not be repeated for credit.</td>
</tr>
<tr>
<td>PHYSICS 333. PHYSICS 140 Tutor. Consent of instructor required (Prerequisites enforced at registration). (1-3). (Excl). (EXPERIENTIAL). May not be repeated for credit. Offered mandatory credit/no credit.</td>
</tr>
<tr>
<td>PHYSICS 334. PHYSICS 240 Tutor. Consent of instructor required (Prerequisites enforced at registration).</td>
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</tbody>
</table>


7744 Medical Science II
(734) 763-5727 (phone)
http://www.med.umich.edu/phsys/

Not a concentration program

The essential concern of physiology is how living things work and, as physiology relates to man, it is the study of the normal functioning of the human body. The methods and tools of physiology are those used in the experimental sciences, and its range cuts across many different scientific disciplines. Physiology emphasizes the basic functions of organs, the interactions and coordination of these diverse functions, and attempts to analyze these functions in terms of physical and chemical processes. A knowledge and understanding of the functioning of the body and its component parts is an essential part of a general education.

PHYSIOI 201 is intended to meet the needs and expectations of many types of students: those preparing for careers as doctors, nurses, medical technicians, and biology teachers; those who are interested in a systematic investigation of the biological sciences; and those who desire a general knowledge of physiology as part of a liberal arts education. Students must have at least sophomore standing or permission of instructor.
Physiol 502, like Physiol 201, is a basic survey course covering all areas of human physiology. It has the same objectives as Physiol 201, and advanced undergraduates who have the stated prerequisites are advised to elect it rather than Physiol 201.

Chemistry Background for Introductory Physiology Courses. Although college chemistry is not a course prerequisite, approximately 80% of the students electing Physiol 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 Physiol 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 Schedule of Classes under the Medical School. The following count as LS&A courses for LS&A degree credit.

Physiol 201. Introduction to Human Physiology.
Students must have at least sophomore standing. Prior exposure to introductory chemistry is helpful. (4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in Physiol 502. I.

Physiol 306. Problems in Physiology.

Physiol 405. Research Problems in Physiology.
Consent of instructor required (Prerequisites enforced at registration). For advanced undergraduate and graduate students. (1-4; 1-2 in the half-term). (Excl). (Independent). May be repeated for credit for a maximum of 8 credits. I, II, III, IIIa, IIIb.

Physiol 502. Human Physiology.
An introductory course in biology and in biochemistry. (4). (Excl). (BS). May not be repeated for credit.

Physiol 541 / Biology 541 / Psych 532 / Anat 541. Mammalian Reproductive Endocrinology.
Biology 310 or 311, or Biochem 415. (4). (Excl). (BS). May not be repeated for credit.

Physiol 576 / Biochem 576 / Phrmacol 576. Signal Transduction.
Two terms of organic chemistry; Biochem 415 or Chem 451/452, and Biochem 570. Physical Chemistry is strongly recommended. (1). (Excl). (BS). May not be repeated for credit. I.
Anna Grzymala-Busse, Comparative Politics and Post-Communism, Institutional Development, Qualitative Methods
Vincent Hutchings, Public Opinion; African American politics; Legislative politics; Voting behavior
Ann Lin, American Politics, Gender and Politics
Nicholas A. Valentino, Political communication, public opinion, and statistical methods
Elizabeth R. Wingrove, Political Theory

Assistant Professors
Jenna Bednar, Institutional Design, Federalism, Formal Political Theory, Comparative Political Institutions (US, Canada, Western Europe), Political History
Jake Bowers, Political Participation, Political Behavior, Research Methods, Applied Statistics, American Politics
Ted Brader, American Politics, Political Psychology, Elections and Campaigns, Mass Media, Public Opinion and Political Behavior
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
Orit Kedar, Comparative Electoral politics: Voters and Institutions, Comparative Political Behavior, Public Opinion, Israeli Politics, Research Methods
Anna Kirkland, Law and society (U.S.); contemporary political and legal theory; identity and civil rights (gender, race, sexuality, disability)
Mika LaVaque-Manty, Modern political theory, especially 18th century; contemporary political theory, especially liberal theory; philosophy of social science; environmental politics; social movements
Robert W. Mickey, American Political Development, Political Parties, Politics of Race and Ethnicity, Public Policy
Robert Van Houweling
Cara Wong, American Politics, Public Opinion and Political Behavior, Racial and Ethnic Politics, Research Methods
Mariah Zeisberg, American constitutional theory; law and politics; liberal and democratic political theory; philosophy of law

Adjunct Faculty
Constance Cook, Educational Policy
Barry Rabe, State and Local, Environmental Politics and Policy
Michael W. Traugott, American government, Politics and the mass media

Professors Emeriti
Samuel J. Eldersveld, M. Kent Jennings, John W. Kingdon, Kenneth Langton, Lawrence B. Mohr, J. David Singer, Raymond Tanter

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 5700 Haven Hall.

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 POLSCI 101 (political theory), 111 (American government), 140 (comparative politics), 160 (world politics); juniors and seniors from POLSCI 301 and 302 (political theory), 310 (public policy and administration), 311 (American government), 336 or 349 (comparative politics), and 360 or 370 (world politics).

**Concentration Program.** At least 24 credits in POLSCI (in addition to required prerequisites) and 6 elected through a cognate department.

The courses at the concentration core must be elected from the 300-level or higher, including at least two courses at the 400-level. 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 (POLSCI 495, 496, 497, or 498). Law courses, with the exception of POLSCI 345 are counted in the American politics subfield.

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 upper-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 9 hours of foreign credit from a one-term accredited program and 12 hours of foreign credit from a year-long program may be counted toward the concentration core. Students may use STATS 350 as a methods course in the concentration program.

**Honors Concentration.** Especially well-qualified students are encouraged to undertake an Honors concentration. Such students elect the Honors proseminar 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 (POLSCI 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 1330 Mason 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 5700 Haven Hall.

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 two different sub-fields. First- and second-year students choose from among POLSCI 101 (political theory), 111 (American government), 140 (comparative politics), 160 (world politics); juniors and seniors from POLSCI 301 and 302 (political theory), 310 (public policy and administration), 311 (American government), 336 or 349 (comparative politics), and 360 or 370 (world politics).

**Academic Minor Program:** five 3- or 4-credit, upper-level courses taken in two of the five political science fields.

Students should ideally take their upper-level courses in the same two fields as their prerequisites. Advisor approval must be obtained in order to switch areas.

The minor is a structured course of study in itself. Students concentrating in Political Science should consult an advisor before considering dropping the concentration in order to pursue a minor in political science.

The academic minor assumes that the student will take 300-level course work 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 politics, international relations, or American and comparative to focus on political institutions.

**Other constraints:** The academic minor does not allow a student to use a cognate from another department.

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**Courses in Political Science (POLSCI)**

**POLSCI 101. Introduction to Political Theory.**

**POLSCI 111. Introduction to American Politics.**
Primarily for first- and second-year students. (4). (SS). May not be repeated for credit.

**POLSCI 140. Introduction to Comparative Politics.**
Primarily for first- and second-year students. (4). (SS). May not be repeated for credit. I and II.

**POLSCI 160. Introduction to World Politics.**

**POLSCI 190. Freshman Seminar in Political Science.**
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit.
Primarily for Juniors and Seniors

**POLSCI 300. Contemporary Political Issues.**
(4). (SS). May not be repeated for credit.

**POLSCI 301. Development of Political Thought: To Modern Period.**
(3). (SS). May not be repeated for credit.

**POLSCI 302. Development of Political Thought: Modern and Recent.**
(3). (Excl). May not be repeated for credit.

**POLSCI 306. American Political Thought.**
POLSCI 101 or upperclass standing. (3). (Excl). May not be repeated for credit.

**POLSCI 308 / WOMENSTD 308. Law and the Politics of Sexuality.**
(3). (SS). May not be repeated for credit.

**POLSCI 310. American Policy Processes.**
POLSCI 111 or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 311. American Political Processes.**
POLSCI 111 or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 313. Political Mobilization and Policy Change.**
POLSCI 111 or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 314. American Political Parties and Electoral Problems.**
POLSCI 111, (4; 3 in the half-term). (Excl). May not be repeated for credit.

**POLSCI 315. Media and Public Opinion.**
POLSCI 111 or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 316. Freedom of Speech and Press.**
(3). (Excl). May not be repeated for credit.

**POLSCI 317. Courts, Politics and Society.**
One course in political science. (3). (Excl). May not be repeated for credit.

**POLSCI 318. American Constitutional Politics.**
POLSCI 111, (3). (Excl). May not be repeated for credit. I.

**POLSCI 319. The Politics of Civil Liberties and Civil Rights.**
POLSCI 111, (4; 3 in the half-term). (Excl). May not be repeated for credit.

**POLSCI 320. The American Chief Executive.**
POLSCI 111 or Junior or Above (Prerequisites enforced at registration).
(3). (Excl). May not be repeated for credit.

**POLSCI 321. Development of American Political Institutions.**
POLSCI 111 or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 322. Legislative Process.**
POLSCI 111 or Junior or Above (Prerequisites enforced at registration).
(3). (SS). May not be repeated for credit.

**POLSCI 323 / WOMENSTD 418. Women and the Political System.**
One course in political science. (3). (Excl). May not be repeated for credit.

**POLSCI 324 / CAAS 418. Black Americans and the Political System.**
One course in political science; CAAS 201 recommended. (3). (Excl). May not be repeated for credit.

**POLSCI 325 / COMM 484. Mass Media and Political Behavior.**
COMM 361 or 381 strongly recommended. (4). (Excl). May not be repeated for credit.

**POLSCI 326. American State Government.**
POLSCI 111 or Junior or Above (Prerequisites enforced at registration).
(3). (SS). May not be repeated for credit.

**POLSCI 327. Politics of the Metropolis.**
POLSCI 111 or Junior or Above (Prerequisites enforced at registration).
(3). (SS). May not be repeated for credit.

**POLSCI 330. Psychological Perspectives on Politics.**
POLSCI 111 or Junior or Above (Prerequisites enforced at registration).
(3). (SS). May not be repeated for credit.

**POLSCI 336. Comparative Politics.**
POLSCI 140 or upperclass standing. (3). (Excl). May not be repeated for credit.

**POLSCI 337. Comparative Constitutional Design.**
One course in political science. (3). (Excl). May not be repeated for credit.

**POLSCI 338. Political Economy of Transition.**
One course in political science. (3). (Excl). May not be repeated for credit.

**POLSCI 339 / ASIAN 428 / SOC 426. China's Evolution Under Communism.**
Upperclass standing. (4; 3 in the half-term). (Excl). May not be repeated for credit.

**POLSCI 340. Governments and Politics in Western Europe.**
POLSCI 140 or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 341. Comparative Politics of Advanced Industrial Democracies.**
POLSCI 140 or Junior or Above (Prerequisites enforced at registration).
(3). (SS). May not be repeated for credit.

**POLSCI 342. Eastern Europe: Revolution, Reaction, and Reform.**
POLSCI 140 or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 343. Political Economy of Developed Democracies.**
(3). (Excl). May not be repeated for credit.

**POLSCI 344. Government and Politics of Russia.**
One POLSCI Course (Prerequisites enforced at registration). (3). (SS).
May not be repeated for credit.

**POLSCI 346 / RELIGION 346. Comparative Studies in Religion and Politics.**
(3). (Excl). May not be repeated for credit.

**POLSCI 347. Politics and Society in Latin America.**
POLSCI 140 or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 348. Political Economy of Development.**
(3). (Excl). May not be repeated for credit.

**POLSCI 349. Political Change in the Developing World.**
POLSCI 140 or upperclass standing. (3). (Excl). May not be repeated for credit.

**POLSCI 350 / 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. (3). (Excl). May not be repeated for credit. III in Poland.

**POLSCI 351. Israeli Society and Politics.**
One course in political science or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 352. Government and Politics of the Middle East.**
One course in political science or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 353. The Arab-Israeli Conflict.**
(4). (Excl). May not be repeated for credit.

**POLSCI 354. Governments and Politics of Southeast Asia.**
One course in political science or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 355. Government and Politics of China.**
One course in political science or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 356. Government and Politics of Japan.**
POLSCI 140 or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 357. Governments and Politics of India and South Asia.**
One course in political science or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 358. Politics of the European Union.**
One course in political science. (3). (Excl). May not be repeated for credit.

**POLSCI 359 / CAAS 449. African Politics.**
CAAS 200 recommended. (4; 3 in the half-term). (Excl). May not be repeated for credit.

**POLSCI 360. Problems in World Politics.**
POLSCI 160 or Junior or Above (Prerequisites enforced at registration).
(3). (SS). May be elected twice for credit. Repetition requires permission of the instructor.

**POLSCI 361. Regional Conflict and Cooperation.**
One course in political science. (3). (Excl). May be elected twice for credit. May be elected more than once in the same term.

**POLSCI 363. International Organization and Integration.**
POLSCI 160 or upperclass standing. (3). (SS). May not be repeated for credit.

**POLSCI 364. Public International Law.**
One course in political science. (3). (Excl). May not be repeated for credit.

**POLSCI 365. Political Responses to Economic Globalization.**
Previous coursework in political science or economics. (3). (Excl). May not be repeated for credit.

**POLSCI 368. Cooperation and Conflict in the International System.**
POLSCI 160. (3). (Excl). May not be repeated for credit.

**POLSCI 369. Politics of International Economic Relations.**
POLSCI 160 or JR or above (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

**POLSCI 370. Comparative Foreign Policy.**
Any 100-level course in POLSCI. (3). (Excl). May not be repeated for credit.
POLSCI 371. The American Foreign Policy Process.
One course in political science. (3). (Excl). May not be repeated for credit.

One course in political science (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

POLSCI 379. Advanced Topics in Foreign Policy.
One course in political science. (3). (Excl). May be elected twice for credit. May be elected more than once in the same term.

POLSCI 380 / ENVIRON 312 / NRE 312. Environmental Politics and Policy.
(3). (Excl). May not be repeated for credit.

POLSCI 389. Topics in Contemporary Political Science.
One course in political science. (1-3). (Excl). May be repeated for credit for a maximum of 6 credits.

Consent of instructor required (Prerequisites enforced at registration). (1). (Excl). (EXPERIENTIAL). May be repeated for credit. Repetition requires permission of the Chair. Offered mandatory credit/no credit.

POLSCI 391. Introduction to Modeling Political Processes.
One course in political science. (3). (SS). (QR/1). May not be repeated for credit.

Survey of Russia: The Russian Empire, the Soviet Union, and the Successor States. (4; 3 in the half-term). (SS). May not be repeated for credit.

POLSCI 396 / REES 396 / SLAVIC 396 / HISTORY 333 / SOC 393.
Survey of East Central Europe. (4; 3 in the half-term). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in REES 397.

POLSCI 397 / HISTORY 341. Nations and Nationalism.
(4). (Excl). May not be repeated for credit.

POLSCI 400. Selected Topics in Political Theory.
POLSCI 101 or 301 or 302. (3). (Excl). May not be repeated for credit.

POLSCI 401 / WOMENSTD 422. Feminist Political Theory.
Junior standing. (3). (Excl). May not be repeated for credit.

POLSCI 402. Liberalism and Its Critics.
POLSCI 101 or 302. (3). (Excl). May not be repeated for credit.

POLSCI 403 / CLCIV 403. Greek Political Thought.
POLSCI 101 or 302. (3). (Excl). May not be repeated for credit.

POLSCI 406. Democratic Theory.
POLSCI 101 or 302. (3). (Excl). May not be repeated for credit.

POLSCI 407. Marxism and 20th-Century Radicalism.
POLSCI 101 or 302 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

POLSCI 409. Twentieth-Century Political Thought.
POLSCI 101 or 302 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

POLSCI 432. Law and Public Policy.
Two courses in political science, including POLSCI 111 or its equivalent. (4; 3 in the half-term). (Excl). May not be repeated for credit.

POLSCI 451 / JUDAIC 480. Jewish Identity, Politics, and Culture in the Age of Secularism.
POLSCI 350, JUDAIC 205, or any course in modern Jewish history. (3). (Excl). May not be repeated for credit.

POLSCI 460. Advanced Writing in Political Science.
Upperclass standing. Intended for Political Science concentrators who are satisfying the Upper-Level Writing Requirement. (3). (Excl). May not be repeated for credit.

POLSCI 462. Strategic Interaction in World Politics.
POLSCI 160 and an additional course in Political Science. (3). (Excl). May not be repeated for credit.

POLSCI 481. Junior Honors Proseminar.
Open only to Honors concentrators with junior standing. (3). (Excl). May not be repeated for credit.

POLSCI 482 / ECON 483. Positive Political Economy.
ECON 401 with a grade of at least C- (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

One course in political science (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

POLSCI 488. Political Dynamics.
Junior standing; one prior course in political science is recommended. (3). (Excl). May not be repeated for credit.

POLSCI 489. Advanced Topics in Contemporary Political Science.
(3). (Excl). May be repeated for credit for a maximum of 9 credits.

(3). (Excl). May not be repeated for credit.

POLSCI 491. Directed Studies.
Two courses in political science and permission of instructor and the Director of Undergraduate Studies. (1-6). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. POLSCI 491 and 492 may be elected for a combined maximum of eight credits. No more than four credits of directed study credit may be elected as part of a concentration program in Political Science. I.

POLSCI 492. Directed Studies.
Two courses in political science and permission of instructor and the Director of Undergraduate Studies. (1-6). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. POLSCI 491 and 492 may be elected for a combined maximum of eight credits. No more than four credits of directed study credit may be elected as part of a concentration program in Political Science. II.

POLSCI 493. Senior Honors Proseminar.
Open only to senior Honors concentrators. (4). (Excl). (INDEPENDENT). May not be repeated for credit. No more than four Honors credits may be elected as part of a concentration plan in Political Science. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (POLSCI 494), the final grade is posted for both term's elections. I.

POLSCI 494. Senior Honors Proseminar.
Open only to senior Honors concentrators. (4). (Excl). (INDEPENDENT). May not be repeated for credit. No more than four Honors credits may be elected as part of a concentration plan in Political Science. II.

POLSCI 495. Undergraduate Seminar in Political Theory.
POLSCI 101 or 302. (3). (SS). (QR/1). May be elected twice for credit.

POLSCI 496. Undergraduate Seminar in American Government and Politics.
Senior standing; primarily for seniors concentrating in political science. (3). (Excl). May be elected twice for credit.

POLSCI 499. Quantitative Methods of Political Analysis.
(3). (Excl). May not be repeated for credit.

POLSCI 514. The Use of Social Science Computer Programs.
Consent of instructor required (Prerequisites enforced at registration). POLSCI 499. (1). (Excl). May not be repeated for credit.

POLSCI 591. Advanced Internship in Political Science.
Two courses in political science at the 400-level or above and concentration in political science; or graduate standing. Permission of supervising instructor and review by the Department's internship advisor. (2-6). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 8 credits. No more than four internships may be included as part of a concentration plan in political science. I.

POLSCI 592. Advanced Internship in Political Science.
Consent of instructor required (Prerequisites enforced at registration). Two courses in political science at the 400-level or above and concentration in political science; or graduate standing. Permission of supervising instructor and review by the Department's internship advisor. (2-6). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 8 credits. No more than four internships may be included as part of a concentration plan in political science. II.
Psychology

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http://www.lsa.umich.edu/psych/
e-mail: psych.undergrad@umich.edu
Professor Richard Gonzalez, Chair

Professors

Kenneth Adams, (Clinical) Clinical neuropsychology, medical psychology, professional education, statistics/measurement
Toni Antonucci, (Developmental) Developmental Psychology, Aging and Socialization. Social relations and health over the Lifespan and across cultures.
Jill Becker, (Biopsychology) Brain tissue transplantation, plasticity and development of neural activity; sex differences in brain and behavior
Stanley Berent, (Clinical/Biopsychology) Clinical and research neuro-psychology; PET imaging; professional issues, accreditation, and credentialing
Kent Berzide, (Biopsychology) Affective neuroscience; emotion and motivation
Brad J. Bushman, (Social) Causes and consequences of violence and aggression; violent media; narcissism; meta-analysis
Albert C. Cain, (Clinical) Psychopathology of childhood, bereavement
Jennifer Crocker (Social) Self-esteem, contingent self-worth, and their effects on learning, relationships, autonomy, and self-regulation
Jane Dutton (William Russell Kelly Professor of Business Administration, Jack D. Sparks-Whirlpool Corporation Research Professor of Business Administration), (Organizational) Processes of being valued and devalued at work, invisible relational work in organizations; corrosive relationships at work; processes of strategic agenda building in organizations
Jacquelynne Eccles (Wilbert J. Mckeachie Collegiate Professor of Psychology), (Developmental) Family, schools and high-risk settings’ effects on development; identity formation; gender role development
Nick Ellis, (Cognition and Perception) Second and foreign language acquisition; applied psycholinguistics
Phoebe Ellsworth (Robert B. Zajonc Professor of Psychology), (Social) Psychology of emotion, psychology and law; cross-cultural psychology
David L. Featherman, (Social) Life course human developing; cognitive and behavioral aging; social science and public policy
Barbara Fredrickson, (Social) Emotions; gender and age difference in emotion experiences; memory for emotions
George W. Furnas, (Cognition & Perception) Human Computer Interaction, Visualization, Graphical Reasoning
Susan Gelman (Frederick G.L. Huetwell Professor of Psychology), (Cognition & Perception / Developmental) Cognitive development, language acquisition
Luis O. Gómez (Charles O. Hucker Professor of Buddhist Studies, Arthur F. Thurnau Professor), (Clinical) Psychology and religion, history of the interaction between psychology and religion; obsessuality, compulsivity; obsessive-compulsive disorder and related disorders; affect and cognition; culture and affect
Richard Gonzalez, (Social / Cognition & Perception) Research methodology; mathematical psychology; statistics; judgment and decision making; psychology and law; group dynamics; social cognition
Lorraine Gutierrez, (Social Work / Psychology) Community mental health; diversity/multiculturalism; gender identity/roles; minority issues; poverty; health

John W. Hagen, (Developmental / Education & Psychology) Cognitive development, selective attention, memory; social policy, children and families; adjustment, children in foster care
James L. Hilton, (Social) Social interaction process, attribution theory, suspicion
Lawrence A. Hirschfeld, (Developmental) Cognitive development; cultural psychology; social cognition; the anthropology and history of childhood
John Holland, (Cognition & Perception) Cognitive processes using mathematical models and computer simulation
Rowell Huesmann, (Social) Aggressive behavior, media effects on behavior, formal models of social behavior, computer simulation and psychometrics
James S. Jackson (Daniel Katz Distinguished University Professor of Psychology), (Social / Cognition & Perception) Survey methodology; mental health, cultural influences
John Jonides, (Cognition & Perception) Perception and cognition, memory, selective attention, higher cognitive processing
Barry Kantowitz, (General) Transportation human factors, time-sharing performance, attention
Rachel Kaplan, (General) Environmental psychology, participation, research methods, natural environments and mental well-being
Stephen Kaplan, (General/Cognition & Perception) Environmental preference, cognitive mapping, evolutionary psychology
Daniel Keating, (Developmental) Adolescent cognitive and brain development; population developmental health; impact of early developmental history on cognitive and socioemotional trajectories; societal factors influencing successful development
David E. Kiers, (Cognition & Perception) Cognitive psychology, human-computer interaction, artificial intelligence
Donald R. Kinder (Philip E. Converse Collegiate Professor of Political Science), (Social) American government, methods, public policy and administration
Shinobu Kitayama, (Social) Cultural variations in psychological processes such as self, cognition, emotion, and motivation; nature of happiness and wellbeing across different cultures; specific historical processes that influence contemporary cultures
Theresa Lee, (Biopsychology) Biological rhythms
Robert K. Lindsay, (Cognition & Perception) Cognitive psychology, artificial intelligence
Catherine Lord, (Clinical / Developmental) Autism and related complex developmental disorders of social and communicative functioning, particularly longitudinal studies, the intersections among social, language and cognitive development, diagnostic methods and frameworks, and gene-behavior relationships affecting social and language development
Martin Maehr, (Education & Psychology) Motivation and personal achievement; social psychology of education
David E. Meyer, (Cognition & Perception) Human memory, cognition, perception, psycholinguistics
David B. Moody, (Biopsychology / Cognition & Perception) Operant conditioning, psychophysics, computer applications
Frederick Morrison, (Developmental) Literacy acquisition, children; impact of child, family, and schooling factors contributing to early problems in school
Donna Nagata, (Clinical) Ethnic and cultural issues in mental health; Japanese-Americans and the psychosocial consequences of the WWII internment
Randolph Nesse, (Social/Biopsychology) Evolutionary psychology and Darwinian medicine with emphasis on the evolutionary origins and functions of emotions that mediate goal pursuit and relationships and their pathology, including depression.
Richard E. Nisbett (Theodore M. Newcomb Distinguished University Professor), (Social / Cognition & Perception / Personality) Inference, judgment and reasoning, diversity and multiculturalism

Gary M. Olson (Paul M. Fitts Collegiate Professor of Human Computer Interaction), (Cognition & Perception / Developmental) Complex cognition; social, cognitive, and organizational aspects of computer use

Judith Olson (Richard W. Pew Collegiate Professor of Human Computer Interaction), (Cognition & Perception) Human-computer interaction, applied cognition

Sheryl Olson, (Clinical) Child and family psychopathology; aggression and impulsivity in early childhood; psychosocial factors influencing resiliency

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

Robert G. Pachella, (Cognition & Perception) Cognitive psychology, information processing, perception

Scott G. Paris, (Developmental / Education / Psychology) Cognitive development, metacognition, reading and education

Marion Perlmutter, (Developmental) Life span development; social, attitudinal, and health influences on cognition

Christopher Peterson (Arthur F. Thurnau Professor), (Clinical) Positive psychology, character strengths, happiness, and youth development

Richard H. Price, (Organizational) Assessment of social environments

Patricia Reuter-Lorenz, (Cognition & Perception) Neuropsychology and imaging of working memory, attention, affective and executive functions as they change with age or brain damage.

Terry E. Robinson (Elliott S. Valenstein Collegiate Professor of Behavioral Neuroscience), (Biopsychology) Neurobiology of addiction; brain dopamine systems; neural adaptations to brain damage

Arnold Sameroff, (Developmental) Development of infants and adolescents in high risk environments

Lance Sandelands, (Organizational) Emotions, attitudes, social forms and processes of organizing

Martin Sarter, (Biopsychology) John Schulenberg, (Developmental) Adolescence and emerging adulthood; how developmental transitions relate to trajectories of mental health across the lifespan; substance use etiology and prevention.

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

Colleen Seifert, (Cognition & Perception) The cognitive science of higher-level thought processes; including knowledge representation, learning, memory, explanation, planning, problem solving, decision making, and other aspects of complex cognition.

Robert Sellers, (Personality) Ethnicity, racial and ethnic identity, personality and health, athletic participation and personality

Marilyn Shatz, (Developmental / Cognition & Perception) Relations between language and cognitive development; Possible influences of bilingualism on cognitive development and brain organization

Howard Shevrin, (Clinical) Experimental investigation of cognitive, psychodynamic, and neurophysiological aspects of unconscious processes, convergences between cognitive neuroscience findings and psychoanalytic theory

Edward E. Smith (Arthur W. Melton Distinguished University Professor of Psychology), (Cognition & Perception) Concepts and categorization; induction and reasoning; working memory and thinking; neuroimaging of cognition including working memory, categorization, and executive processes

Barbara Smuts, (Biopsychology) Evolution of social behavior; animal behavior; behavior of nonhuman primates and domestic dogs; affiliation, cooperation, play, and nonverbal communication

Abigail Stewart (Agnes Inglis Collegiate Professor of Psychology and Women's Studies), (Personality) Adult personality development; psychology of women; psychological responses to individual and social change; motivation

Karl E. Weick (Rensis Likert Distinguished University Professor of Organizational Behavior and Psychology), (Organizational) Effects of stress on thinking and imagination; management of professionals; narrative rationality

Henry M. Wellman, (Developmental) Cognitive development; knowledge acquisition; theory of mind

J. Frank Yates, (Cognition & Perception) Decision processes; evaluation, decision models

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

Robert Zucker, (Clinical) Developmental psychopathology, with a special interest in substance abuse; biopsychosocial models of life span development; primary prevention; behavior change

Associate Professors

Seema Bhatnagar, (Biopsychology) Effects of chronic exposure to stressful stimuli on neuroendocrine function, behavior and energy balance; neuroanatomy of central circuits activated by exposure to stressful stimuli; long-term effects of manipulations of the maternal environment on neuroendocrine functions and behavior; the effects of these maternal manipulations on neuronal circuits activated by chronic stress

Linas Bielautkas, (Clinical) Clinical neuropsychology; cognitive and personality changes in normal and abnormal aging; effects of pharmacological interventions on cognitive processes

Julie E. Boland, (Cognition & Perception) Psycholinguistics, sentence comprehension and parsing, lexical representation

Henry A. ( Gus) Buchtel, (Clinical / Biopsychology) Brain studies and behavior in humans

Rosario Ceballo, (Clinical) The psychological impact of poverty and exposure to community violence; infertility and adoption; resiliency 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

Tabbye Chavous, (Clinical / Developmental) Measurement and impact of organizational climates for students in secondary and post secondary educational settings; ethnic and gender identity as they relate to youths' social and academic development from adolescence through adulthood

Patricia Deldin, (Clinical/Cognition & Perception) major depression, schizophrenia, emotion, psychophysiology, sleep, neuroimaging.

William Gehring (Arthur F. Thurnau Professor), (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

Bruno Giordani, (Clinical) Neuropsychology; interaction of cognitive and mobility performance across the lifespan; cross-cultural issues in assessment; movement disorders and movement disorders in children and adults

Sandra Graham-Bermann, (Clinical) Family resilience; dysfunctional sibling relationships; adaptation of children exposed to violence
Cheryl King, (Clinical) Youth depression and suicide prevention; development of clinical interventions; treatment adherence.

Laura Kohn, (Clinical) Psychopathology, in particular, African-American populations, gender and ethnic differences in etiology and expression of symptoms, and contextual/familial risk factors; mental health services and underserved populations including utilization, barriers to care and intervention development.

Fiona Lee, (Organizational) Breakdowns in interpersonal communication within organizations; group dynamics and effectiveness; attributions and social inference processes; learning.

Richard Lewis, (Cognition & Perception) Computational modeling; psycholinguistics; sentence processing; cognitive architectures; unified theories of cognition.

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 differences in brain and behavior; neurobehavioral systems mediating fear and emotional learning.

Carol T. Mowbray, (Clinical) Mental Health Services research, psychiatric rehabilitation, mothers and mental illness, consumer-run services, supported education, college students and mental illness.

Thad Polk, (Cognition & Perception) Cognitive neuroscience; functional neuroimaging, computational modeling, and behavioral studies of higher cognition.

Oliver Schultheiss, (Biopsychology / Personality / Social) Effects of implicit motives on attention, psychophysiological indicators of emotion, hormone release, and learning (Pavlovian and instrumental conditioning); brain substrates of implicit motives; motive assessment; the role of verbal vs. nonverbal information processing in motivation and behavior.

Denise Sekaquaptewa, (Social) Stereotyping and prejudice from an information processing perspective; investigating the effects of solo status on performance.

Twila Tardif, (Developmental) Cross-language comparison in Chinese and English speaking children; caregiving in Chinese families; beliefs in preschool children.

Brenda Vailing, (Developmental) Socioemotional development; infant-parent attachment; family relationships in infancy, especially fathering; sibling relationships.

L. Monique Ward, (Developmental) Children's and adolescents' developing conceptions of both gender and sexuality, and on the contribution of those notions to their social and sexual decision-making; how children interpret and use messages they receive about male-female relations from their parents and from the media; adolescents' interpretations of sexual content on television and its relation to their expectations about dating and sexual relationships; and children's understanding of society's gender hierarchy and the impact of this knowledge on their social interests and gender stereotyping.

David Williams,

Oscar Ybarra, (Social) Social cognition, culture and cognition, intergroup perception/relations.

Jun Zhang, (Cognition & Perception) Mathematical psychology and computational neuroscience; computational vision, choice-reaction time model; Bayesian decision theory and game theory.

**Assistant Professors**

Phillip Akutsu, (Organizational) Cultural factors related to health and mental health status and informal/formal help-seeking preferences; evaluation of public policy and service care delivery to ethnic minority groups; incidence and lasting effects of prejudice and discrimination on Asian-American children and adolescents.

Kai Cortina, (Developmental / Education & Psychology) Research in teaching and learning; motivation in adolescence; political socialization; empirical methods of social research.

Lilia Cortina, (Personality) Sexual harassment in organizations; incivility, bias, and discrimination in the workplace; gender bias in the courts; violence against women across cultures.

Joseph Gone, (Clinical) Mental health service delivery for American-Indian communities; cross-cultural psychopathology; alternative clinical and community interventions; innovative mental health program development, and the ethnopsychological investigation of self, identity, personhood, and social relations in American-Indian cultural contexts.

Jeffrey Hutsler, (Biopsychology / Cognition & Perception) Hemispheric specialization in the human cortex; development of hemispheric specialization and the structure of language in temporal lobes.

Cindy Lustig, (Cognition & Perception)

Ram Mahalingham, (Personality) Cultural psychology, social cognition, cognitive development, learning and mathematics education; power and social hierarchy's influence on folk theories about social groups (race, class and gender) and knowledge representation in different cultural contexts such as USA and India.

Nnamdi Pole, (Clinical) Adult psychopathology (especially posttraumatic stress disorder and depression), psychophysiology of emotion, psychotherapy process research, and minority mental health.

Stephanie Rowley, (Developmental) Exploring the development of African-American children and families; including issues of race (racial identity, perceptions of stereotypes, parental racial socialization, and racial coping) influence the development of academic self-concept in African-American students as well as how sex differences develop over time.

Rachael Seidler, (Cognition & Perception) Research interests include neural bases of skill acquisition, changes in neural recruitment patterns and interhemispheric communication with age.

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.

**Lecturers**

Ori Klier Avi-Yonah, (Clinical) gender culture and mental health, relational resiliency and trauma. developmental/life cycle perspective of trauma and family relationships.

Mary Best,

Dawn Carson,

Elizabeth Cole, (Personality). Class, race and gender as social identities; women's political attitudes; qualitative methods.

Mark Creeksmore,

Karen Epstein, (Organizational) Individual-organizational fit; careers.

E. Margaret Evans, (Developmental) Cognitive and cultural factors in the emergence of scientific and metaphysical explanations, with a focus on evolutionist and creationist beliefs.

Carla Grayson, (Social) Emotion regulation and expression; relationship between language and social interactions; and health.

Linda Liu Hand, (Developmental) Cognitive development and aging; age-related changes in cognition and their impact on prospective memory and decision making in older adults.

Jane Hassinger, (Feminist Practice) Gender and organizational dynamics; women's psychological development, women's career and family planning strategies; feminist psychotherapies; effects of abuse and trauma on coping strategies.

James Hoefner, (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.
Lisa Jackson, (Biopsychology) Sex differences in and hormone influences on brain and behavior; cocaine abuse; neuroimaging of responses to pain and other stressors

Brian Malley, (General) The interaction of cognition and culture, religion, literacy.

Kelly Maxwell, (General) Intergroup relations, qualitative research, critical theory, impact of intergroup dialogue on identity development, policy and intergroup relations issues in higher education, critical examination of white privilege and its role in maintaining systems of inequity in education

Karen K. Milner, (Clinical) community psychiatry, emergency psychiatry, behavioral health outcomes

J. Anne Murphy, (General) History of medical thought, culture and medicine, mind-body medicine (placebo response)

Jennifer Myers, (Developmental) Research interests are on the impact of chronic illness on development (mainly psychosocial) through the life course; other areas include young children’s memory and knowledge about health and illness

Daniel Pak, (General) Intergroup and intercultural relations, diversity in mental health, Asian American and international student identity development.

Susana Pecina, (Biopsychology), Affective neuroscience; brain substrates of sensory pleasure

Shelly Schreier, (Clinical) Child and Adolescent Development, Divorce and Sibling Relationships

Maria Slowiaczek, (Clinical) Cultural factors related to health and mental health status and informal/formal help-seeking preferences; evaluation of public policy and service care delivery to ethnic minority groups; incidence and lasting effects of prejudice and discrimination on Asian-American children and adolescents

Elizabeth Wierba, (General) Organizational Psychology, Power; leadership

Clinical Instructors

Alice Brunner, (Clinical) Adult children of dysfunctional families; trauma and dissociation; social pathology; professional education models and processes

Margaret Buttenheim, (Clinical) Individual and group treatment of incest survivors; psychology of women; psychology of sexual orientation

Michael Casher, (Clinical) Depression, suicide

Christina Corsello, (Clinical) Screening and Diagnosis of Autistic Spectrum Disorders (ASDs), Early Intervention in ASDs, Adjustment of parents of children and adults with ASDs

Jerry Dowis, (Clinical) Cognitive-behavioral therapy; anxiety disorders

Kristine Freeark-Zucker, (Clinical) Challenges to parent-child relationships, coping and primary prevention efforts: preschool years, adoptive families, and temperamentally-challenging children: the early parent-child dialogue about the meaning of adoption; and parental attunement to the needs of a temperamentally-challenging child

Daniel Greenberg, (Clinical) Cognitive-developmental precursors to separation anxiety; rational concepts of object vulnerability and their role in the development of attachment; early conceptions of loss; clinical interventions with parenally bereaved children; parental alienation syndrome; high-conflict divorce.

Michelle Kees, (Clinical) Resilience in high risk child and adolescent populations; community dissemination of evidence-based assessments and interventions; child abuse, domestic violence, and child trauma

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 neuropsychology

Irving Glenn Leon,

Pamela Ludolph, (Clinical) Child abuse and neglect, high conflict divorce, and the lot of children within the legal system

Carol Persad,

Todd Sevig, (Clinical) Integrating spirituality in multicultural counseling/psychotherapy; identity development; issues for white people in embracing multiculturalism

Jeffrey Urist, (Clinical) Self-care in adolescents; development of affect and affect tolerance; thought disorder and the continuum between primary and secondary process thinking

Michelle Van Etten-Lee,

Seth Warschausky, (Clinical) Social development of children with congenital and acquired brain dysfunction; neuropsychology of pediatric brain injury; quality of life outcomes for persons with congenital and acquired disabilities

James P. Whiteside, (Clinical) Psychotherapy supervision, conjoint psychotherapy, psychoanalysis, contemporary theories of dreaming in psychotherapy and psychoanalysis

Adjunct Professors

Roseanne Armitage, (Psychobiology) Sleep regulation across the life cycle in humans, biological risk factors for psychiatric illness, depression, gender differences, biological rhythms; computer analysis of EEG

Scott Atran, (Social) Cross-cultural cognition (comparative studies of Lowland Maya, Native Americans, Majority Culture Europeans): environment, categorization, inductive reasoning, decision making

Charles Behling, (General) Co-Director, The Program on Intergroup Relations. Race, gender, sexual orientation, ethnicity, and other cultural differences; Prejudice and discrimination; The teaching of psychology; Individual and group psychotherapy

Leonard Eron, (Developmental) Development of aggression and violence in children; longitudinal studies of personality; effects of media on behavior; violence prevention

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

Josef M. Miller, (Biopsychology) Studies of “tissue engineering of the inner ear” and the cochlear prosthesis with focus on the investigation of changes in the auditory pathway that follow deprivation and the reversibility of changes by artificial electrical stimulation of the auditory nerve and administration of survival (growth) factors to inner ear tissues

Bryan E. Pingst, (Biopsychology) Human and animal psychophysics; Psychophysics of electrical stimulation of the auditory nervous system via auditory prostheses (the bionic ear)

Adjunct Associate Professors

J. Wayne Aldridge, (Biopsychology) Neuronal mechanisms of motor and reward behavior

William (Nick) Collins, (General) Cognition, college student academic achievement, medical education, thanatology

Geoffrey Gerstner, (Biopsychology) Criminal forensic psychology, especially female and juvenile offenders; MMPI-2 in forensic settings; gender identity and socialization; racial/cultural issues in clinical assessment

James Hansell, (Clinical) Psychotherapy research; emotion and motivation; psychoanalysis, sport psychology, and organizational consulting

Robert Hatcher, (Clinical) Psychotherapy process and outcome, assessment of patient, therapist and dyadic features of therapy

Marita Inglehart, (Social) Health psychology, stress and coping; health-related quality of life; health care disparities; educational research
Jerry Miller, (Clinical) Childhood psychopathology; community-based treatment of children and adults; gifted children; community service learning
Peter Ubel,

Adjunct Assistant Professors
Robert Belli, (Cognition & Perception) Eyewitness memory and report, autobiographical memory, cognitive and memory processes associated with survey report
Frederic Blow, (Clinical) Serious Mental Illness, Alcohol Abuse, Older Adults, Mental health services research
Thomas Finholt, (Organizational) Information technology and organizational behavior, organizational communication
Heather Flynn, (Clinical) Depression in women; psychotherapeutic interventions for depression in medical settings; treatment adherence
Carol Holden, (Clinical) Criminal forensic psychology, especially female and juvenile offenders; MMPI-2 in forensic settings; gender identity and socialization; racial/cultural issues in clinical assessment
Ned Kirsch, (Clinical) Assessment; personal and family accommodations to neuropsychological impairment; coping with chronic disabilities
Ellen Quart-Montgomery, (Developmental) Interface between neuropsychology and education; effects of acquired brain injury on children; learning disabilities, emotional sequelae and compensatory strategies; mentoring experiences for adolescents and student self assessment
James Sayer, (Cognition & Perception) Human factors and cognitive ergonomics; models of driver behavior; driver visual perception; development of advanced vehicle control systems and driver safety; human-computer interface development
Carolyn Yoon, (Cognition & Perception) Cognitive aging in consumer contexts, Implicit memory for consumer information, cross-cultural differences in memory performance

Adjunct Lecturers
Karen Fugenschuh, (Developmental) Early childhood education; cross-age mentor tutor relationships
Lucia Nerenberg,
Randy Roth, (Clinical) Psychological factors and treatment outcome of chronic pain; musculoskeletal pain; health psychology; patient education

Professors Emeriti

Research Scientist Emeritus
Ernest Harberg

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 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 approve the original concentration plan and any exceptions to the stated concentration requirements. Students should also consult a concentration advisor when planning the final term’s elections to ensure that all concentration requirements have been met and to secure an advisor’s approval on a Concentration Release form. Appointments for students are scheduled at 1343 East Hall, (734) 764-2580.

Peer Advising. Advising by Undergraduate Psychology Academic Peer Advising Program students is available at 1343 East Hall, (734) 647-3207, during fall and winter terms.

Awards. 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 proposed by an undergraduate Psychology concentrator. The Anne Rudo Memorial Award is designated for a student with dual interests in the disciplines of biology and psychology, and superior academic achievement. The Muenzer Memorial Award in Psychology was established by the parents of Martha Muenzer, who died while she was a student in LSBA. The award is given annually to an outstanding woman in the Psychology Honors Program. The Albert Cain Honors Travel Award is given to a Psychology Honors student who is presenting their thesis at a national conference. Information concerning all awards is available in 1343 East Hall.

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

Course Prerequisites. Even where it is not specifically stated, an instructor may waive a course prerequisite and grant qualified students permission to elect a course. When such permission is granted, students should secure a note from the instructor and have it placed in their academic advising file.

Prerequisites to Concentration. Before declaring a concentration in Psychology or Brain, Behavior, and Cognitive Sciences, students must complete an introductory course (PSYCH 111, 112, 114, or 115) with a minimum letter grade of “C”. This should be done by the end of a student’s sophomore year.

Interest Clusters. Interest clusters are available for both Psychology and Brain, Behavior, and Cognitive Sciences concentrators. Groups are available for both the Department of Psychology and throughout other programs at the University of Michigan) that focus on a more specific area related to psychology. Students are encouraged to refer to these clusters when making academic and career goals.

The following clusters are currently available:

Behavioral and Cognitive Neuroscience
Business, Systems, and Organizations
Culture, Context, and Communities
Development, Psychopathology, and Mental Health
Evolution, Biology, and Behavior
Gender, Psychology, and Society
Health, Development, and Aging
Intergroup Relations
Language, Thought, and Culture
Law, Criminal Justice, and Forensics
Brain, Behavior, and Cognitive Science

May be elected as a departmental concentration program

A minimum of 34 credits is required for the concentration. Of these 34 credits, 20 must be completed directly through the University of Michigan’s Department of Psychology at the Ann Arbor campus. Of these 20 credits, four of the courses must be upper-division (300 or above). 100-level courses may not be used to meet the concentration requirements or the credit requirement. Although some courses that are graded credit/no credit may be used to meet the lab requirement, 34 credits must be letter graded.

1. Core course requirement. Two courses, one from each group:

   - Biopsychology: PSYCH 230 or 335.
   - Cognitive Psychology: PSYCH 240 or 345.

2. Advanced courses in biopsychology and cognitive psychology requirement. Four additional courses, for a minimum of 12 credits selected from the following: PSYCH 230, 232, 240, 335, 338, 345, 346, 347, 348, 349, 400, 420, 432, 433, 434, 435, 436, 437, 438, 439, 445, 446, 447, 448, 449, 530, 531, 532, 533, 541. Other courses may be substituted with permission from a concentration advisor.

3. Lab requirement. At least two different courses for a minimum of five credits total from the following courses: PSYCH 231, 302, 322, 331, 341, 342, 422, 424, 426, BIOLOGY 226, EEB 381, MCDB 306 or 308 or 423. Note: Each course must be taken for a minimum of two credits each and be completed in a single academic term. Only one non-departmental course may be elected to satisfy the lab requirement.

4. Psychology as a social science requirement. One course selected from the following: PSYCH 250, 260, 270, 280, 290. With the approval of the concentration advisor, a social science psychology course that is not on the above list may be substituted.

5. Statistics. STATS 350 is recommended, but STATS 425 and 426 may be substituted by students interested in a stronger mathematical foundation.

6. Cognate course requirement. One course selected from the following list (or an approved substitute):

   - ANTHRIBIO 467, 568
   - BIOIChEM 415
   - BIOLOGY 208, 222, 225, 305, 310 (or 311 or 412), 390
   - EEB 381, 433, 440, 442, 444, 450, 451, 481, 492, 541
   - EECS 281, 492
   - LING 315, 514, 555
   - MCDB 307, 418, 422
   - PHIL 345, 450, 482
   - STATS 401, 406

Psychology

May be elected as a departmental concentration program

A minimum of 34 credits is required for the concentration. Of these 34 credits, 20 must be completed directly through the University of Michigan’s Department of Psychology at the Ann Arbor campus. Of these 20 credits, four of the courses must be upper-division (300 or above). 100-level courses may not be used to meet the concentration requirements or the credit requirement. Only three courses from the breadth requirement may be used toward the concentration. Although some courses that are graded credit/no credit may be used to meet the lab requirement, 34 credits must be letter graded.

1. Breadth Requirement: At least one course from each of the groups below. Only one course from each group may be used toward concentration credits.

   - Group I. PSYCH 230 or 240.
   - Group II. PSYCH 250 or 270.
   - Group III. PSYCH 260, 280, or 290.

2. Lab Requirement: To meet the lab requirement, students may complete either:

   - (a).two (at least 3 credits each) courses from the list of Methods-based Lab courses;
   - (b).one (at least 3 credits) course from the list of Methods-based Lab courses and one (at least 3 credits) course from the list of Experiential Lab courses (i.e., Community-based or Research-based); or
   - (c).the Psychology Honors Research sequence (6 credits total) and one course (at least 3 credits) from either the list of Methods-based Lab courses or from the list of Experiential Lab courses.

Methods-Based Lab Courses: PSYCH 302, 303, 331, 341, 342, 351, 361, 371, 381, 383, 391.

Experiential Lab Courses (3 credits minimum to satisfy requirement):

   - (2).Research-based Lab Courses: PSYCH 322, 323, 422, 423;

Note: Credit/no credit courses may be used toward the Lab Requirement, but will not count toward the total number of psychology credits required for the concentration. A total of six credits of Psychology letter-graded Community-based courses may be counted towards the psychology concentration. A minimum of three credits of Research-based courses must be taken in a single academic term to satisfy the Psychology Lab requirement. A total of six credits of Psychology letter-graded Research-based courses may be counted towards the Psychology concentration. Students wishing to pursue the psychology Honors research program should acquire research and statistical skills early in their concentration before applying.


4. Additional 300- and 400-Level Concentration Courses.

The remainder of the concentration is filled by various upper-level (300- and 400-level) psychology courses. Concentrators are strongly recommended to elect at least one 400-level or above course.

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 Program

Psychology and Brain, Behavior, and Cognitive Sciences concentrators with strong academic records and an interest in research are encouraged to consider participating in the Honors Program. The program is designed to enable advanced students to gain experience in independent research projects, and complete a major effort to create new scientific knowledge. The Honors Program can serve as a capstone for their undergraduate studies, and as important preparation for graduate training or employment in a variety of fields.

The Honors Program in Psychology and in Brain, Behavior, and Cognitive Sciences:

1. Requirements. In addition to completing all the requirements for the concentration, an Honors degree designation requires maintaining a cumulative GPA of at least 3.4, participation in two terms of independent study, and the completion of a written thesis describing an original research project conducted in collaboration with a faculty mentor.

2. Faculty Partnership. Students wishing to pursue Honors should explore their interests in research and statistics early in their concentration. The student must then identify a faculty research mentor to work in partnership on an Honors project. The research mentor can be any faculty member or research scientist holding a faculty appointment in the University. With the mentor as a collaborator, the student will prepare a project plan and timeline for completion.

3. Admission to the Honors Program. A student and their faculty research mentor must apply together for admission to the program. The student may apply at any time once a concentration has been declared and a suitable plan has been approved by their mentor. Students are encouraged to declare their Honors participation as early as possible.

4. Courses. Once accepted into the Honors Program, Psychology concentrators will elect both PSYCH 425 and 427; Brain, Behavior, and Cognitive Science concentrators will elect both PSYCH 424 and 426. The Honors courses are graded, can be used towards the required concentration hours, a laboratory course requirement for concentrators and may satisfy the college upper-level writing requirement. It is permissible to substitute other independent study credits upon approval by the Psychology Honors Program advisor.

5. The Honors Thesis. The required senior Honors thesis is a written report describing the design and execution of the research project conducted in collaboration with the faculty mentor. The thesis will be due one calendar month before the anticipated graduation date. All Honors theses must be prepared in American Psychological Association (APA) format, and typically run fifty double-spaced pages in length. Four copies of the thesis and a cover form must be submitted.

6. Evaluation of Thesis. The thesis will be evaluated by three readers: the mentor, an outside reader (a faculty member not involved in the research project), and a representative of the Honors Program. Students and mentors may suggest possible readers, but the program office will be responsible for contacting evaluators. The reports of all readers will address the quality of the science reported in the thesis, as well as the quality of the written presentation. The report of the mentor will also address the role the student played in the design, execution, and interpretation of the experiments reported in the thesis, and should point out the role played by others on the project. The Honors Committee will then meet to review the recommendations of the readers and decide on the appropriate level of Honors. The Honors Committee will attempt to maintain uniform standards, and is not constrained by the recommendations of the readers. Based on LS&A guidelines, a determination of "No Honors," "Honors," "High Honors," or "Highest Honors" is made. This determination of an Honors designation must be completed prior to the actual awarding of the degree.

Students interested in the Psychology Honors Program may obtain further information from the program website and at the Psychology Undergraduate Office, 1343 East Hall.

Courses in Psychology (PSYCH)

PSYCH 111. Introduction to Psychology. (4). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PSYCH 112, 114, or 115. PSYCH 111 may not be included in a concentration plan in psychology. Students in PSYCH 111 are required to spend five hours outside of class participating as subjects in research projects, 1, 11, 11A, 11B.

PSYCH 112. Introduction to Psychology as a Natural Science. (4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PSYCH 111, 114, 115, or 116. PSYCH 112 may not be included in a concentration plan in psychology. Students in PSYCH 112 are required to spend five hours outside of class participating as subjects in research projects.

PSYCH 114. Honors Introduction to Psychology. LSA Honors (Prerequisites enforced at registration). Non-Honors students must obtain permission of instructor. (4). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PSYCH 111, 112, or 115. May not be included in a concentration plan in psychology. Students in PSYCH 114 are required to spend three hours outside of class participating as subjects in research projects.

PSYCH 120. First-Year Seminar in Psychology as a Social Science. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit. May not be included in a concentration plan in psychology.

PSYCH 121. First-Year Seminar in Psychology as a Natural Science. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit. May not be included in a concentration plan in psychology.

PSYCH 122 / SOC 122. Intergroup Dialogues. (2). (Excl). May be repeated for credit for a maximum of 4 credits. May not be used as a prerequisite for a concentration in psychology. May not be included in a concentration in psychology or sociology.

PSYCH 200. Independent Study in Psychological Issues. One of the following: PSYCH 111, 112, 114, 115, 120, or 121. (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 4 credits.

PSYCH 202. Psychology Honors Seminar: Topics in Natural Science. LSA HONORS, and PSYCH 111 or 112 or 114 or 115 (Prerequisites enforced at registration). One of the following: PSYCH 230, 240, 250, 260, 270, 280, or 290. (3-4). (NS). (BS). May be elected for a maximum of 8 credits. May be elected more than once in the same term.

PSYCH 203. Psychology Honors Seminar: Topics in Social Science. LSA HONORS, and PSYCH 111 or 112 or 114 or 115 (Prerequisites enforced at registration). One of the following: PSYCH 230, 240, 250, 260, 270, 280, or 290. (3-4). (SS). May be elected for a maximum of 8 credits. May be elected more than once in the same term.

PSYCH 211. Project Outreach. Prior or concurrent enrollment in introductory psychology. (1-3). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 6 credits. Credit is granted for a combined total of fifteen credits elected from PSYCH 211, 322, 323, 404, and 405. Credits may not be included in a concentration plan in psychology. This course may only be repeated if a different section is selected. Offered mandatory credit/no credit.


PSYCH 230. Introduction to Biopsychology. PSYCH 111 or 112 or 114 or 115 or BIOLOGY 162 (Prerequisites enforced at registration). Basic familiarity with biology and chemistry. (4). (NS). (BS). May not be repeated for credit. This course is a prerequisite for many upper-level courses in Biopsychology.
PsyCh 231 / UC 261. Brain, Learning, and Memory.
Enrollment is restricted to first- and second-year students. (4). NSIS. (BS). May not be repeated for credit. May not be included in a concentration plan in psychology (as a social science), but may be included in a concentration plan in Brain, Behavior, and Cognitive Science.

PsyCh 232 / UC 262 / Biology 262. Evolutionary Biology and Human Disease.
High school biology including basic knowledge of genetics. (4). NSIS. (BS). May not be repeated for credit. May not be included in a concentration plan in psychology, but may be included in a concentration plan in Brain, Behavior, and Cognitive Science.

PsyCh 240. Introduction to Cognitive Psychology.
PsyCh 111 or 112 or 114 or 115 or 116 (Prerequisites required at registration). (4). NSIS. (BS). May not be repeated for credit.

PsyCh 250. Introduction to Developmental Psychology.
PsyCh 111 or 112 or 114 or 115 (Prerequisites required at registration). (4). NSIS. (BS). May not be repeated for credit. No credit granted to those who have completed Psych 255.

PsyCh 260. Introduction to Organizational Psychology.
PsyCh 111 or 112 or 114 or 115 (Prerequisites required at registration). (4). NSIS. (BS). May not be repeated for credit.

PsyCh 270. Introduction to Psychopathology.
PsyCh 111 or 112 or 114 or 115 (Prerequisites required at registration). (4). NSIS. (BS). May not be repeated for credit.

PsyCh 280. Introduction to Social Psychology.
PsyCh 111 or 112 or 114 or 115 (Prerequisites required at registration). (4). NSIS. (BS). May not be repeated for credit.

PsyCh 290. Introduction to the Psychology of Personality.
PsyCh 111 or 112 or 114 or 115 (Prerequisites required at registration). (4). NSIS. (BS). May not be repeated for credit.

PsyCh 303. Research Methods in Psychology.
 STATS 350 or 425 or MATH 425; and one of the following: Psych 230, 240, 250, 260, 270, 280, or 290 (Prerequisites required at registration). (3). EXC. (BS). May not be repeated for credit.

PsyCh 304. Practicum in Teaching and Leading Groups.
One of the following: Psych 111, 112, 114, or 115 and permission of instructor. (2-4). EXC. (EXPERIENTIAL). May be repeated for credit for a maximum of 6 credits. A total of 12 credits may be elected through Psych 304, 305, 306, 307, and 308. A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration.

PsyCh 305. Practicum in Psychology.
One of the following: Psych 230, 240, 250, 260, 270, 280, or 290. (1-4). EXC. (EXPERIMENTAL). May be repeated for credit for a maximum of 6 credits. A total of 12 credits may be elected through Psych 304, 305, 306, 307, and 308. 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. I, II, III, IIIa, IIIb.

PsyCh 306. Project Outreach Group Leading.
Psych 211 and one of the following: Psych 111, 112, 114, or 115 and permission of instructor. (3). EXC. (EXPERIENTIAL). May be repeated for credit for a maximum of 6 credits. A total of 12 credits may be elected through Psych 304, 305, 306, 307, and 308. A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration.

PsyCh 307. Directed Experiences with Children.
One of the following: Psych 111, 112, 114, or 115 and permission of instructor. (3-4). EXC. (EXPERIMENTAL). May be repeated for credit for a maximum of 7 credits. A total of 12 credits may be elected through Psych 304, 305, 306, 307, and 308. A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. I, II, III, IIIa, IIIb.

PsyCh 308. Peer Advising Practicum in Psychology.
Admission by application. At least junior standing in the Psychology or Brain, Behavior, and Cognitive Sciences concentration. Permission of instructor required. (2-3). EXC. (EXPERIMENTAL). May be repeated for credit for a maximum of 6 credits. A total of 12 credits may be elected through Psych 304, 305, 306, 307, and 308. A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration.

PsyCh 310 / SOC 320. Processes of Intergroup Dialogues Facilitation.
Upperclass standing and PSYCH 122; Admission by application. (3). EXC. (R&E). May not be repeated for credit. 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.

PsyCh 311 / SOC 321. Practicum in Facilitating Intergroup Dialogues.
PsyCh 230 and permission of instructor. (3). EXC. (EXPERIMENTAL). May not be repeated for credit. A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration.

PsyCh 315 / CAAS 327. Psychological Aspects of the Black Experience.
One course in psychology or Afroamerican and African Studies. CAAS 201 recommended. (3). NSIS. (R&E). May not be repeated for credit.

PsyCh 316 / CAAS 331. The World of the Black Child.
One course in psychology or Afroamerican and African Studies. (3). EXC. May not be repeated for credit.

PsyCh 317 / AMCULT 306. Community Research.
PsyCh 111, 112, 114, or 115. (4). EXC. May not be repeated for credit.

PsyCh 319 / AMCULT 319. Empowering Families and Communities.
PsyCh 111, 112, 114, or 115. (4). EXC. (R&E). May not be repeated for credit.

PsyCh 322. Field Practicum in Research Techniques for Psychology as a Natural Science.
One of the following: Psych 230, 240, 250, 260, 270, 280, or 290, and permission of instructor. (1-4). EXC. (BS). (EXPERIMENTAL). May be elected twice for a maximum of 4 credits. This course may be taken for a maximum of two terms and/or six credits with the same instructor. Credit is granted for a combined total of eight credits of Psych 404, 405, 322, and 323, and for a maximum of fifteen credits for Psych 211, 404, 405, 322 and 323. Credits do not count toward the Psychology concentration. Offered mandatory credit/no credit.

PsyCh 323. Field Practicum in Research Techniques for Psychology as a Social Science.
One of the following: Psych 230, 240, 250, 260, 270, 280, or 290, and permission of instructor. (1-4). EXC. (EXPERIMENTAL). May be repeated for credit for a maximum of 6 credits. May be elected for a maximum of two terms and/or six credits with the same instructor. Credit is granted for a combined total of twelve credits of Psych 404, 405, 322, and 323, and for a maximum of fifteen credits of Psych 211, 404, 405, 322, and 323. Credits may not be used toward the psychology concentration. Offered mandatory credit/no credit.

PsyCh 325 / AMCULT 321. Practicum in the Multicultural Community.
One of the following: Psych 111, 112, 114, or 115. (1-4 in the half-term). EXC. (EXPERIMENTAL). May be repeated for credit for a maximum of 6 credits. A total of six credits of Psych 230, 240, 250, 260, 270, 280, or 290 (Prerequisites required at registration). (1-4). EXC. (BS). (INDEPENDENT). May not be repeated for credit. A student may elect a combined maximum of 6 credits of Psych 322, 323, 326, and 327.

PsyCh 327. Faculty Directed Early Research for Psychology as a Social Science.
One of: Psych 230, 240, 250, 260, 270, 280, 290 (Prerequisites required at registration). (1-4). EXC. (BS). (INDEPENDENT). May not be repeated for credit. A student may elect a combined maximum of 6 credits of Psych 322, 323, 326, and 327.

PsyCh 328. Research Lab for Psychology as a Natural Science.
Concurrent research participation in a psychology lab and one of the following: Psych 230, 240, 250, 260, 270, 280, or 290; and permission of instructor. (1). EXC. (EXPERIMENTAL). May be elected up to four times for credit.

PsyCh 329. Research Lab for Psychology as a Social Science.
Concurrent research participation in a psychology lab and one of the following: Psych 230, 240, 250, 260, 270, 280, or 290; and permission of instructor. (1). EXC. (EXPERIMENTAL). May be elected up to four times for credit.

PsyCh 331. Laboratories in Biopsychology.
 STATS 350 or 425 or MATH 425; and Psych 230, 240, 335, or 345; Admission by application. Permission of instructor required. (4). EXC. (BS). May not be repeated for credit.

PsyCh 335. Introduction to Animal Behavior.
Psych 111 or 112 or 114 or 115, or Biology 162, or AnthrBio 161 (Prerequisites required at registration). (4). NSIS. (BS). May not be repeated for credit.

PsyCh 338 / AnthrBio 368. Primate Social Behavior I.
(4). NSIS. (BS). May not be repeated for credit.

PsyCh 341. Advanced Laboratory in Cognitive Psychology.
Psych 240 or 345; and Stats 350 or 425 or Math 425 (Prerequisites enforced at registration).
Psych 240 and 345. (4). (NS). (BS). May not be repeated for credit.

Psych 345. Introduction to Human Neuropsychology.
Psych 111 or 112 or 114 or 115 or 116 (Prerequisites enforced at registration). (4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PSYC 634.

Psych 346. Learning and Memory.
Psych 240 or 345 (Prerequisites enforced at registration). Psych 240 and 345. (3). (NS). (BS). May not be repeated for credit.

Psych 347. Perception.
Psych 230 or 240 or 345 (Prerequisites enforced at registration). Psych 230, 240, and 345. (3). (NS). (BS). May not be repeated for credit.

Psych 348. Psychology of Thinking.
Psych 240 (Prerequisites enforced at registration). (3). (NS). (BS). May not be repeated for credit.

Psych 349 / Ling 347. Talking Minds.
At least one of: PSYC 111, 112, 114, or 115, or LING 210 or 211. (3). (Excl). (BS). May not be repeated for credit.

Psych 351. Advanced Laboratory in Developmental Psychology.

Psych 352 / Ling 352. Development of Language and Thought.
Psych 250. (3). (SS). May not be repeated for credit.

Psych 353. Social Development.
Psych 250. (3). (SS). May not be repeated for credit.

Psych 250. (3). (SS). May not be repeated for credit.

Psych 356. Educational Psychology.
Psych 250. (4). (SS). May not be repeated for credit.

Psych 359. Psychology of Aging.
Psych 250. (3). (SS). May not be repeated for credit.

Psych 361. Advanced Laboratory in Organizational Psychology.
STATS 350 or 425 or MATH 425; and one of the following: PSYC 111, 112, 114, or 115 (Prerequisites enforced at registration). Psych 260. (4). (Excl). May not be repeated for credit. I, II, IIIa.

Psych 371. Advanced Laboratory in Psychopathology.
STATS 350 or 425 or MATH 425; and one of the following: PSYC 111, 112, 114, or 115 (Prerequisites enforced at registration). Psych 270. (3). (Excl). May not be repeated for credit.

Psych 373. Introduction to Community Psychology.
Psych 270. (3). (SS). May not be repeated for credit.

Psych 374. Marriage and the Family.
Psych 111 or 112 or 114 or 115 (Prerequisites enforced at registration). Psych 270. (3). (SS). May not be repeated for credit.

Psych 381 SOC 423 Advanced Laboratory in Social Psychology.
STATS 350 or 425 or MATH 425; and one of the following: PSYC 111, 112, 114, or 115 (Prerequisites enforced at registration). Psych 280. (3). (Excl). May not be repeated for credit. I, II, IIIb.

(3). (Excl). May not be repeated for credit.

Psych 385 / Environ 361 / NRE 361. The Psychology of Environmental Stewardship.
(3). (Excl). May not be repeated for credit.

Psych 391. Advanced Laboratory in Personality.
STATS 350 or 425 or MATH 425; and one of the following: PSYC 111, 112, 114, or 115 (Prerequisites enforced at registration). Psych 290. (3). (Excl). May not be repeated for credit.

Psych 392. Political Psychology.
Introductory psychology. A prior course or interest in history or political science is useful, though not required. (3). (SS). May not be repeated for credit.

Psych 400. Special Problems in Psychology as a Natural Science.
One of the following: PSYC 111, 112, 114, or 115; and PSYC 230 or 240 (Prerequisites enforced at registration). Psych 230 and 240. (1-4). (Excl). (BS). May be elected for a maximum of 12 credits. May be elected more than once in the same term. Only 6 credits of PSYC 400, 401, 402 combined may be counted toward a concentration plan in psychology, and a maximum of 12 credits may be counted toward graduation.

Psych 401. Special Problems in Psychology as a Social Science.
One of the following: PSYC 230, 240, 335, or 345. (1-4). (Excl). May be elected for a maximum of 12 credits. May be elected more than once in the same term. Only 6 credits of PSYC 400, 401, 402 combined may be counted toward a concentration plan in psychology, and a maximum of 12 credits may be counted toward graduation.

Psych 402. Special Problems in Psychology.
One of the following: PSYC 230, 240, 250, 260, 270, 280, or 290. (2-4). (Excl). May be repeated for credit for a maximum of 12 credits. Only 6 credits of PSYC 400, 401, 402 combined may be counted toward a concentration plan in psychology, and a maximum of 12 credits may be counted toward graduation.

Psych 404. Field Practicum.
One of the following: PSYC 230, 240, 250, 260, 270, 280, or 290; and permission of instructor. (1-12). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 12 credits. Credit is granted for a combined total of twelve credits of PSYC 322, 323, 404 and 405 for a combined total of fifteen credits of PSYC 211, 322, 323, 404, and 405. Credits may not be used toward either psychology concentration. Offered mandatory credit/no credit. I, II, III, IIIa, IIIb.

Psych 405. Field Practicum in a University Setting.
One of the following: PSYC 230, 240, 250, 260, 270, 280, or 290; and permission of instructor. (1-12). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 5 credits. Credit is granted for a combined total of twelve credits of PSYC 322, 323, 404 and 405 for a combined total of fifteen credits of PSYC 211, 322, 323, 404, and 405. Credits may not be used toward either psychology concentration. Offered mandatory credit/no credit. I, II, III, IIIa, IIIb.

Psych 411 / Womenstd 419. Gender and Group Process in a Multicultural Context.
One course in women's studies or psychology. WOMENSTD 240 is recommended. (3). (Excl). May not be repeated for credit.

Psych 412. Peer Counseling.
Psych 111 or 112 or 114 or 115 (Prerequisites enforced at registration). One of the following: PSYC 230, 240, 250, 260, 270, 280, or 290. (3). (Excl). May not be repeated for credit.

Sophomore standing. (4). (Excl). May not be repeated for credit.

One introduction to psychology course. (3). (Excl). May not be repeated for credit.

Psych 418 / Religion 448. Psychology and Spiritual Development.
One of the following: PSYC 111, 112, 114, or 115; permission of instructor. (3). (Excl). May not be repeated for credit.

Psych 420. Faculty Directed Advanced Tutorial Reading for Psychology as a Natural Science.
Proposal required. Approval of the instructor and Psychology Committee on Undergraduate Studies and PSYC 230, 240, 335, or 345. Permission of instructor required. (1-6). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. A combined total of six credits of PSYC 420, 421, 422, and 423 may be included in a concentration plan in psychology.

Psych 421. Faculty Directed Advanced Tutorial Reading for Psychology as a Social Science.
Proposal required. Approval of the instructor and Psychology Committee on Undergraduate Studies and one of the following: PSYC 230, 240, 250, 260, 270, 280, or 290. (1-6). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. A combined total of six credits of PSYC 420, 421, 422, and 423 may be included in a concentration plan in psychology.

Psych 422. Faculty Directed Advanced Research for Psychology as a Natural Science.
Proposal required. Approval of instructor and Committee on Undergraduate Studies. STATS 350 or 425 or MATH 425; and one of the following: PSYC 302, 331, 341, or 342. (1-6). (Excl). (BS). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. A combined total of six credits of PSYC 420, 421, 422, and 423 may be included in a concentration plan in psychology.

Psych 423. Faculty Directed Advanced Research for Psychology as a Social Science.
Consent of instructor required (Prerequisites enforced at registration).
Proposal required. Approval of instructor and Committee on Undergraduate Studies. STATS 350 or 425 or MATH 425; and one of the following: PSYC 302, 331, 341, 342, 351, 361, 371, 381, 383, or 391. (1-6). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. A combined total of six credits of PSYC 420, 421, 422, and 423 may be included in a concentration plan in psychology.

Psych 424. Senior Honors Research I for Psychology as a Natural Science.
Acceptance to the Psychology Honors Program. STATS 350 or 425 or MATH
425, and prior research experience. Permission of instructor required. (2-4). (Excl). (BS). May not be repeated for credit.

**PSYCH 425. Senior Honors Research I for Psychology as a Social Science.**
Acceptance to the Psychology Honors Program. STATS 350 or 425 or MATH 425, and prior research experience. Permission of instructor required. (2-4). (Excl). May not be repeated for credit.

**PSYCH 426. Senior Honors Research II for Psychology as a Natural Science.**
Permission of the Psychology Honors program director, PSYCH 425, and good standing in the Psychology Honors program. (2-4). (Excl). (BS). May not be repeated for credit.

**PSYCH 427. Senior Honors Research II for Psychology as a Social Science.**
Permission of the Psychology Honors program director, PSYCH 425, and good standing in the Psychology Honors program. (2-4). (Excl). May not be repeated for credit.

**PSYCH 433. Biopsychology of Motivation.**
PSYCH 230 or 240 or 345 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit.

**PSYCH 434. Biopsychology of Learning and Memory.**
PSYCH 230 or 240 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit.

**PSYCH 435. Biological Rhythms and Behavior.**
PSYCH 230 or 240 or 335 or 345 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit.

**PSYCH 436. Drugs of Abuse, Brain and Behavior.**
PSYCH 230 (Prerequisites enforced at registration). BIOLOGY 162 and chemistry course. (3). (Excl). (BS). May not be repeated for credit.

**PSYCH 437. Current Topics in Biopsychology.**
PSYCH 230 or 240 or 345 (Prerequisites enforced at registration). (3). (Excl). (BS). May be elected twice for credit.

**PSYCH 438. Hormones and Behavior.**
PSYCH 230 or 240 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit.

**PSYCH 439 / ANTHRBIO 468 / WOMENSTD 468. Behavioral Biology of Women.**
ANTHRBIO 161, 361, PSYCH 335, 338, or EEB 494; and permission of instructor. (4). (Excl). (BS). May not be repeated for credit.

**PSYCH 442. Perception, Science, and Reality.**
One of the following: PSYCH 111, 112, 114, or 115. (3). (Excl). (BS). May not be repeated for credit. I, II, IIIb.

**PSYCH 445 / LING 447. Psychology of Language.**
PSYCH 240 (Prerequisites enforced at registration). (3). (Excl). (BS). May not be repeated for credit.

**PSYCH 447. Current Topics in Cognition and Perception.**
PSYCH 230 or 240 or 345 (Prerequisites enforced at registration). PSYCH 230, 240, and 345. (3). (Excl). (BS). May be elected twice for credit.

**PSYCH 448. Mathematical Psychology.**
Sophomore standing or above and a minimum of two courses offered by either MATH (except 105, 110, 127 and 128) or STATS (200-level and above) (Prerequisites enforced at registration). (3). (Excl). (BS). (QR/2). May not be repeated for credit.

**PSYCH 449. Decision Processes.**
STATS 350 or 425 or MATH 425. (3). (Excl). (BS). May not be repeated for credit.

**PSYCH 457. Current Topics in Developmental Psychology.**
PSYCH 111 or 112 or 114 or 115 (Prerequisites enforced at registration). PSYCH 250. (3). (Excl). May be elected twice for credit.

**PSYCH 458. Psychology of Adolescence.**
PSYCH 250. (3; 2-3 in the half-term). (Excl). May not be repeated for credit.

**PSYCH 464. Group Behavior in Organizations.**
PSYCH 111 or 112 or 114 or 115 (Prerequisites enforced at registration). PSYCH 260. (3). (Excl). May not be repeated for credit.

**PSYCH 467. Current Topics in Organizational Psychology.**
PSYCH 111 or 112 or 114 or 115 (Prerequisites enforced at registration). PSYCH 260. (3). (Excl). May be elected twice for credit.

**PSYCH 473. Developmental Disturbances of Childhood.**
PSYCH 270 (Prerequisites enforced at registration). PSYCH 250. (3). (Excl). May not be repeated for credit.

**PSYCH 474. Introduction to Behavior Therapy.**
PSYCH 270 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

**PSYCH 477. Current Topics in Clinical Psychology.**
PSYCH 111 or 112 or 114 or 115 (Prerequisites enforced at registration). PSYCH 270. (3). (Excl). May be elected twice for credit.

**PSYCH 478. Clinical Psychology.**
PSYCH 111 or 112 or 114 or 115 (Prerequisites enforced at registration). PSYCH 270. (3). (Excl). May not be repeated for credit.

**PSYCH 481 / COMM 481. Media and Violence.**
COMM 361 or 381 strongly recommended. (4). (Excl). May not be repeated for credit.

**PSYCH 485 / WOMENSTD 485. Gender, Mentoring, and Technology.**
(3). (Excl). (EXPERIENTIAL). May not be repeated for credit.

**PSYCH 487. Current Topics in Social Psychology.**
PSYCH 111 or 112 or 114 or 115 (Prerequisites enforced at registration). PSYCH 280. (3). (Excl). May be elected twice for credit.

**PSYCH 488 / SOC 465. Sociological Analysis of Deviant Behavior.**
Introductory sociology or introductory psychology as a social science. (3). (Excl). May not be repeated for credit.

**PSYCH 493. Psychological Perspectives on Culture and Ethnicity.**
One of the following: PSYCH 111, 112, 114, or 115; and one of the following: PSYCH 250, 260, 270, 290, or 390 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

**PSYCH 497. Current Topics in Personality Psychology.**
PSYCH 111 or 112 or 114 or 115 (Prerequisites enforced at registration). PSYCH 290. (3). (Excl). May be elected twice for credit.

**PSYCH 498 / WOMENSTD 498. Gender and the Individual.**
One of the following: PSYCH 111, 112, 114, or 115; or a WOMENSTD course (Prerequisites enforced at registration). One of the following: PSYCH 111, 112, 114, or 115; and a WOMENSTD course. (3). (Excl). May not be repeated for credit.

**PSYCH 499 / WOMENSTD 499. Psychology of Women.**
One of the following: PSYCH 111, 112, 114, or 115; or a WOMENSTD course (Prerequisites enforced at registration). One course in psychology or women’s studies, and sophomore standing. (3). (Excl). May not be repeated for credit.

**PSYCH 530. Advanced Topics in Evolutionary Comparative Psychology.**
PSYCH 335 or 338. (3). (Excl). (BS). May be elected for a maximum of 9 credits. May be elected more than once in the same term.

**PSYCH 531. Advanced Topics in Biopsychology.**
PSYCH 230. (3). (Excl). (BS). May be repeated for credit. May be elected more than once in the same term.

**PSYCH 532 / BIOLOGY 541 / PHYSIOL 541 / ANAT 541. Mammalian Reproductive Endocrinology.**
BIOLOGY 310 or 311, or BIODCHEM 415. (4). (Excl). (BS). May not be repeated for credit. II.

**PSYCH 533 / NEUROSCI 520. Sleep: Neurobiology, Medicine, and Society.**
BIOLOGY 222, MCDB 422, or PSYCH 230; and permission of instructor. (3). (Excl). (BS). May not be repeated for credit.

**PSYCH 541. Advanced Topics in Cognition and Perception.**
PSYCH 240. (3). (Excl). (BS). May be repeated for credit. May be elected more than once in the same term.

**PSYCH 551. Advanced Topics in Developmental Psychology.**
PSYCH 250. (3). (Excl). May be repeated for credit. May be elected more than once in the same term.

**PSYCH 561. Advanced Topics in Organizational Psychology.**
PSYCH 260. (3). (Excl). May be repeated for credit. May be elected more than once in the same term.

**PSYCH 571. Advanced Topics in Clinical Psychology.**
Consent of instructor required (Prerequisites enforced at registration). PSYCH 270. (3). (Excl). May be repeated for credit. May be elected more than once in the same term.

**PSYCH 581. Advanced Topics in Social Psychology.**
PSYCH 280. (3). (Excl). May be repeated for credit. May be elected more than once in the same term.

**PSYCH 591. Advanced Topics in Personality Psychology.**
PSYCH 290. (3). (Excl). May be repeated for credit.
Public Policy

440 Lorch Hall
(734) 764-3490
http://www.spp.umich.edu/

Not a concentration program

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, 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. 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 ECON and POLSCI (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 course counts as an LS&A course for LS&A degree credit.

PUBPOL 481 / PHYSICS 481. Physics and National Science Policy.
Junior standing; introductory physics courses preferred. (3). (Excl). May not be repeated for credit.

Studies in Religion

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)

RELIGION 121 / ACABS 121. Introduction to the Tanakh / Old Testament.
(3). (HU). May not be repeated for credit.

(4; 3 in the half-term). (HU). May not be repeated for credit.

(4; 3 in the half-term). (HU). May not be repeated for credit.

RELIGION 202 / ASIAN 220. Introduction to the Study of Asian Religions.
(4). (HU). May not be repeated for credit.

RELIGION 204 / AAPTIS 262. Introduction to Islam.
(4). (HU). May not be repeated for credit.

(3). (HU). May not be repeated for credit.

RELIGION 225 / ASIAN 225. Hinduism.
(4). (HU). May not be repeated for credit.

RELIGION 230 / ASIAN 230 / PHIL 230. Introduction to Buddhism.
(4). (HU). May not be repeated for credit.

RELIGION 231 / ASIAN 231. Introduction to Tibetan Buddhism.
(4). (Excl). May not be repeated for credit.

RELIGION 246 / ANTHRCUL 246. Anthropology of Religion.
(4). (Excl). May not be repeated for credit.

RELIGION 267 / AMCULT 262. Introductory Study of Native Religious Traditions.
(3). (HU). May not be repeated for credit.

RELIGION 277 / HJCS 277 / ACABS 277 / AAPTIS 277 / JUDAIC 277 / HISTORY 277. The Land of Israel/Palestine through the Ages.
Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.

RELIGION 280 / ACABS 221. Jesus and the Gospels.
(4; 3 in the half-term). (HU). May not be repeated for credit.

RELIGION 286 / HISTORY 286. A History of Eastern Christianity from the 4th to the 18th Century.
(3). (HU). May not be repeated for credit.

RELIGION 296 / HJCS 296 / JUDAIC 296. Perspectives on the Holocaust.
Taught in English. (4; 3 in the half-term). (HU). May not be repeated for credit.

RELIGION 303 / ASIAN 303. Sikhism.
(3). (HU). May not be repeated for credit.

RELIGION 304 / ASIAN 304. Sikhism II.
RELGION 303. (3). (HU). May not be repeated for credit.

RELIGION 310 / AAPTIS 335 / CAAS 335. African-American Religion Between Christianity and Islam.
(4). (HU). May not be repeated for credit.

RELIGION 312. Church and American Society.
(3). (HU). May not be repeated for credit.

RELIGION 325 / HISTORY 325 / ASIAN 324. The History of Islam in South Asia.
(3). (HU). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

(4; 3 in the half-term). (Excl). May not be repeated for credit.

May be elected independently of Religion 358. (4; 3 in the half-term). (HU). May not be repeated for credit.

(4; 2 in the half-term). (HU). May not be repeated for credit.

RELIGION 376 / WOMENSTD 376. Women and the Bible.
(3). (HU). May not be repeated for credit.

RELIGION 380. Selected Topics.
(3). (Excl). May be repeated for credit for a maximum of 6 credits. Only one course from RELIGION 380, 387, and 487 may be elected in the same term.

RELIGION 381 / CLCIV 381. Witchcraft: An Introduction to the History and Literature of Witchcraft.
(4). (HU). May not be repeated for credit.
RELIGION 387. Independent Study.
Concentration in Religion. Permission of instructor. (1-3). (Excl).
(INDENDENT). May be repeated for credit. Only one course from RELIGION 380, 387 and 487 may be elected in the same term. I, II, and III.

RELIGION 393 / AAPTIS 393 / ACABS 393. The Religion of Zoroaster.
Taught in English. (3). (HU). May not be repeated for credit.

RELIGION 442 / ACABS 414. Mythology and Literature of Ancient Mesopotamia.
(3). (Excl). May not be repeated for credit.

RELIGION 448 / PSYCH 418. Psychology and Spiritual Development.
One of the following: PSYCH 111, 112, 114, or 115; permission of instructor.
(3). (Excl). May not be repeated for credit.

RELIGION 455 / SOC 455. Religion and Society.
(3). (Excl). May not be repeated for credit.

Taught in English. (3). (Excl). May not be repeated for credit.

RELIGION 467 / AAPTIS 467 / HISTORY 541. Shi’ism: The History of Messiahism and the Pursuit of Justice in Islamdom.
Junior standing. (3). (Excl). May not be repeated for credit.

Taught in English. (3). (Excl). May not be repeated for credit.

(3). (Excl). May be repeated for credit for a maximum of 9 credits.

(4; 3 in the half-term). (Excl). May not be repeated for credit.

RELIGION 478 / HJCS 477 / JUDAIC 478. Modern Jewish Thought.
Taught in English. (3). (Excl). May not be repeated for credit.

RELIGION 480 / ASIAN 480 / PHIL 457. Topics in Buddhism.
RELIGION 202 or 230. (3). (Excl). May not be repeated for credit.

RELIGION 481 / ENGLISH 401. The English Bible: Its Literary Aspects and Influences, I.
(4; 3 in the half-term). (Excl). May not be repeated for credit.

RELIGION 483 / ASIAN 481. Zen Buddhism.
One previous course in Buddhist Studies recommended. (4). (Excl). May not be repeated for credit.

RELIGION 487. Independent Study.
Concentration in Religion. Permission of instructor required. (1-3). (Excl).
(INDENDENT). May be repeated for credit. Only one course from RELIGION 380, 387 and 487 may be elected in the same term. I, II, and III.

RELIGION 488 / ACABS 421 / CLCIV 483. Christianity and Hellenistic Civilizations.
(4). (Excl). May not be repeated for credit.

RELIGION 496 / AAPTIS 495 / HISTORY 546 / WOMENSTD 471. Gender and Sexuality in Pre-Modern Islam.
Students should preferably have had one course in Islamic Studies. Taught in English. (3). (Excl). May not be repeated for credit.

RELIGION 497. Senior Honors Thesis.
Consent of instructor required (Prerequisites enforced at registration).
Open only to seniors admitted to the Honors concentration program. (1-6). (Excl. (INDENDENT). May be repeated for credit for a maximum of 6 credits. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of RELIGION 497, the final grade is posted for both term's elections. I, II, IIIa.

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Residential College

133 Tyler, East Quadrangle
701 East University Avenue
(734) 763-0176 (phone)
(734) 763-7712 (fax)
http://www.rc.lsa.umich.edu/
Professor Charles Bright (History), Director
Professor Herb Eagle (Slavic Languages and Literatures), Interim Director (7/05-1/06)

Professors
Charles Bright, Social Science: Twentieth-century world history, American political history, Detroit history
Carl Cohen, Political philosophy, moral philosophy, bioethics, logic
Hubert Cohen, Film studies and film criticism, narrative literature
Thomas Weisskopf, Social Sciences: political economy

Associate Professors
Sueann Caulfield, Social Science: History
Larry Cressman, Printmaking, drawing
Susan Crowell, Ceramics, ceramics history and criticism, design
Herbert Eagle, Russian literature, Slavic and East European film, literary theory
Beth Genné, Art history, interdisciplinary humanities
John Lawler, Linguistics, semantics, computation, metaphor

Assistant Professors
Derrick Gilbert, urban ethnography, Black culture, poetry and performance
Michael Gould, Music
Laura Kasischke, Creative Writing

Matthew Price, Studio Arts
Stephen Ward, urban studies, Black politics, Detroit history

Lecturers
Carolyn Anderson-Burack, French language
Katia Avides-Vuquez, Spanish language
Catherine Badgley, Natural Science, Paleontology, Ecology
Mireille Belloni, French Language
David Burkam, Mathematics, Social Science
Sandro Burros, Spanish Language
Dominique Butler-Borruat, French Language
Iñigo de la Cerda, Biology, ecology of Latin America
Katri Ervamaa, Music
Christihi Espinoza-Pino, Spanish Language
Jeffrey Evans, Social Science
Helen Fox, Social Sciences
Karen Goertz, Germanic Language and Literature
Elizabeth Goodenough, Comparative Literature: American and English literature
Deborah Gordon-Gurfinkel, Social Science
Henry Greenspan, Clinical psychology, adult development
Michael Hannum, Photography, holography
Warren Hecht, Creative writing
Mark Kirschenmann, Music
Olga Lopez-Cotin, Spanish Language
Alina Makin, Russian language
Kate Mendeloff, Drama, directing
Kenneth Mikolowski, Poetry writing, contemporary American poetry
Barbra Morris, Television text analysis, screenwriting and production, academic writing
Jennifer Myers, Social Science
Thomas O'Donnell, Social Science
Erica Paslick, German language
Beverly Pelletier, French
Fred Peters, Comparative literature, German studies, interdisciplinary humanities
Ian Robinson, Political Sociology
Maria Rodríguez, Spanish Language
Janet Hegman Shier, German language, foreign language theatre
Tetsuya Sato, Japanese Language
Gina Soter, Latin
Cynthia Sowers, Narrative fiction, literature and the visual arts
Leslie Stainton, Creative Writing
Margaret Steneck, Social Science
Laura Thomas, Creative Writing
Frank Thompson, Economics
Martin Walsh, Drama
Susan Walton, Ethnomusicology
Susan Wright, History of twentieth-century science and technology, biotechnology, science policy

Professors Emeriti
Yi-tsi Feuerwerker, Max Heirich, Ann Larimore, James Robertson

Lecturers Emeritae
Sylvie Carduner, Eliana Moya-Raggio

The Residential College is a four year program 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 College opened in 1967 and presently has 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, 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.

Graduation from the Residential College requires:

1. A First-Year Seminar (RCCORE 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 the 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. At least four RC courses beyond completion of the First-Year Seminar and the RC language requirement, if not electing an RC concentration.
10. A minimum of 120 credits.
11. At least 60 credits outside the area of concentration.

Candidates for graduation from the Residential College 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. 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. Students admitted to the Residential College beginning in Fall, 2001, are graded by letter grade AND written evaluation in all RC courses with the exception of pre-proficiency language courses which are graded by written evaluation only. The degrees available to Residential College students are the A.B. and B.S. degrees; the LS&A BGS degree is not open to RC students.

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.

Arts and Ideas in the Humanities
May be elected as a departmental concentration program by students enrolled in the Residential College

Students wishing to pursue an interdisciplinary study of literature and visual arts must take a minimum of 12 courses distributed as follows:

1. History and Theory (2 courses in one area; one course in the other area):
   A. Historical Perspectives: RCHUMS 309, 315, 310, 314, 475
2. Visual Studies, Performance, and Studio Arts (2 courses selected from four areas):
   A. Film/Video: RCHUMS 236, 255, 312, 313, 357
   B. Dance: RCHUMS 235, 260, 331
   C. Studio Arts: RCHUMS 257, RCARTS 268, 269, 288
   D. Music: RCHUMS 252.
3. Specialized Study: 7 upper-level (300 and above) courses distributed among two areas of focus. These areas and specific courses selected for inclusion are determined by the student in consultation with concentration advisors. Students are encouraged to range broadly and make use of LS&A as well as RC course offerings. Possible areas of specialization include drama and anthropology; photography and the history of art; literature and history; creative writing and African-American studies.

Creative Writing and Literature
May be elected as a departmental concentration program by students enrolled in the Residential College

Students wishing to pursue a sustained practice in creative writing take a combination of writing courses in a selected genre and literature courses, distributed as follows:

1. A minimum of four creative writing classes, three at the upper level (300 and above), mixing seminars (RCHUMS 220, 221, 222, 242, 320, 321, 322) and tutorials (RCHUMS 325, 326, 425, 426)
2. A minimum of five upper level (300 and above) literature courses at least one of which must be ancient (RCHUMS 309, CLCIV 390, ENGLISH 401) or medieval (RCHUMS 301, ENGLISH 370) literature.
**Drama**

May be elected as a departmental concentration program by students enrolled in the Residential College

Students wishing to pursue a sustained exploration of dramatic literature and its performance must complete a minimum of 34 credits of course work, distributed as follows:

1. **Prerequisite:** RCHUMS 280.
2. **The Middle Sequence:** RCHUMS 282, THTREMUS 321 and 322, and four courses chosen from RCHUMS 380, 381, 385, 386, 387, 389, 390 or approved substitutes, and RCHUMS 482 for students proposing a senior project.
3. **The Senior Sequence:** RCHUMS 480 and 481 or an approved senior project.

**Social Science**

May be elected as a departmental concentration program by students enrolled in the Residential College

Students wishing to pursue a problem-centered interdisciplinary program in the social sciences must develop a concentration plan in consultation with concentration advisors and complete the following requirements:

1. **Prerequisites:**
   A. A minimum of two introductory courses, one in a disciplinary department and one RC Social Science interdisciplinary introduction (RCSSCI 202, 220, 222, 271, 280, 310, or 311)
   B. The Basic Seminar (RCSSCI 290) to develop a concentration prospectus.
2. **Required courses:**
   A. Two courses in social theory. RCSSCI 301 is required; a second may be RCSSCI 302 or an approved substitute in LS&A.
   B. One course in quantitative methods. RCSSCI 295, or an approved substitute (STAT 350, SOC 210, ECON 404)
3. **Specialization:** A minimum of five courses (20 credits) at the upper level (300 and above), chosen as part of the approved concentration plan and including a senior project.

**RC Individual Concentration Program**

May be elected as a special concentration program by students enrolled in the Residential College

The Residential College offers the opportunity to formulate an individualized concentration to RC students unable to find an existing degree program within the Residential College, or in the College of Literature, Science and the Arts, which meets their specific academic needs and interests. Students wishing to pursue this option must have a good idea of what they want to achieve, consult with RC faculty and (where appropriate) other UM faculty, and develop a carefully thought out academic plan of study.

Students interested in this option should start by discussing the matter with the head of the RC Individualized Concentration Program (ICP), whose name may be obtained at the RC Academic Services Office in 134 Tyler. With the assistance of the ICP coordinator, the student will need to identify one or two faculty members – at least one of whom is on the RC faculty – willing to serve as her/his concentration advisor(s). The concentration advisor(s) will help the student formulate an appropriate academic plan of study, and that plan must be approved by the advisor(s) and by the ICP coordinator before the student can formally declare the individualized concentration. After the concentration is declared, the student must continue to consult with her/his advisor(s) at least once a term before registering for courses in the following term; and completion of the concentration must be certified by an advisor who is a member of the RC faculty.

Note: Students who wish to declare an individualized concentration are strongly advised to do so before the end of their sophomore year. Under exceptional circumstances an individualized concentration may be approved as late as during the junior year, but in no cases during the senior year.

**Academic Minors in the Residential College**

RC academic minors are open to all LS&A students.

**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 Academic Services Office, 134 Tyler, East Quad, or by calling (734) 763-0032.

**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 five courses (at least 15 credits), to be elected from categories as stated:

1. **Core Courses**
   A. SOC 368. Criminology
   B. RCSSCI 357/HISTORY 345. 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**
      • CAAS 303, 426, 434, 450, 451
      • AMCULT 102 (section subtitled “Politics and Culture of Race in Post-1945 U.S.”), 421, 464
      • COMM 481
      • ECON 325
      • HISTORY 344, 464
      • POLSCI 332
      • HISTORY 196 (section subtitled “Politics and Culture of Race in Post-1945 U.S.”), 375, 396
      (section subtitled “Gender and Justice in the U.S.”)
      • RCSSCI 280, 344
      • SOC 231, 303, 423, 434, 435
      • WOMENSTD 375.
   B. **Disciplinary Studies of the Problems of Crime and Punishment**
      • ANTHRCUL 333
      • ECON 327
      • HISTORY 475, 477
      • PHIL 359, 355
      • POLSCI 317, 432
      • PSYCH 488
      • RCSSCI 356, 360
      (section subtitled “Sex Panics”), 460
      (section subtitled “The Ideal of Universal Law”)
      • SOC 452, 454, 465
      • WOMENSTD 270, 333.
C. Direct Encounters with the Problems of Crime and Punishment
   - ENGLISH 310 and 319 (sections taught by Prof. Alexander),
     411 (section subtitled "Prison and the Artist")
   - PSYCH 211 (appropriate sections*)
   - SOC 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

Global Transformations

Not a concentration program

Not open to students concentrating in Social Sciences in the Residential College

No courses used to meet the requirements of another academic minor may be counted toward the Global Transformations academic minor. Social Science concentrators in other LS&A programs may count only one of the courses taken to complete their concentration toward this academic minor.

Students wishing to pursue an academic minor in Global Transformations must develop a specific plan for its completion in consultation with the program's designated advisor. Appointments may be scheduled at the RC Academic Services Office, 134 Tyler, East Quad, or by calling (734) 763-0032.

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 17 credits), to be elected from categories as stated:

1. Core Courses (both are required)
   - RCSSCI 310 / HISTORY 310. Globalization in History
   - RCSSCI 311. Contemporary Globalizations.

2. Electives. Each student will select three electives (at least two of which must be at the 300-level and above) in consultation with the GT advisor. Two courses must be from Group A and one course from Group B.

   A. Global Institutions, Processes, and Responses:
      - ANTHRCUL 158 (section subtitled "Colonialism and Globalization"), 439
      - CAAS 495 (section subtitled "Gender, Development, and Inequality")
      - ECON 340, 360, 461
      - ENVIRON 240, 270
      - HISTORY 196 (section subtitled "The British Empire"), 497 (section subtitled "Technology, Colonialism, and Development"), 498 (section subtitled "Race and Empire in Victorian Britain")
      - NRE 270
      - POLSCI 360 (section subtitled "Political Responses to Economic Globalization"), 363 (section subtitled "International Organization and Integration"), 368, 369, 497 (section subtitled "Politics of Economic Development"), 498 (section subtitled "The Global System")
      - Residential College
        - RCIDIV 240, 330
        - RCNSCI 250
      - SOC 105 (section subtitled "Sociology of Colonialism and Imperialism"), 335, 450, 460 (section subtitled "Labor and Global Social Change"), 461
      - WOMENST 335

   B. Regional Impacts and Dynamics:
      - Asia
        - ASIAN 205, 428
        - HISTORY 205, 255, 453
        - POLSCI 339, 354, 357
        - SOC 426, 495 (section subtitled "Sociology of Contemporary China")
      - Africa
        - CAAS 246, 247, 408, 449
        - HISTORY 246, 247, 302 (section subtitled "Atlantic Slave Trade: Histories and Legacies")
        - POLSCI 359
      - Latin America
        - ANTHRCUL 346
        - HISTORY 347, 348
      - Middle East
        - AAPTIS 487
        - HISTORY 241, 443
      - Europe
        - ANTH RCUL 317
        - ECON 453
        - HISTORY 318, 319, 331, 332
        - POLSCI 395
        - REES 395, 397
        - SLAVIC 395
        - SOC 392

Science, Technology & Society

Science, Technology, and Society Program
http://www.umich.edu/~umsts/
sts.minor.advisor@umich.edu

Not a concentration program

Not open to students concentrating in Social Sciences in the Residential College

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 e-mail to sts.minor.advisor@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:

1. Core course: RCNSCI 275.
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

ANTHRBIO 360, 361, 362
AOSS 300
BIOLOGY 101, 140
CHEM 120 (section subtitled "The History and Philosophy of Chemistry")
EEB 498
ENVRON 212, 270
HISTORY 285, 301, 302 (section subtitled "Science, Technology, and Defining the Human"), 366, 397 (section subtitled "Human Nature and its Sciences"), 427, 591 (section subtitled "Science and Society in Early Modern Europe")
HONORS 252 (section subtitled "Numbers and Reasons")
NRE 270
PHYSICS 281
Residential College
• RCNSCI 232, 250, 260, 343
• RCSSCI 360 (section subtitled "Exploring the Boundary between Science and Politics")

B. Technology and Society Focus Cluster

AOSS 300
BIOLOGY 140
ENVRON 263
ENGLISH 415 (section subtitled "Research and Technology in the Humanities")
HISTORY 285
Residential College:
• RCIDIV 330, 430, 450
• RCNSCI 263, 270, 419
• RCSSCI 271, 382
SI 110, 513
SOC 110
UP 263
WOMENSTD 483 (section subtitled "Women and Information Technology")

C. Medicine and Society Focus Cluster

CAAS 355
ANTHRCUL 258 (section subtitled "Culture and Medicine"), 325, 416, 444
BIOLOGY 118
HISTORY 284, 355
RCNSCI 260 (section subtitled "From Shamans to Cyborgs: Socio-Cultural Studies of Health, Illness, and the Biomedical Sciences" and other topics as appropriate)
SOC 475
WOMENSTD 324.

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

ENVRON 318, 414
HISTORY 396, 397 (section subtitled "Health and Medicine in U.S. Culture since 1875" and other colloquia, if appropriate), 379, 497
HONORS 370 (section subtitled "The Rhetoric of Evidence in Research")
PHYSICS 481
Residential College:
• RCCORE 405 (taken with a member of the STS Program core faculty)
• RCIDIV 318
• RCNSCI 415
• RCSSCI 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.

Text-to-Performance

Not a concentration program

Not open to students with a concentration or academic minor in RC Humanities in the Residential College or in the department of Theatre and Drama

Students wishing to pursue an academic minor in Text-to-Performance must develop a specific plan for its completion in consultation with the program’s designated advisor. Appointments may be scheduled at the RC Academic Services Office, 134 Tyler, East Quad, or by calling (734) 763-0032.

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 15-20 credits), to be elected from categories as stated:

1. Core Courses (both are required, and must be taken in sequence; ideally, the electives should be completed in the interval between taking RCHUMS 281 and 481):

   A. RCHUMS 281.
   B. RCHUMS 481. Play Production Seminar.

2. Electives. Each student will select three electives in consultation with the T-t-P advisor. One course must be from Group A and two courses from Group B.

   A. Texts and Scenes
   • RCHUMS 380. Greek Theatre.
   • RCHUMS 381. Shakespeare on the Stage.
   • RCHUMS 382. Molière and His Theatre.
   • RCHUMS 383. Ibsen and Strindberg.
   • RCHUMS 385. The Theatre of Bertolt Brecht.
   • RCHUMS 389. The Modern Theatre.
   • RCHUMS 390. Special Period and Place Drama.

   B. The Varieties of Literature for the Theatre
   • RCHUMS 386 / MEMS 421. Medieval Drama.
   • CAAS 341 / THTREMUS 222. Introduction to Black Theatre.
   • CAAS 342 / THTREMUS 233. Acting and the Black Experience.
   • ASIAN 310. The Theater of China and Japan.
   • CLCIV 386. Greek Drama.
Urban and Community Studies

Not a concentration program

Not open to students concentrating in Social Sciences in the Residential College. For students with concentrations in other LS&A programs, only one of the courses taken to complete this minor may be counted toward the concentration. Courses used to meet the Urban and Community Studies minor may not be counted simultaneously toward any other minor.

The goal of the Urban and Community Studies minor (UCS) is to facilitate students’ active engagement with local communities while fostering the integration of their practical experience with classroom instruction. UCS is an interdisciplinary minor that allows students to explore varied and multiple dimensions of urban and community life through differing theoretical approaches. In addition to coursework in the social sciences and humanities, the minor combines theoretical and analytical concepts from African American studies, social work, urban studies, and other fields to help students understand the challenges of urban life and to expand their capacity for civic engagement and community work.

Students wishing to pursue an academic minor in Urban and Community Studies must develop a specific plan for its completion in consultation with the program's designated advisor. Appointments may be scheduled at the RC Academic Services Office, 134 Tyler, East Quad, or by calling (734) 763-0032.

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 16 credits), to be elected from categories as stated:


2. Electives. Each student will select four electives (at least two of which must be at the 300-level and above) in consultation with the advisor. Two courses must be from Group A and two course from Group B.

A. Perspectives—Courses that present intellectual background for the study of urban communities. Drawn from history, sociology, political science, and other disciplines, these courses introduce students to disciplinary and theoretical perspectives on community formation and urban life, and they provide opportunities for students to think through differing and at times competing analytical approaches.

Potential Perspectives Courses

AMCULT 305, section subtitled “Asians and Blacks in Detroit”

ARCH 423/UP 423/NRE 370/ENVIRON 370 Introduction to Urban and Environmental Planning

CAAS 434/SOC 434 Social Organization of Black Communities

CAAS 358, section subtitled "Asians and Blacks in Detroit"

CAAS 426 Urban Redevelopment and Social Justice

CAAS 443/WOMENSTD 443 The Pedagogy of Empowerment: Activism in Race, Gender, and Health

CAAS 495, section subtitled "Race and the City in American Culture"

ENVIRON 370/UP 423/ARCH 423/NRE 370 Introduction to Urban and Environmental Planning

HISTORY 344/RCSSCI 344 History of Detroit in the 20th Century

HISTORY 468, section subtitled “Asians and Blacks in Detroit”

NRE 370/ENVIRON 370/UP 423/ARCH 423 Introduction to Urban and Environmental Planning

POLSCI 327 The Politics of the Metropolis

RCSSCI 344/HISTORY 344 History of Detroit in the 20th Century

RCSSCI 345 Community Strategies Against Poverty

SOC 434/CAAS 434 Social Organization of Black Communities

UP 423/ARCH 423/NRE 370/ENVIRON 370 Introduction to Urban and Environmental Planning

UP 655 Neighborhood Planning (requires instructor approval for undergraduates)

WOMENSTD 443/CAAS 443 The Pedagogy of Empowerment: Activism in Race, Gender, and Health

B. Applications—Courses that give students direct exposure to community settings and foster the integration of theoretical knowledge and practical experience. Through specific engagements with urban and community issues, students experience and examine how theoretical and academic frameworks get applied to community work. Prominent among these will be “field work” or “field study” courses—that is, courses in which students work in community settings.

Potential Application Courses

AMCULT 306/PSYCH 317 Community-Based Research

AMCULT 310, section subtitled "Race, Politics, and Activism in Detroit"
AMCULT 319/PSYCH 319 Empowering Families and Communities
AMCULT 321/PSYCH 325 Practicum in the Multicultural Community
CAAS 358, section subtitled “Urban and Community Studies II”
CAAS 634/SOC 634 The Urban Ethnographic Tradition: Theory, Method, Standpoint
(POLSCI 496, section subtitled “Senior Seminar in Urban Research”)
PSYCH 317/AMCULT 306 Community-Based Research
PSYCH 319/AMCULT 319 Empowering Families and Communities
PSYCH 325/AMCULT 321 Practicum in the Multicultural Community

RESIDENTIAL COLLEGE COURSES

Most RC courses are open to LS&A students and may be used to meet distribution requirements.

FINE ARTS (RCARTS)

RCARTS 267. Introduction to Holography.
(4). (CE). May not be repeated for credit.

RCARTS 268. Introduction to Visual Thinking: Adventures in Creativity.
(4). (CE). May not be repeated for credit.

RCARTS 269. Elements of Design.
(4). (CE). May not be repeated for credit.

(4). (CE). May not be repeated for credit.

RCARTS 286. Sculpture.
(4). (CE). May not be repeated for credit.

RCARTS 287. Printmaking.
(4). (CE). May not be repeated for credit.

RCARTS 288. Introduction to Drawing.
(4). (CE). May not be repeated for credit.

RCARTS 289. Ceramics.
(4). (CE). May not be repeated for credit.

RCARTS 385. Interdisciplinary Photographic Applications.
RCARTS 285. (4). (Exc). May not be repeated for credit.

RCARTS 389. Ceramics Theory and Criticism.
RC Arts 289. (4). (CE). May not be repeated for credit.

CORE (RCCORE)

Written and Verbal Expression

RCCORE 100. First-Year Seminar.
SWC 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). May not be repeated for credit.

RCCORE 101. Academic Writing.
RC First Year Seminar. (1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit.

RCCORE 105. Logic and Language.
(4). (MSA). (BS). May not be repeated for credit. I.

RCCORE 334. Special Topics.
(3-4). (Exc). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

Independent Study, Fieldwork, and Tutorials

RCCORE 205. Independent Study.
Consent of instructor required (Prerequisites enforced at registration). Sophomore standing. (1-8). (Exc). (INDEPENDENT). May be repeated for credit. Offered mandatory credit/no credit.

RCCORE 209. Study Off-Campus.
Consent of instructor required (Prerequisites enforced at registration). Junior standing. (1-8). (Arr). (EXPERIENTIAL). May not be repeated for credit. Offered mandatory credit/no credit.

RCCORE 305. Independent Study.
Consent of instructor required (Prerequisites enforced at registration). Sophomore standing. (1-8). (Arr). (INDEPENDENT). May not be repeated for credit. Offered mandatory credit/no credit.

RCCORE 307. RC Practicum in College Team Teaching.
Senior standing. (1-8). (Arr). May not be repeated for credit.

RCCORE 309. Study Off-Campus.
Consent of instructor required (Prerequisites enforced at registration). Senior standing. (Arr). (Exc). (EXPERIENTIAL). May not be repeated for credit. Offered mandatory credit/no credit.

RCCORE 405. Independent Study.
Consent of instructor required (Prerequisites enforced at registration). Sophomore standing. (1-8). (Arr). (INDEPENDENT). May not be repeated for credit. Offered mandatory credit/no credit.

RCCORE 409. Study Off-Campus.
Consent of instructor required (Prerequisites enforced at registration). Senior standing. (Arr). (Exc). (EXPERIENTIAL). May not be repeated for credit. Offered mandatory credit/no credit.

RCCORE 410. Senior Project.
Consent of instructor required (Prerequisites enforced at registration). Permission of concentration advisor. (1-8). (Arr). (INDEPENDENT). May not be repeated for credit. Offered mandatory credit/no credit.

RCCORE 489. Honors Independent Research.
Permission of instructor. (1-4). (Exc). (INDEPENDENT). May not be repeated for credit.

Consent of instructor required (Prerequisites enforced at registration). Permission of concentration advisor. (1-4). (Exc). (INDEPENDENT). May not be repeated for credit. Offered mandatory credit/no credit.

HUMANITIES (RCHUMS)

Arts and Ideas

RCHUMS 235. Topics in World Dance.
(3). (HU). May not be repeated for credit.

RCHUMS 236 / FILMVID 236. The Art of the Film.
(4). (HU). May not be repeated for credit.

RCHUMS 255. Film Experience.
(4). (Exc). May not be repeated for credit.

(3). (HU). May not be repeated for credit.
RCHUMS 272 / HISTART 272. 20th-Century Art: Modernism, The Avant Garde, The Aftermath. (4; 3 in the half-term). (HU). May not be repeated for credit. II.


RCHUMS 290. The Experience of Arts and Ideas in the Twentieth Century. (4). (HU). May not be repeated for credit.

RCHUMS 291. The Experience of Arts and Ideas in the Nineteenth Century. (4). (HU). May not be repeated for credit.

RCHUMS 305. Cultural Confrontation in the Arts. Sophomore standing. (3). (HU). May not be repeated for credit.

RCHUMS 308 / ASIAN 308. Arts and Ideas of Modern South and Southeast Asia. (3). (HU). May not be repeated for credit.

RCHUMS 309. Classical Sources of Modern Culture. (4). (HU). May not be repeated for credit.

RCHUMS 310 / MEMS 310. Medieval Sources of Modern Culture. (3). (HU). May not be repeated for credit.

RCHUMS 312 / SLAVIC 312. Central European Cinema. Taught in English. (3). (HU). May not be repeated for credit.

RCHUMS 313 / SLAVIC 313. Russian Cinema. A knowledge of Russian is not required. Taught in English. (3). (HU). May not be repeated for credit.

RCHUMS 314 / MEMS 314. The Figure of Rome in Shakespeare and 16th-Century Painting. (3). (HU). May not be repeated for credit.


RCHUMS 318. Critical Approaches to Literature. (4). (HU). May be repeated for credit for a maximum of 16 credits. II.

RCHUMS 333. Art and Culture. (3-4). (Excl). May be repeated for credit for a maximum of 12 credits.


RCHUMS 372. The Subject in the Aftermath of Revolution. (3). (HU). May not be repeated for credit.

RCHUMS 373 / ASIAN 373. The Performing Arts in South and Southeast Asia. (3). (HU). May not be repeated for credit.


RCHUMS 444. George Balanchine and the Transformation of American Dance. RCHUMS 260 or 235 or DANCE 220; Upperclass standing. (3). (Excl). May not be repeated for credit.

Comparative Literature


RCHUMS 217. Fathers and Sons. (3). (HU). May not be repeated for credit.

RCHUMS 218. The Hero as Outsider, Outcast or Outlaw. (3). (HU). May not be repeated for credit.

RCHUMS 230. Biblical, Greek, and Medieval Texts: Original Works and Modern Counterparts. (3). (HU). May not be repeated for credit.


RCHUMS 305. Creative Writing Tutorial. Consent of instructor required (Prerequisites enforced at registration). RCHUMS 325. (4; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 16 credits.

RCHUMS 326. Creative Writing Tutorial. Consent of instructor required (Prerequisites enforced at registration). RCHUMS 325. (4; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 16 credits.

RCHUMS 425. Creative Writing Tutorial. Consent of instructor required (Prerequisites enforced at registration). Only open to RC Creative Writing concentrators. (4; 2 in the half-term). (Excl). May be repeated for credit for a maximum of 16 credits.

Drama

RCHUMS 280 / ENGLISH 245 / THTRMUS 211. Introduction to Drama and Theatre. (3; 2 in the half-term). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RCHUMS 280.

RCHUMS 281. Introduction to Comedy and Tragedy. (4). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RCHUMS 280.

RCHUMS 282. Drama Interpretation I: Actor and Text. (4). (CE). May not be repeated for credit.

RCHUMS 381. Shakespeare on the Stage. RCHUMS 280. (4). (HU). May not be repeated for credit.

RCHUMS 385. The Theatre of Bertolt Brecht. 
(4). (HU). May not be repeated for credit.

RCHUMS 386 / MEMS 421. Medieval Drama. 
RCHUMS 280. (4). (Excl). May not be repeated for credit.

RCHUMS 387. Renaissance Drama. 
Consent of instructor required (Prerequisites enforced at registration). 
(4). (Excl). May not be repeated for credit.

RCHUMS 280. (4). (HU). May be repeated for credit.

RCHUMS 390. Special Period and Place Drama. 
Consent of instructor required (Prerequisites enforced at registration). 
RCHUMS 280. (4). (Excl). May be repeated for credit.

RCHUMS 480. Dramatic Theory and Criticism. 
RCHUMS 280 and three drama courses. (4). (Excl). May not be repeated for credit.

RCHUMS 481. Play Production Seminar. 
Consent of instructor. (4). (Excl). May not be repeated for credit.

RCHUMS 483. Environmental Theater Production Workshop in the Arts. 
Consent of instructor (Prerequisites enforced at registration). Previous acting, Shakespeare courses. (2-4 in the half-term). (Excl). May be elected up to four times for credit. Repetition requires permission of the department. IIa.

RCHUMS 482. Drama Interpretation II: Performance Workshop. 
RCHUMS 280 and either RCHUMS 282 or playwriting. (4). (Excl). May not be repeated for credit.

RCHUMS 484. Seminar in Drama Topics. 
Upperclass standing. RCHUMS 280, and three 300- or 400-level drama courses. (4). (Excl). May be repeated for credit.

RCHUMS 485. Special Drama Topics. 
Consent of instructor required (Prerequisites enforced at registration). Sophomore standing. (1-2). (Excl). May be elected for a maximum of 4 credits. May be elected more than once in the same term.

Music

RCHUMS 250. Chamber Music. 
(1-2; 1 in the half-term). (CE). May be elected for a maximum of 8 credits. May be elected more than once in the same term. Offered mandatory credit/no credit.

RCHUMS 251. Topics in Music. 
(4). (HU). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

RCHUMS 252. Topics in Musical Expression. 
(2-4). (CE). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

RCHUMS 253. Choral Ensemble. 
(1). (CE). May be repeated for credit for a maximum of 16 credits. Offered mandatory credit/no credit.

(4). (CE). May not be repeated for credit. I.

(3). (HU). May not be repeated for credit.

RCHUMS 350. Creative Musicianship. 
(4). (CE). May not be repeated for credit. II.

RCHUMS 351. Creative Musicianship Lab. 
RCHUMS 350. (1-2). (CE). May be repeated for credit for a maximum of 16 credits. II.

INTERDIVISIONAL (RCIDIV)

RCIDIV 216. What is Mathematics? 
High school algebra. (3). (Excl). May not be repeated for credit.

RCIDIV 222. Quantitatively Speaking. 
(4). (ID). (BS). (QR/1). May not be repeated for credit.

RCIDIV 240 / ENVIRON 240. Big Questions for a Small Planet: Introduction to Environmental Studies. 
(4). (Excl). May not be repeated for credit.

Consent of instructor required (Prerequisites enforced at registration). One year of college-level biology, environmental science or environmental studies; general ecology recommended. (6 in the half-term). (ID). May not be repeated for credit.

RCIDIV 330. Information Technology and Global Politics. 
None, but some experience with computers, Internet, and World Wide Web is recommended. (4). (Excl). May not be repeated for credit.

RCIDIV 350. Special Topics. 
(1). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term. Offered mandatory credit/no credit.

RCIDIV 351. Special Topics. 
(2). (Excl). May be repeated for credit. Offered mandatory credit/no credit.

RCIDIV 370. Western and Non-Western Medicine. 
Consent of instructor. (4). (Excl). May not be repeated for credit.

RCIDIV 391 / ENVIRON 391. Sustainability and the Campus. 
An introductory course in environmental studies, global change, or related field (e.g., ENVIRON 201, 240, 270). (3). (Excl). May not be repeated for credit.

LANGUAGE (RCLANG)

RCLANG 190(RCOCORE 190). Intensive French I. 
(8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 100, 101, 102, or 103.

RCLANG 191(RCOCORE 191). Intensive German I. 
(8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 100, 101, 102, or 103.

RCLANG 193(RCOCORE 193) / RUSSIAN 103. Intensive First-Year Russian. 
(8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 101, 102, 111, or 112.

RCLANG 194(RCOCORE 194). Intensive Spanish I. 
(8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 100, 101, 102, or 103.

RCLANG 195(RCOCORE 195) / LATIN 195. Intensive Latin I. 
(8). (Excl). May not be repeated for credit.

Consent of instructor required (Prerequisites enforced at registration). (10). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 125, 126, and 127.

RCLANG 290(RCOCORE 290). Intensive French II. 
RCLANG 190. (8). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 230, 231, or 232.

RCLANG 291(RCOCORE 291). Intensive German II. 
RCLANG 191. (8). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 230, 231, or 232.

RCLANG 293(RCOCORE 293) / RUSSIAN 203. Intensive Second-Year Russian. 
RCLANG 193 or RUSSIAN 102. (8). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 201 or 202.

RCLANG 294(RCOCORE 294). Intensive Spanish II. 
RCLANG 194. (8). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 230, 231, or 232.

RCLANG 295(RCOCORE 295) / LATIN 295. Intensive Latin II. 
LATIN 102, 103, or 193/504, or RCLANG 195. (8). (LR). May not be repeated for credit.

RCLANG 296 / ASIANLAN 229. Intensive Japanese II. 
Consent of instructor required (Prerequisites enforced at registration). RCLANG 196. (10). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 225, 226, and 227.

Consent of instructor. (4). (Excl). May not be repeated for credit.

RCLANG 311(RCOCORE 311). Accelerated Review-German. 
Consent of instructor required (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. I.

(4). (Excl). May not be repeated for credit.

RCLANG 320(RCOCORE 320). Seminaire en francais. 
Consent of instructor required (Prerequisites enforced at registration). Proficiency test. (4). (Excl). May be repeated for credit.

RCLANG 321(RCOCORE 321). Readings in German. 
Consent of instructor required (Prerequisites enforced at registration). Proficiency test. (4). (Excl). May be repeated for credit.
RCLANG 323(RCCORE 323). Russian Readings.
Proficiency in Russian (by RC standards). (4). (Excl). May not be repeated for credit.

RCLANG 324(RCCORE 324). Readings in Spanish.
Consent of instructor required (Prerequisites enforced at registration).
Proficiency test. (4). (Excl). May not be repeated for credit.

NATURAL SCIENCE (RCNSCI)
RCNSCI 104 / BIOLOGY 104. Introduction to the Natural Sciences.
First- or second-year standing; written application to the Biological Station. (5 in IIIa). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology. IIIa at the Biological Station.

RCNSCI 232. History of Life.
(4). (NS). (BS). May not be repeated for credit.

Reading and listening proficiency in Spanish; high school biology or environmental science. (4). (NS). (BS). May not be repeated for credit.

Introductory science course. (4). (NS), (BS). May not be repeated for credit.

Two and one-half years of high school math, or any college course in mathematics or natural science. (4). (NS). (BS). May not be repeated for credit.

High school biology. (4). (NS). (BS). May not be repeated for credit.

RCNSCI 291 / ENVIRON 191. The Biodiversity of the United States.
(1). (NS). (BS). May not be repeated for credit.

One college-level science course. (4). (Excl). (BS). May not be repeated for credit.

SOCIAL SCIENCE (RCSSCI)
RCSSCI 220 / SOC 220. Political Economy.
(4). (SS). May not be repeated for credit.

(4). (SS), (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 398 or 409.

RCSSCI 254 / PSYCH 224. Mind and Brain in the Creative Process.
Sophomore standing. (4). (SS). May not be repeated for credit.

RCSSCI 271. Technology, Politics, and Culture.
(3). (SS). May not be repeated for credit.

RCSSCI 275. Social Dynamics of Science, Technology, and Medicine.
Sophomore standing. (4). (SS). May not be repeated for credit.

Sophomore standing. (4). (SS). May not be repeated for credit.

RCSSCI 290. Social Science Basic Seminar.
(1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit.

RCSSCI 295. Quantitative Approaches to Social Science Questions.
High school algebra. (4). (MSA). (BS). (QR/2). May not be repeated for credit.

RCSSCI 301. Social Science Theory I: From Social Contract to Oedipus Complex.
At least one 200-level social science course. (4). (SS). May not be repeated for credit.

RCSSCI 302. Contemporary Social and Cultural Theory.
Social Science 301 or equivalent (as determined by the instructor). (4). (Excl). May not be repeated for credit.

Sophomores and above. (4). (SS). May not be repeated for credit.

RCSSCI 311. Contemporary Globalizations.
(4). (Excl). May not be repeated for credit.

RCSSCI 315. International Grassroots Development.
(4). (SS). May not be repeated for credit.

RCSSCI 330. Urban and Community Studies I.
(4). (Excl). May not be repeated for credit.

Sophomore standing. (4). (SS). May not be repeated for credit.

Sophomore standing. (4). (SS). May not be repeated for credit.

(4), (ID). May not be repeated for credit.

RCSSCI 356. Mind, Brain, and Violence.
Sophomore standing. (4). (Excl). May not be repeated for credit.

RCSSCI 357 / HISTORY 345. History and Theory of Punishment.
(4). (Excl). May not be repeated for credit.

RCSSCI 360. Social Science Junior Seminar.
Upperclass standing. (3-4). (Excl). May be repeated for credit for a maximum of 12 credits.

(4). (Excl). May not be repeated for credit.

RCSSCI 374. Race, Gender, and Empire in the Nuclear Age.
Junior standing and permission of the instructor. (4). (Excl). May not be repeated for credit.

Junior standing. Familiarity with computer concepts helpful but not required. (4). (SS). May not be repeated for credit.

RCSSCI 381. Unlearning Racism.
(4), (Excl). (R&E). May not be repeated for credit.

RCSSCI 382. History of Time.
(4). (Excl). May not be repeated for credit.

RCSSCI 460. Social Science Senior Seminar.
Senior standing. (4). (Excl). May be repeated for credit.

RCSSCI 461. Senior Seminar.
(3). (Excl), May not be repeated for credit.

RCSSCI 462. Politics of Chemical and Biological Warfare and Disarmament.
Course in world politics, world history. (4). (Excl). May not be repeated for credit.

Upperclass standing. (4). (Excl). May not be repeated for credit.

RCSSCI 488 / HISTORY 497. Technology, Colonialism, and Development.
Permission of instructor. (3). (Excl). May not be repeated for credit.

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
Professor Peggy McCracken, Chair

Professors
Frank P. Casa, Golden Age literature; 20th-century literature
Steven N. Dworkin, Linguistics; medieval Spanish linguistics
Michèle Hannoosh, French language and literature; 19th-century literature, art, and culture
Peggy McCracken, Medieval French literature; gender studies
William Paulson, 18th- and 19th-century French literature; relations among culture, science, and technology

**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 poetics 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
Frieda Ekotto, 20th-century French and Francophone literature
Enrique García Santo-Tomás, Spanish Golden Age literature
Jarrod Hayes, French and Francophone literature
Alejandro Herrero-Olaizola, Latin American literature; critical theory; comparative literature; relations between Peninsular and Latin American studies
Juli Highfill, Modern Peninsular Spanish literature
George Hoffmann, 16th-century French literature
Cristina Moreiras-Menor, Modern and contemporary Peninsular literature and culture; film
Javier Sanjínés, 19th- and 20th-century Latin American literature; Andean literature and cultural studies
Teresa Satterfield, Linguistics; Romance linguistics
Paolo Squatriti, Italian history and culture; Medieval history; technology and resource use
Gustavo Verdesio, Latin American Colonial studies; popular culture; literary theory
Gareth Williams, Contemporary Latin American literature; film

**Assistant Professors**

Paulina Alberto, Brazilian and Latin American history
Giorgio Bertellini, Silent film; Italian, North American and Eastern European cinema; Intersections of Gender and Racial Culture; Immigration; National Identity and International Film Culture
Ivonne Del Valle, Colonial Latin American Studies; history and historiography; Postcolonial theory
Katherine Ibbett, 17th-century French literature
Lawrence LaFountain-Stokes, Latin American, Caribbean and U.S. Latino/Latina Literature and culture; theatre and performance studies; Queer, Lesbian, and Gay Studies; Women's and Gender Studies
Alain Mabanckou, Francophone literatures; New Voices of African Literature
Hugo Moreno, Mexican literature, poetry, and philosophy
Lucía M. Suárez, Latin American literature and culture; comparative Caribbean studies

**Lecturers**

Kimberly Boys, elementary Spanish language coordinator
Romana Capek-Habekovic, Director, elementary Italian language program
Rachael Criso, Business French Program Coordinator
María Dorantes, elementary Spanish language program assistant
Sabine Gabaron, elementary French language coordinator
Olga Gallego, Director, elementary Spanish language program; Spanish syntax
Raquel González, elementary Spanish language coordinator
Ann Hilberry, elementary Spanish language coordinator
Kathleen Meyer, elementary French language coordinator
Andrew Noverr, elementary Spanish language coordinator; Instructional technology and New Media
Helene Neu, Director, elementary French language program; French phonetics
Sandra Palaich, elementary Italian language coordinator
Dennis Pollard, elementary Spanish language coordinator
Kristina Primorac-Waggoner, elementary Spanish language coordinator
Adelaide Smith, elementary Italian language coordinator
Yannick Viers, French language instructor

**Professors Emeriti**

Chambers, Fraker, Goic, Gray, Hafter, Hagiwara, Lopez-Grigera, Mermier, Muller, Nelson, O’Neill, Olken, Pulgram, Stanton, Wolfe

The department offers courses in French, Italian, Portuguese, Spanish, Romance linguistics, and Romance languages and cultures. The primary goals of the undergraduate program are: (1) mastery of the language; (2) an understanding and interpretation of Romance literatures and cultures; 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 Language Resource Center 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. Placement test information, including testing dates, are available on the department website at: http://www.lsa.umich.edu/~/langinstruct/placementtest.html.

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, PORTUG 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 Resource Center.** 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. Courses offered by the department require regular use of Language Resource Center facilities. For more information, the Language Resource Center maintains a website, http://www.umich.edu/~langres.

**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 and Francophone cultures and literatures.

**Prerequisites to Concentration.** FRENCH 235.
Concentration Program. A minimum of 30 credits in French and Francophone Studies courses numbered FRENCH 240 and above. Of these, a minimum of 18 credits must be numbered 300 or above, or equivalent. A maximum of two courses in the concentration may be chosen from courses taught in English without language prerequisites. A minimum of 15 of the required 30 credits must be taken either in residence or through a study abroad program affiliated with the University of Michigan. French concentrators are encouraged to elect courses related to their field of study outside of the department and to consider the possibility of studying at the year abroad program in Aix.

Students pursuing graduate studies in French should be aware that most graduate programs expect substantial preparation in literature. For this reason, students interested in earning a graduate degree in French should give particular consideration, in choosing their courses, to FRENCH 270-274, 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 on the department website at http://www.lsa.umich.edu/rl/ffhonors.html). 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 reader.

A grade point average of at least 3.5 in all courses, as well as in all French and Francophone courses is required for admission and for graduation with Honors in French. Intending students should contact the Honors advisor toward the end of their junior year, and fill out an application form. 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.

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 FRENCH 240 and above. Of these, a minimum of 18 credits must be numbered 300 or above, or equivalent. FRENCH 333, 335, and 438 are required (438 must be elected as EDCURINS 456 and will not count in the 30 credits). 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.

Advising. Appointments are scheduled at the department office, 4108 Modern Languages Building, (734) 647-2230.

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 and the department website at http://www.lsa.umich.edu/rl/studyabroad.

France Summer Study Program. The University of Michigan sponsors a six-week program in Grenoble 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. See also the department website at http://www.lsa.umich.edu/rl/Studyabroad. For information on receiving credit for study abroad in other programs, consult a concentration advisor.

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 ITALIAN 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 1900. Required are ITALIAN 235 and 333, and at least one of the following: ITALIAN 300, 305 or and 361. Three credits may be accepted from courses in a cognate field, selected in consultation with, and approved by, the concentration advisor.

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 the thesis and complete an application, available on the department website at http://www.lsa.umich.edu/rl/concminors/thonors.html.

Advising. Advising appointments are scheduled at the department office, 4108 Modern Languages Building, (734) 647-2230.

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. UM also sponsors a year-long study abroad program in Padua, Italy. Information about these programs are 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.

Portuguese

Not a concentration program

There is no concentration in Portuguese, but students can select courses from the beginning level, PORTUG 101-102, through 231-232. Students may pursue their interest in Brazilian Studies in the Latin American and Caribbean Studies concentration and minor programs.
Spanish

May be elected as a departmental concentration program

A concentration in Spanish allows students considerable flexibility in developing a program of study leading to competence in the language and a basic knowledge of Hispanic cultures and literatures. All students should consult with a concentration advisor to develop a program of study that best corresponds to their interests and career plans.

Prerequisites to concentration: SPANISH 275 and 276. For eligible students, SPANISH 290, Spanish for Heritage Language Learners, may be substituted for SPANISH 275. Students who complete SPANISH 290 will also be exempted from SPANISH 276 if they go on to complete SPANISH 310, Advanced Grammar and Composition. Both prerequisites, SPANISH 275 and 276, will be waived for Residential College students who complete one RCLANG 324 readings course in Spanish. Students who complete a second RCLANG 324 course will receive concentration credit for a Spanish elective at the 300 level.

Concentration Program: A minimum of 30 approved credits at the 300 and 400 levels. At least 15 of those credits must be taken at the 400-level. Specific course selections must include two literature courses at the 300 level (6 credits) and two literature courses at the 400 level (6 credits). Other courses, or “electives in Spanish,” may be selected in Hispanic culture, linguistics, and film. Approved courses in other fields, if taught in Spanish, may also count as electives in Spanish (such courses are typically taken abroad). One approved, optional cognate course (3 credits), taught in English in the area of Hispanic studies, is allowed. 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 3.7 may apply to the Honors program in Spanish at the beginning of the junior year. To apply students must fill out an application available on the department website at http://wwwlsa.umich.edu/rll/concminors/sphonors.html, and 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 SPANISH 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 SPANISH 405, 410, 411, and 414). SPANISH 413 must be elected as EDCURINS 455 and will not count as part of the 30 required Spanish credits.

Advising. Advising appointments are scheduled at the department office, 4108 Modern Languages Building, (734) 647-2230.

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 study-abroad section of the Romance Language web page, http://wwwlsa.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 a Spanish concentration advisor. Appointments may be scheduled at 4108 Modern Languages Building, (734) 647-2230.

French and Francophone Studies

Prerequisites to the Academic Minor: FRENCH 235.

Academic Minor Program: 18 credits of courses in FRENCH numbered FRENCH 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. 300-level courses must include at least one course in Cultural and Literary Studies. At least 9 of the 18 credits for the Academic Minor must be taken in residence or in a study abroad program affiliated with the University of Michigan.

Italian

Prerequisites to the Academic Minor: ITALIAN 231.

Academic Minor Program: 18 credits of courses in ITALIAN numbered ITALIAN 232 or higher.

The 18 credits must include:
1. at least one of ITALIAN 235, 275, 300, 305, or 361.
2. at least four courses must be taught in Italian, with at least one of these courses numbered 400 or above.

Constraints: ITALIAN 205 and 206 may not be counted toward the academic minor.
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 Romance Languages and Literatures

**FRENCH (FRENCH)**

**Elementary Language Courses**

Students who intend to continue a language begun in high school or another college or university must take the Placement Test to determine the language course in which they should enroll. Students must check with the Course Coordinator for any exceptions to the Placement Test level. For more information, visit the department website, http://wwwlsa.umich.edu/ft/langinstruct/placementtest.html.

**FRENCH 100. Intensive Elementary French.**

Student group=FR01 OR no French courses (except FRENCH 240, 244, 331, 332, 342, 402, 444, 453) AND no placement codes of FR02, FR03, FR04, FR05 (Prerequisites enforced at registration). Students with any prior study of French must take the Placement test. Only the placement score and not language coursework completed at a previous school will determine placement. (8 in the half-term). (Exc). May not be repeated for credit. No credit granted to those who have completed FRENCH 101, 102, 111 or 112, or RCLANG 190. I, IIa.

**FRENCH 101. Elementary French.**

Student group=FR01 OR no French courses (except FRENCH 240, 244, 331, 332, 342, 402, 444, 453) AND no placement codes of FR02, FR03, FR04, FR05 (Prerequisites enforced at registration). Students with any prior study of French must take the Placement test. Only the placement score and not language coursework completed at a previous school will determine placement. (4). (Exc). May not be repeated for credit. No credit granted to those who have completed FRENCH 100, 111 or 112, or RCLANG 190. I, IIa.

**FRENCH 102. Elementary French, Continued.**

FRENCH 101 with a grade of C- or higher. Students with any prior study of French must take the Placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). College or university transfer students who have received credit for one term must take the placement test to determine the appropriate course for their needs. (4). (Exc). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 100, 101, 111 or 112, or RCLANG 190. FRENCH 102 is NOT open to students who have begun instruction at the high school level. II, IIIb.

**FRENCH 103. Review of Elementary French.**

Students with any prior study of French must take the Placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). (4). (Exc). May not be repeated for credit. No credit granted to those who have completed FRENCH 100, 111 or 112, or RCLANG 190.

**FRENCH 230. Intensive Second-Year French.**

FRENCH 100, 102, or 103 or RCLANG 190 with a grade of C- or higher; or assignment of FRENCH 231 on placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). (8 in the half-term). (LR). May not be repeated for credit. No credit granted to those who have completed FRENCH 231 or 232 or RCLANG 290 or 310. I, IIa.

**FRENCH 231. Second-Year French.**

FRENCH 100, 102, or 103 or RCLANG 190 with a grade of C- or higher; or assignment of FRENCH 231 on placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). (4). (Exc). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 230 or RCLANG 290 or 310. I, II, IIIa, IIIb.

**FRENCH 232. Second-Year French, Continued.**

FRENCH 231 with a grade of at least C- or assignment by placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 112 or 230 or RCLANG 290 or 310. I, II, IIIa, IIIb.

Other Language Courses

**FRENCH 111. First Special Reading Course.**

FRENCH 111 and 112 are designed for juniors, seniors, and graduate students interested in gaining a reading knowledge of the language. (4). (Exc). May not be repeated for credit. I.

**FRENCH 112. Second Special Reading Course.**

FRENCH 111 or 112. (4). (Exc). May not be repeated for credit. No credit granted to those who have completed FRENCH 100, 101, 102, 103, or RCLANG 190. Completion of FRENCH 111-112 does not satisfy the LS&A language requirement. II, IIIa.

**FRENCH 235. Advanced Practice in French.**

FRENCH 230 or 232 with a grade of C- or higher; or RCLANG 290 or 310, or assignment by placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). Transfer students who receive transfer credit from their previous college or university for FRENCH 232 and wish to continue with their language study are strongly encouraged to take the French placement exam to be certain that they are prepared for FRENCH 235. (3). (Exc). May not be repeated for credit. I, II.

**FRENCH 333. French Phonetics.**

Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (Exc). May not be repeated for credit. II.

**FRENCH 335. Composition and Stylistics.**

Two courses in FRENCH numbered 250 and above (Prerequisites enforced at registration). (3). (Exc). May not be repeated for credit.

**FRENCH 337. Seminar in Translation.**

Two courses in FRENCH numbered 250 and above (Prerequisites enforced at registration). (3). (Exc). May not be repeated for credit.

**FRENCH 380. Intermediate Business French.**

Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (Exc). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 414.

**FRENCH 381. French Internship.**

FRENCH 380 (Prerequisites enforced at registration). (3). (Experimental). May not be repeated for credit. Offered mandatory credit/no credit.

**FRENCH 414. Advanced Business French.**

FRENCH 380 (Prerequisites enforced at registration). (3). (Exc). May not be repeated for credit. No credit granted to those who have completed or are enrolled in BA 415.

**FRENCH 438 / RMLING 456 / EDCURINS 456. Topics in Learning and Teaching French.**

Three courses in French numbered 250 and above (Prerequisites enforced at registration). (3). (Exc). May not be repeated for credit. I.

Courses Taught in English (without language prerequisite)

**FRENCH 240. French and Francophone Topics in Translation.**

Taught in English. A knowledge of French is not required. (3). (HU). May not be repeated for credit.

**FRENCH 244. Issues in Race and Cultural Diversity in the Francophone World.**

Taught in English. A knowledge of French is not 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 not be repeated for credit.
Taught in English. A knowledge of French is not required. (3; 2 in the half-term). (HU). May not be repeated for credit. Only one literature in translation course may be considered in the completion for the concentration requirements.

Taught in English. A knowledge of French is not required. (3). (Excl). May be elected twice for credit. French concentrators can take a maximum of two courses in the department taught in English. French minors can take a maximum of one course taught in English from our department.

FRENCH 342. French and Francophone Film Taught in English.
Taught in English. A knowledge of French is not required. (3). (HU). May not be repeated for credit.

A literature course or any course dealing with the Black experience in Africa or the Americas. Taught in English. A knowledge of French is not required. (3). (Excl). May not be repeated for credit. Only one literature in translation course may be considered for the concentration requirements.

FRENCH 453 / HISTART 464. Interdisciplinary Topics in French Art,
Literature, and Culture.
Upperclass standing. Taught in English. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

Cultural and Literary Studies
FRENCH 230 or 232 with a grade of C- or higher; or RCLANG 290 or 310; or assignment of FRENCH 235 by placement test (Prerequisites enforced at registration). 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 not be repeated for credit.

FRENCH 270. French and Francophone Literature and Culture.
FRENCH 235 with a grade of C- or higher (Prerequisites enforced at registration). (3). (HU). May be elected twice for credit. I, II, IIIa.

FRENCH 272. French and Francophone Film, Media, and Culture.
FRENCH 235 with a grade of C- or higher (Prerequisites enforced at registration). (3). (HU). May be elected twice for credit.

FRENCH 235 with a grade of C- or higher (Prerequisites enforced at registration). (3). (HU). May be elected twice for credit.

FRENCH 276. Spoken and Written Performance in French.
FRENCH 235 with a grade of C- or higher (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit.

FRENCH 350. Special Topics in French and Francophone Studies.
Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (HU). May be repeated for credit for a maximum of 6 credits.

FRENCH 362. Quebec and French Canadian Studies.
Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (HU). May be elected twice for credit.

FRENCH 363. Caribbean Studies.
Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (Excl). May be elected twice for credit.

Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (Excl). May be elected twice for credit.

FRENCH 365. African Studies (Sub-Saharan).
Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (Excl). May be elected twice for credit.

Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (Excl). May be repeated for credit.

FRENCH 368. Enlightenment, Revolution, and Romanticism.
Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (HU). May be elected twice for credit.

FRENCH 369. Literature, History, and Culture of Modernity.
Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (HU). May be elected twice for credit.

FRENCH 378. Studies in Genre.
Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (Excl). May be repeated for credit for a maximum of 6 credits.

FRENCH 379. Studies in Gender and Sexuality.
Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). (3). (Excl). May be repeated for credit for a maximum of 6 credits.

FRENCH 235 with a grade of C- or higher (Prerequisites enforced at registration). (3; 2 in the half-term). (HU). May be repeated for credit for a maximum of 6 credits.

FRENCH 391. Junior Honors Course.
Consent of instructor required (Prerequisites enforced at registration). Permission of departmental Honors Committee. (3; 2 in the half-term). (Excl). (INDEPENDENT). May not be repeated for credit.

FRENCH 392. Junior Honors Course.
Consent of instructor required (Prerequisites enforced at registration). Permission of departmental Honors Committee. (3; 2 in the half-term). (Excl). (INDEPENDENT). May not be repeated for credit.

FRENCH 399. Independent Study.
Two courses in FRENCH numbered 250-299; or FRENCH 235 and two RCLANG 320; or FRENCH 235, one course in FRENCH numbered 250-299 and one RCLANG 320 (Prerequisites enforced at registration). Permission of department; application required. (1-3). (Excl). (INDEPENDENT). May not be repeated for credit. I, II, III, IIIa, IIIb.

FRENCH 450. Special Studies.
Three courses in FRENCH numbered 300 or above (Prerequisites enforced at registration). (3). (Excl). May be repeated for credit.

FRENCH 461 / MEMS 444. Reading of Old French Texts.
Three courses in FRENCH numbered 300 or above (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

FRENCH 465. Literature of the Nineteenth Century.
Three courses in FRENCH numbered 300 or above (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

FRENCH 466. Literature of the Twentieth Century.
Three courses in FRENCH numbered 300 or above (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

FRENCH 491. Senior Honors Course.
Senior Only (Prerequisites enforced at registration). Permission of department; application required. (3; 2 in the half-term). (Excl). (INDEPENDENT). May not be repeated for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (FRENCH 492), the final grade is posted for both term's elections.

FRENCH 492. Senior Honors Course.
Senior Only (Prerequisites enforced at registration). Permission of department; application required. (3; 2 in the half-term). (Excl). (INDEPENDENT). May not be repeated for credit.

ITALIAN (ITALIAN)

Elementary Language Courses
Students who intend to continue a language begun in high school or another college or university must take the Placement Test to determine the language course in which they should enroll. Beginners desiring to acquire proficiency at a faster pace are encouraged to enroll in ITALIAN 103, followed by ITALIAN 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 (ITALIAN 235 or higher). Students must check with the Course Coordinator for any exceptions to the Placement Test level. For more information, visit the department website, http://www.isa.umich.edu/iit/langinstruct/placementtest.html.

ITALIAN 100. Intensive Elementary Italian.
Student group=IT01 OR no Italian courses (except ITALIAN 150, 311, 312, 313, 315, 325, 333, 359) AND no placement codes of IT02, IT03, IT04, IT05
ITALIAN 101. Elementary Italian.
Student group=IT01 OR no Italian courses (except ITALIAN 150, 311, 312, 313, 315, 325, 333, 359) AND no placement codes of IT02, IT03, IT04, IT05 (Prerequisites enforced at registration). Students with any prior study of Italian must take the Placement Test. Only the placement score and not language coursework completed at a previous school will determine placement. Only the placement score and not language coursework completed at a previous school will determine placement. (4). (Excl). May not be repeated for credit. Offered mandatory credit/no credit. I.

ITALIAN 102. Elementary Italian.
ITALIAN 101 with a grade of C- or higher. College or university transfer students with prior study of Italian must take the placement test. Only the placement score and not language coursework completed at a previous school will determine placement. (Prerequisites enforced at registration). College or university transfer students who have received credit for one term must take the placement test to determine the appropriate course for their needs. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ITALIAN 100, 103, 111, or 112. I, II, IIIa in Ann Arbor; III in Florence, Italy. (Prerequisites enforced at registration).

ITALIAN 103. Accelerated Italian.
ITALIAN 101 with a grade of C- or higher; or assignment by placement test of ITALIAN 231 or higher. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ITALIAN 100, 101 or 102. I.

ITALIAN 110. Special Reading Course.
ITALIAN 100 or 102 with a grade of C- or higher; or assignment by placement test of ITALIAN 231 or higher. (1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit. I.

ITALIAN 205. Italian Conversation for Non-concentrators.
ITALIAN 100 or 102 with a grade of C- or higher; or assignment by placement test of ITALIAN 231 or higher. (1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit. I.

ITALIAN 206. Conversation for Non-concentrators.
ITALIAN 100 or 102 with a grade of C- or higher; or assignment by placement test of ITALIAN 231 or higher. (1). (Excl). May not be repeated for credit. ITALIAN 206 may be elected prior to ITALIAN 205. Offered mandatory credit/no credit. II.

ITALIAN 230. Second-Year Italian.
ITALIAN 100 or 102 or 103 with a grade of C- or higher; or assignment of ITALIAN 231 on placement test. College or university transfer students with prior study of Italian must take the placement test. Only the placement score and not language coursework completed at a previous school will determine placement. (Prerequisites enforced at registration). (6). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ITALIAN 112, 231, 232, or 233. I, II, IIIb.

ITALIAN 231. Second-Year Italian.
ITALIAN 100 or 102 or 103 with a grade of C- or higher; or assignment by placement test. College or university transfer students with prior study of Italian must take the placement test. Only the placement score and not language coursework completed at a previous school will determine placement. (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ITALIAN 112, 230 or 233. I and II in Ann Arbor; III in Florence, Italy.

ITALIAN 232. Second-Year Italian, Continued.
ITALIAN 231 with a grade of C- or higher; or assignment by placement test. College or university transfer students with prior study of Italian must take the placement test. Only the placement score and not language coursework completed at a previous school will determine placement. (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ITALIAN 112, 230 or 233. I, II, IIIb.

ITALIAN 100, 102, or 103 with a grade of C- or higher; or assignment of ITALIAN 231 on placement test. Only placement score and not language coursework completed at previous school will determine placement. (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ITALIAN 112, 230 or 232. This course does not satisfy the language requirement. II.

Courses Taught in English Translation (without language prerequisites)
ITALIAN 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. Taught in English. (3). (HU). May not be repeated for credit.

ITALIAN 310. Italian Cities.
Taught in English. A knowledge of Italian is not required. (3). (HU). May not be repeated for credit. Repetition requires permission of the instructor. (Prerequisites enforced at registration).

ITALIAN 311. Making Difference in Italy.
Taught in English. A knowledge of Italian is not required. (3). (HU). May not be repeated for credit.

ITALIAN 312. Genius and Geography.
Taught in English. A knowledge of Italian is not required. (3). (Excl). May not be repeated for credit.

ITALIAN 313. Italian Families.
Taught in English. A knowledge of Italian is not required. (3). (HU). May not be repeated for credit.

ITALIAN 315. Italian Cinema and Society Since 1945.
Taught in English. A knowledge of Italian is not required. (3). (HU). May not be repeated for credit. II.

ITALIAN 325. Italian Novels and Films.
One literature course (in any field). Taught in English. A knowledge of Italian is not required. (3). (Excl). May be repeated for credit for a maximum of 9 credits. (Prerequisites enforced at registration).

ITALIAN 333(432) / MEMS 333. Dante’s Divine Comedy.
Taught in English. A knowledge of Italian is not required. (4). (HU). May not be repeated for credit.

ITALIAN 339. Italian Culture and History.
Taught in English. A knowledge of Italian is not required. (3). (HU). May be repeated for credit for a maximum of 9 credits.

Other Language and Literature Courses
ITALIAN 235. Intermediate Italian.
ITALIAN 230, 232, or 233. (3). (Excl). May not be repeated for credit. I, II.

ITALIAN 275. Italian Cuisine: Reflection of Culture.
ITALIAN 230, 232, or 233. (3). (Excl). May not be repeated for credit. No credit granted to those who completed ITALIAN 235 prior to Fall Academic Term 2000.

ITALIAN 300. Advanced Composition and Conversation.
ITALIAN 235. (3). (Excl). May not be repeated for credit. II.

ITALIAN 305. Introduction to the Study of Literature in Italian.
ITALIAN 230, 232, or 233. (3). (Excl). May not be repeated for credit.

ITALIAN 320. Modern Italian Literature.
ITALIAN 232. (3). (Excl). May not be repeated for credit.

ITALIAN 340. Contemporary Italian Culture.
ITALIAN 230, 232, or 233. (3). (HU). May not be repeated for credit.

ITALIAN 345. Intermediate Business Italian.
ITALIAN 235. (3). (Excl). May not be repeated for credit.

ITALIAN 346. Italian Internship.
Completion of Italian 300, 340, 345 or 361; and offer of a summer internship in an Italian-speaking country. (3). (Excl). (EXPERIENTIAL). May not be repeated for credit. Offered mandatory credit/no credit.

ITALIAN 361. Advanced Comprehension.
ITALIAN 230, 232, or 233. (3). (Excl). May not be repeated for credit.

ITALIAN 374. Topics in Italian Literature.
ITALIAN 230, 232, or 233. (3; 2 in the half-term). (HU). May be repeated for credit.

ITALIAN 387. Italian Renaissance Literature.
ITALIAN 230, 232, or 233. (3; 2 in the half-term). (HU). May not be repeated for credit.

ITALIAN 390. Directed Reading.
Consent of department required (Prerequisites enforced at registration). Application required. (1-3). (Excl). (INDEPENDENT). May be repeated for credit. I, II, IIIa, IIIb.

ITALIAN 422. Politics and Literature.
ITALIAN 230, 232, or 233. (3). (Excl). May not be repeated for credit.

ITALIAN 425. Italian Romanticism.
ITALIAN 230, 232, or 233. (Excl). May not be repeated for credit.

ITALIAN 430. Twentieth-Century Italy through its Literature.
ITALIAN 230, 232, or 233. Taught in Italian. (3). (Excl). May be elected twice for credit.

ITALIAN 471. Italian Theater. (ITALIAN 230, 232, or 233. (3). (Excl). May not be repeated for credit.

ITALIAN 481. Boccaccio, Bandello, and the Novella. (ITALIAN 230, 232, or 233. (3; 2 in the half-term). (Excl). May not be repeated for credit.

ITALIAN 482 / ROMLING 482. Background of Modern Italian. (ITALIAN 230, 232, or 233; and a thorough reading knowledge of Italian. (3). (Excl). May not be repeated for credit.

ITALIAN 491. Senior Honors Course. Seniors, with permission of instructor and the undergraduate advisor. (3). (Excl). (INDEPENDENT). May be elected twice for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of ITALIAN 491, the final grade is posted for both term's elections.

ITALIAN 499. Advanced Independent Study. (ITALIAN 230, 232, or 233; application required. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 9 credits.

PORTUGUESE (PORTUG)

PORTUG 100. Intensive Elementary Portuguese. (8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PORTUG 101, 102, or 415. IIa.

PORTUG 101. Elementary Portuguese. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PORTUG 100 or 415. I.

PORTUG 102. Elementary Portuguese. PORTUG 101. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PORTUG 100 or 415. II.

PORTUG 215. First-Year Seminar in Brazilian Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.

PORTUG 231. Second-Year Portuguese. PORTUG 102 or 415. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PORTUG 230. I.

PORTUG 232. Second-Year Portuguese. PORTUG 231. (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PORTUG 230. II.

PORTUG 270. Portuguese Conversation. PORTUG 232. (3). (Excl). May not be repeated for credit.

PORTUG 301. Readings in Luso-Brazilian Culture. Permission of instructor. (3). (Excl). May not be repeated for credit.

PORTUG 350. Independent Study. Consent of instructor required (Prerequisites enforced at registration). PORTUG 232; application required. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits.

PORTUG 415. Portuguese for Spanish Speakers. Native or near-native proficiency in Spanish is essential. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PORTUG 100, 101, or 102.

PORTUG 450. Independent Study. Consent of instructor required (Prerequisites enforced at registration). Permission of department; application required. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits.

PORTUG 473. Introduction to Brazilian Literature. A reading knowledge of Portuguese. (3). (Excl). May not be repeated for credit.

PORTUG 474. Topics in Luso-Brazilian Literature. A reading knowledge of Portuguese. (3). (Excl). May be repeated for credit.

PORTUG 489. Directed Readings in Portuguese. Consent of instructor required (Prerequisites enforced at registration). Permission of department; application required. (2-3). (Excl). (INDEPENDENT). May be repeated for credit.

ROMANCE LANGUAGES AND LITERATURES (ROMLANG)

ROMLANG 250. Special Topics in the Humanities. (3). (HU). May be repeated for credit for a maximum of 6 credits.

ROMLANG 400. Topics in Romance Languages and Literatures. Course may be taught in a Romance Language. (1-4). (Excl). May be elected twice for credit.

ROMANCE LINGUISTICS (ROMLING)

ROMLING 300. Introduction to the Romance Languages. French, Spanish, or Italian: five terms at college level or equivalent; (3; 2 in the half-term). (Excl). May not be repeated for credit.

ROMLING 330 (SPANISH 405) / SPANISH 330. Introduction to Spanish Linguistics. SPANISH 275 & 276; or SPANISH 290 & 310; or SPANISH 276 & 290; or RCLANG 324 or Student Group SP27 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

ROMLING 410 / SPANISH 410. Spanish Phonetics and Phonology. SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

ROMLING 413 / SPANISH 413 / EDCURINS 455. Teaching Spanish / Applications of Linguistics. SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.


ROMLING 456 / FRENCH 438 / EDCURINS 456. Topics in Learning and Teaching French. Three courses in French numbered 250 and above (Prerequisites enforced at registration). FRENCH 235, and 2 courses numbered between FRENCH 250 and 299. (3). (Excl). May not be repeated for credit.

ROMLING 482 / ITALIAN 482. Background of Modern Italian. ITALIAN 230, 232, or 233 and a thorough reading knowledge of Italian. (3). (Excl). May not be repeated for credit.

SPANISH (SPANISH)

Elementary Language Courses

Students who intend to continue a language begun in high school or another college or university must take the Placement Test to determine the language course in which they should enroll. Students must check with the Course Coordinator for any exceptions to the Placement Test level. For more information, visit the department website, http://www.lsa.umich.edu/rll/langinstruct/placementtest.html.

SPANISH 100. Intensive Elementary Spanish. Student group=SP01 OR no Spanish courses (except SPANISH 331 and 400) AND no placement codes of SP02, SP03, SP04, SP05, SP06 (Prerequisites enforced at registration). Students with any prior study of Spanish must take the Placement test. Only the placement score and not language coursework completed at previous school will determine placement(8 in the half-term). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 101, 102, 103, 111 or 112, or RCLANG 194. IIIa.

SPANISH 101. Elementary Spanish. Student group=SP01 OR no Spanish courses (except SPANISH 331 and 400) AND no placement codes of SP02, SP03, SP04, SP05, SP06 (Prerequisites enforced at registration). Students with any prior study of Spanish must take the Placement test. Only the placement score and not language coursework completed at previous school will determine placement. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 100, 101, 111 or 112, or RCLANG 194. I, II, IIIa, IIIb.

SPANISH 102. Elementary Spanish, Continued. SPANISH 101 with a grade of C- or higher. College or university transfer students with any prior study of Spanish must take the Placement Test. Only the placement score and not language coursework completed at previous school will determine placement(Prerequisites enforced at registration). College or university transfer students who have received credit for one term must take the placement test to determine the appropriate course for their needs. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 100, 101, 111 or 112, or RCLANG 194. SPANISH 102 is not open to students who have begun instruction at the high school level. I, II, IIIa, IIIb.
SPANISH 103. Review of Elementary Spanish. Assignment of SPANISH 103 by placement test. College or university transfer students with any prior study of Spanish must take the Placement test. Only the placement score and not language coursework completed at previous school will determine placement (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 101, 102, 111 or 112, or RCLANG 194.

SPANISH 230. Intensive Second-Year Spanish. SPANISH 100, 102 or 103 with a grade of C- or higher; or RCLANG 194; or assignment of SPANISH 231 by placement test. College or university transfer students with any prior study of Spanish must take the Placement test. Only the placement score and not language coursework completed at previous school will determine placement (Prerequisites enforced at registration). (8 in the half-term). (LR). May not be repeated for credit. No credit granted to those who have completed SPANISH 112, 231 or 232, or RCLANG 294 or 314.

SPANISH 231. Second-Year Spanish. SPANISH 100, 102 or 103 with a grade of C- or higher; or RCLANG 194; or assignment of SPANISH 231 by placement test. College or university transfer students with any prior study of Spanish must take the Placement test. Only the placement score and not language coursework completed at previous school will determine placement (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 112, 231, or RCLANG 294 or 314. I, II, IIIa in Ann Arbor; IIIb in Salamanca, Spain.

SPANISH 232. Second-Year Spanish, Continued. SPANISH 231 with a grade of C- or higher; or assignment of by placement test. College or university transfer students with any prior study of Spanish must take the Placement test. Only the placement score and not language coursework completed at previous school will determine placement (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 112 or 230; or RCLANG 294 or 314. I, II, IIIa, IIIb in Ann Arbor; IIIb in Salamanca, Spain.

Special Elementary Reading Courses

SPANISH 111 and 112 are designed for juniors, seniors, and graduate students interested in gaining a reading knowledge of the language.

SPANISH 111. First Special Reading Course. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 101, 102, 103 or, RCLANG 194.

Other Language Courses

SPANISH 270. Spanish Conversation for Non-Concentrators. SPANISH 230 or 232 with a grade of C- or higher; RCLANG 294 or 314; or assignment of SPANISH 275 by placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). Transfer students who receive transfer credit from their previous college or university for SPANISH 232 and wish to continue with their language study are encouraged to take the Spanish placement test to be certain they are prepared for SPANISH 276. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 275 or 276; or RCLANG 324. May not be included in a concentration plan in Spanish.

SPANISH 275. Grammar and Composition. SPANISH 230 or 232 with a grade of C- or higher; RCLANG 294 or 314; or assignment of SPANISH 275 by placement test (Prerequisites enforced at registration). Transfer students who receive transfer credit from their previous college or university for SPANISH 232 and wish to continue with their language study are strongly encouraged to take the Spanish placement test to be certain they are prepared for SPANISH 275. (3). (Excl). May not be repeated for credit. I, II, IIIa in Ann Arbor; IIIb in Salamanca, Spain.

SPANISH 276. Reading and Composition. SPANISH 230 or 232 with a grade of C- or higher; RCLANG 294 or 314; or assignment of SPANISH 275 by placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). SPANISH 276 may be elected prior to SPANISH 275. Transfer students who receive transfer credit from their previous college or university for SPANISH 232 and wish to continue with their language study are strongly encouraged to take the Spanish placement test to be certain they are prepared for SPANISH 276. (3). (Excl). May not be repeated for credit. I, II in Ann Arbor; IIIb in Salamanca, Spain.

SPANISH 290 / AMCULT 224. Spanish for Heritage Language Learners. Basic knowledge of Spanish language. (4). (Excl). May not be repeated for credit. This course does not satisfy the language requirement.
SPANISH 327 / AMCULT 327 / ENGLISH 387. Latino/Latina Literature of the U.S.
Taught in English. (3). (HU). May not be repeated for credit.

SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 332. Short Narrative in Latin America/Spain.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit.

SPANISH 335. Contemporary Spanish and Spanish-American Literature.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit for a maximum of 6 credits.

SPANISH 337. Poetry Workshop.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 340. Introduction to Iberian Cultures.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 341. Introduction to Latin American Cultures.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit.

Permission of concentration advisor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit. Repetition requires permission of the department.

SPANISH 360. Literature and the Other Arts.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit.

SPANISH 371. Survey of Spanish Literature, I.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit.

SPANISH 372. Survey of Spanish Literature, II.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit.

SPANISH 373. Topics in Hispanic Literatures and Cultures.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit for a maximum of 6 credits. I, II in Ann Arbor; III in Salamanca, Spain.

Prior coursework in Film and Video Studies, Communications (television studies) or Latino Studies. A knowledge of Spanish is not required. Taught in English. (3). (Excl). May not be repeated for credit.

SPANISH 381. Survey of Latin American Literature, I.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3). (HU). May not be repeated for credit.

SPANISH 382. Survey of Latin American Literature, II.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3; 2 in the half-term). (HU). May not be repeated for credit.

SPANISH 387. Social Forces and Literary Expression in Golden Age Spain.
SPANISH 275 and 276; or SPANISH 290 and 310; or SPANISH 276 and 290; or
RCLANG 324 (Prerequisites enforced at registration). (3; 2 in the half-term). (HU). May not be repeated for credit.

SPANISH 391. Junior Honors Course.
Consent of instructor required (Prerequisites enforced at registration). Permission of departmental Honors Committee. (3). (Excl). (INDEPENDENT). May not be repeated for credit.

SPANISH 392. Junior Honors Course.
Permission of department; application required. (3). (Excl). (INDEPENDENT). May not be repeated for credit.

SPANISH 400. Spanish and Latin American Literature in Translation.
A knowledge of Spanish is not required. Open to students at all levels. Taught in English. (3). (Excl). May not be repeated for credit. May not be included in the Spanish minor plan.

SPANISH 420 / AMCULT 420. Latin American & Latino/a Film Studies.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.

SPANISH 430. Advanced Studies in Hispanic Culture and Society.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May be elected twice for credit.

SPANISH 432. Gender, Writing, and Culture.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 435. Independent Study.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). Permission of department. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 3 credits.

SPANISH 437. Introduction to Literature Studies and Criticism.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May be repeated for credit for a maximum of 6 credits.

SPANISH 438. The Economy and Politics in Latin America/Spain.
Three courses in SPANISH numbered 300 or above, or two RCLANG 324 courses and two courses in SPANISH numbered 300 or above (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 442. Testimonial Narrative.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 448. Hispanic Culture Through Community Service Learning.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 450. Middle Ages.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 456. Golden Age.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 458. The Picaresque Novel.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 459. Don Quijote.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 460. The Spanish Comedia.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 466. The Modern Spanish Novel II.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and
SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 467. Literary and Artistic Movements in Latin America / Spain.
SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses...
and SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May be elected twice for credit.

SPANISH 468. Modern Spanish Theater. SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 470. Latin-American Literature, Sixteenth to Nineteenth Centuries. SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 472. Pre-Columbian Societies. SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 473. Colonial/Postcolonial Studies in Latin-American Cultures. SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

SPANISH 475. Latin-American Narrative. SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May be elected twice for credit.

SPANISH 476. Latin-American Poetry. SPANISH 300 or above excluding 308 (3 courses), or two RCLANG 324 courses and SPANISH 300 or above excluding 308 (2 courses) (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

Professors Emeriti

Chaudhuri (History), Cragg (Economics), Dabisch (Economics), Ely (History and German), Fink (Chemistry), Flink (History), Gitelman (Political Science, Judaic Studies), Greene (Music), Jackson (POLITICAL SCIENCE), Kennedy (POLITICAL SCIENCE), Kollman (POLITICAL SCIENCE), Knysh (NEAR EASTERN STUDIES), Lambropoulos (CLASSICAL STUDIES), Lindsman (POLITICAL SCIENCE), Markel (MEDICINE), Markovits (GERMAN, POLITICAL SCIENCE, SOCIOLOGY), Michalowski (NEAR EASTERN STUDIES), Mirel (POLITICAL SCIENCE), Rosenberg (POLITICAL SCIENCE), Shevoroshkin (SLAVIC LANGUAGES AND LITERATURES, LINGUISTICS), Simon (MATHEMATICS, ECONOMICS, AND PUBLIC POLICY), Suny (HISTORY), Svejnar (BUSINESS ADMINISTRATION, BUSINESS ECONOMICS AND PUBLIC POLICY, INTERNATIONAL BUSINESS), Terrell (INTERNATIONAL BUSINESS, BUSINESS ECONOMICS AND PUBLIC POLICY), Toman (SLAVIC LANGUAGES AND LITERATURES), Vincent (PUBLIC HEALTH), Weisskopf (ECONOMICS), Whallon (ANTHROPOLOGY), Wiley (MUSIC), Zimmerman (POLITICAL SCIENCE), Zirbes (ART)

Associate Professors

Eagle (SLAVIC LANGUAGES AND LITERATURES), Genné (DANCE AND ART HISTORY), Göçek (SOCIOLoGY/WOMEN’S STUDIES), Grzymala-Busse (POLITICAL SCIENCE), Hart (ANTHROPOLOGY), Hell (GERMAN), Kivelson (HISTORY), Lemon (ANTHROPOLOGY), M. Makin (SLAVIC LANGUAGES AND LITERATURES), Norich (ENGLISH, JUDAIC STUDIES), Northrop (NEAR EASTERN STUDIES, HISTORY), Porter (HISTORY), Schöne (SLAVIC LANGUAGES AND LITERATURES), Senkевич (HISTORY OF ART, ARCHITECTURE AND URBAN PLANNING), Spector (GERMAN, HISTORY), Zaborowska (AMERICAN CULTURE)

Assistant Professors

Borum (ART, ARCHITECTURE AND URBAN PLANNING), Cheek (MUSIC), Hagen (NEAR EASTERN STUDIES), Krutikov (SLAVIC LANGUAGES AND LITERATURES, JUDAIC STUDIES), Maiorova (SLAVIC LANGUAGES AND LITERATURES), Matjias (MUSIC), Zubrycki (SOCIOLOGY)

Lecturers

A. Makin (SLAVIC LANGUAGES AND LITERATURES), Rogovyk (SLAVIC LANGUAGES AND LITERATURES), Szabo (JUDAIC STUDIES)

Professors Emeriti

Bornstein (ECONOMICS), Cameron (BUSINESS ADMINISTRATION), Humesky (SLAVIC LANGUAGES AND LITERATURES), Mersereau (SLAVIC LANGUAGES AND LITERATURES), Szporluk (HISTORY), Zajonc (PSYCHOLOGY)

The undergraduate curriculum in Russian and East European Studies offers broad, interdisciplinary training for students who wish to acquire extensive knowledge of a country or countries of the former Soviet Union and East Central Europe. Proficiency in a language of the region is an important component of the REES concentration.

Courses offered by the Center for Russian and East European Studies. REES 301 is an undergraduate directed reading course under the guidance of a faculty member, on a specialized topic in Russian or East European Studies. REES 395, 396, and 397 provide students with a comprehensive, interdisciplinary survey of the regions of the former Soviet Union and East Central Europe which introduce students to different approaches in the study of multinational, multi-cultural nations. These are appropriate selections for non-concentrators as well as potential concentrators. N.B.: Students may receive credit for REES 396 or 397, but not for both courses. REES 401 is a required undergraduate seminar focusing on a specific research project.

Courses in Other Departments. Lists of CREEES-approved and CREEES-related courses are available on the CREEES website: http://www.umich.edu/~iinet/crees.

Center for Russian and East European Studies (REES)

1080 South University Avenue, Suite 4668
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e-mail: crees@umich.edu

Professor Michael D. Kennedy (Sociology), Director

Professors

Anderson (Sociology), Bardakjian (NEAR EASTERN STUDIES), Blouin (HISTORY AND INFORMATION), Canning (HISTORY), Carpenter (SLAVIC LANGUAGES AND LITERATURES), Eley (HISTORY AND GERMAN), Fine (HISTORY), Gitelman (POLITICAL SCIENCE, JUDAIC STUDIES), Greene (MUSIC), Jackson (POLITICAL SCIENCE, BUSINESS ADMINISTRATION), Kennedy (SOCIOLOGY), Kollman (POLITICAL SCIENCE), Knysh (NEAR EASTERN STUDIES), Lambropoulos (CLASSICAL STUDIES, COMPARATIVE LITERATURE), Lindner (HISTORY), Markel (MEDICINE), Markovits (GERMAN, POLITICAL SCIENCE, SOCIOLOGY), Michalowski (NEAR EASTERN STUDIES), Mirel (EDUCATION), Mrázek (HISTORY), O’Shea (ANTHROPOLOGY), Ronen (SLAVIC LANGUAGES AND LITERATURES), Rosenberg (HISTORY), Shevoroshkin (SLAVIC LANGUAGES AND LITERATURES, LINGUISTICS), Simon (MATHEMATICS, ECONOMICS, AND PUBLIC POLICY), Suny (HISTORY), Svejnar (BUSINESS ADMINISTRATION, BUSINESS ECONOMICS AND PUBLIC POLICY, INTERNATIONAL BUSINESS), Terrell (INTERNATIONAL BUSINESS, BUSINESS ECONOMICS AND PUBLIC POLICY), Toman (SLAVIC LANGUAGES AND LITERATURES), Vincent (PUBLIC HEALTH), Weisskopf (ECONOMICS), Whallon (ANTHROPOLOGY), Wiley (MUSIC), Zimmerman (POLITICAL SCIENCE), Zirbes (ART)

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Bornstein (ECONOMICS), Cameron (BUSINESS ADMINISTRATION), Humesky (SLAVIC LANGUAGES AND LITERATURES), Mersereau (SLAVIC LANGUAGES AND LITERATURES), Szporluk (HISTORY), Zajonc (PSYCHOLOGY)

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Courses in Other Departments. Lists of CREEES-approved and CREEES-related courses are available on the CREEES website: http://www.umich.edu/~iinet/crees.

Russian and East European Studies

May be elected as an area concentration program

Prerequisites

RUSSIAN 231, Introduction to Russian Culture, or SLAVIC 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 with a grade of at least "B"; or completion of four terms of Armenian, Czech, Polish, Bosnian/Croatian/Serbian, 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/creees.

Honors Concentration. Undergraduate concentrators who have maintained a 3.5 grade point average in the REES concentration and a 3.4 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 REES 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.

Concurrent Undergraduate/Graduate Study (CUGS) program in Russian and East European Studies.

Current juniors concentrating in most fields are eligible to apply. Accepted students would receive both a BA/BS in REES or other eligible fields and a Master's in REES in five years. The CUGS program gives outstanding students the opportunity to earn graduate degrees at an accelerated pace, giving them a jump-start on further graduate work or on the job market.

Application requirements include regional language proficiency, a strong academic record (minimum GPA of 3.7), a proven interest and knowledge of the region, and permission of undergraduate advisor and the REES director. The applicant must also obtain a letter of approval from the Dean of the Undergraduate College to be submitted with the application to Rackham. To be admitted to the CUGS program, the student must have met all requirements for the bachelor's degree except in the major and in independent study or its equivalent.

For more information and application procedures, please contact CREEES.

Application deadline is February 1 for admission to the program that fall.

Study Abroad. CREEES encourages students to participate in study abroad programs, especially those offered by the Office of International Programs (OIP) in the Czech Republic, Finland, Hungary, Poland, and Russia. Some programs require knowledge of the local language, while others offer courses in English. Information about these programs is available at OIP, G513 Michigan Union, (734) 764-4311 or http://www.umich.edu/~iinet/oip/programs.html

CREEES also sponsors for-credit interdisciplinary study tours in Poland and St. Petersburg, Russia, taught by UM faculty members.

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 Avenue, 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, Bosnian/Croatian/Serbian, 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.
Two-Course Sequence. One of the following sequences:
- HISTORY 432 and 433, or 433 and 434
- RUSSIAN 449 and 450, or 437 and 438.

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)

REES 301. Directed Reading.
Consent of instructor required (Prerequisites enforced at registration). (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. I, II, III, IIIa, IIIb.

REES 310 / RUSSIAN 310. CREE Study Tour: An Introduction to St. Petersburg and Russian Culture.
Permission of department required. (2 in the half-term). (Excl). May not be repeated for credit.

(4; 3 in the half-term). (SS). May not be repeated for credit. I.

REES 396 / SLAVIC 396 / HISTORY 333 / POLSCI 396 / SOC 393. Survey of East Central Europe.
(4; 3 in the half-term). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in REES 397.

REES 401. Senior Seminar in Russian and East European Studies.
Permission of instructor. (4). (Excl). May be elected twice for credit.

REES 402. Honors Workshop, Junior.
Consent of instructor required (Prerequisites enforced at registration). Honors student and junior standing, and permission of REES advisor. (2). (Excl). May not be repeated for credit.

REES 403. Honors Colloquium, Senior.
Consent of instructor required (Prerequisites enforced at registration). 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 credit for a maximum of 6 credits. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of REES 403, the final grade is posted for both term's elections.

REES 405. Topics in Russian and East European Studies.
(1-4). (Excl). May not be repeated for credit.

REES 410. Polish Culture.
(1). (Excl). May be repeated for credit for a maximum of 2 credits.

Science Learning Center

The Science Learning Center (SLC) is an interdisciplinary resource center that supports teaching and learning across the natural sciences of astronomy, biology, chemistry, geological sciences, and physics.

The SLC serves as a clearinghouse where many outside-of-classroom learning activities are coordinated, and where 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, including 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 access to a large number of computers 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. The small size of the group along with the nature of the focused activities distinguishes a study group from a discussion section. Typical activities include sharing of classwork, discussions and critiques of each other's work.
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
Bogdana Carpenter, Polish language, literature, and culture; comparative literature
Omry Ronen, Historical and descriptive poetics of Russian literature of the nineteenth and twentieth centuries, metrics, Russian Formalism and Structuralism, popular sub-genres
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
Andreas Schönle, Russian literature and culture of the eighteenth and nineteenth century, literary theory, comparative literature

Assistant Professors
Mikhail Krutikov, Jewish literature, Jewish-Slavic relations
Olga Maiorova, Nineteenth-century Russian literature, culture, and history

Lecturers
Alina Makin, Russian language
Svitlana Rogovyk, Language pedagogy, Russian and Ukrainian languages

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, Bosnian/Croatian/Serbian, 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. Academic minors are offered in Russian, Polish, and Czech.

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

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 RCLANG 323, for RC students only) and RUSSIAN 302; 451 or 499; 347 and 348; and at least one survey course in Russian literature after 1900 (e.g., RUSSIAN 449, 450, 467, 468, 469, 470, 471, 472, 475).

Russian Tea. Students of Russian are invited to attend Russian Tea, sponsored and organized by the Residential College. For more information, contact Alina Makin, resco@umich.edu.

Intensive Program. The Slavic Department and the Residential College jointly sponsor a proficiency oriented program of intensive Russian, consisting of a sequence of two eight-credit courses (RUSSIAN 103 and 203) equivalent to the regular first- and second-year program, plus a four-credit Readings Course (RCLANG 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.

Slavic Studies Undergraduate Essay Prize is a prize of $250 awarded for the best undergraduate essay written in the Slavic Department.

Language Resource Center. The department uses the Language Resource Center facilities (2011 Modern Languages Building). This laboratory gives students an opportunity to improve their command of the spoken language by listening to and repeating textual materials taped by native speakers. Cassette tapes are also available to students for use at home. Certain courses require regular use of taped materials. The laboratory also monitors Russian T.V. and makes this programming available at multiple outlets. Video tapes of films and programs in a number of Slavic languages are also available.

Courses in English. The department offers a series of courses in English translation designed to survey the Slavic literatures and cultures for concentrators in Russian and for non-concentrators. These courses include:

- RUSSIAN 222, 347, 348, 449, 450, 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;
- BCS 436 and 437

Russian concentrators who elect RUSSIAN 462, 463, 464, 465, or 466 are expected to read Russian texts.

Half-Term Information. The Summer Language Institute, conducted during Summer Half-Term, offers intensive Russian (1st-3rd year) and 1st-year Polish. See the Schedule of Classes for specific information.

Professors Emeriti
Assya Humesky, Ladislav Matejka, John Mersereau, Jr., Benjamin A. Stolz

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- POLISH 425, 426, 432, and 435;
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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 RCLANG 323, for RC students only) and RUSSIAN 302; 451 or 499; 347 and 348; and at least one survey course in Russian literature after 1900 (e.g., RUSSIAN 449, 450, 467, 468, 469, 470, 471, 472, 475).
2. **Upper-level Russian language and literature electives:** at least two courses (in addition to those listed above) from RUSSIAN 401, 402, 410, 413, 414, 415, 416, 417, 418, 419, 420, 453, 454, 455, 456, 460, 461, 462, 463, 464, 465, 466, 476, and 485.

3. **Cognates:** three or more credits in advanced courses (300-level or above) in another Slavic language (Czech; Bosnian, Croatian & Serbian; 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 3.4 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 Michael 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.

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### 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 / RCLANG 293, and 12 additional credits in courses selected from among the following, with at least 6 credits elected at the upper level:
- RUSSIAN 222, 231, 301, 302, 347, 348, 449, 450, 451, 453, 462, 463, 464, 474, 478, 479, 480, 499
- SLAVIC 240 and 313

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### COURSES IN SLAVIC LANGUAGES AND LITERATURES

<table>
<thead>
<tr>
<th>COURSES</th>
<th>BOSNIAN, CROATIAN, AND SERBIAN (BCS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCS 131(SERBOCRO 131), First-Year Bosnian/Croatian/Serbian, I. (4). (Excl). May not be repeated for credit.</td>
<td></td>
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<tr>
<td>BCS 132(SERBOCRO 132), First-Year Bosnian/Croatian/Serbian, II. BCS 131. (4). (Excl). May not be repeated for credit.</td>
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<tr>
<th>COURSES</th>
<th>BCS 231(SERBOCRO 231), Second-Year Bosnian/Croatian/Serbian, I. BCS 132 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCS 232(SERBOCRO 232), Second-Year Bosnian/Croatian/Serbian, II. BCS 231 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit.</td>
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</tbody>
</table>
CZECH (CZECH)

CZECH 141. First-Year Czech.
(4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in CZECH 143.

CZECH 142. First-Year Czech.
CZECH 141. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in CZECH 143.

CZECH 142 or 143. (4). (Excl). May not be repeated for credit.

CZECH 241. (4). (LR). May not be repeated for credit.

CZECH 341. Third-Year Czech.
CZECH 242. (3). (Excl). May not be repeated for credit.

CZECH 342. Third-Year Czech.
CZECH 341. (3). (Excl). May not be repeated for credit.

CZECH 480. Supervised Czech Reading.
Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be elected twice for credit.

CZECH 483. Czech Literature from the Middle Ages to the Enlightenment.
Consent of instructor required (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

CZECH 484. Modern Czech Literature.
(3). (Excl). May not be repeated for credit.

POLISH (POLISH)

Language

POLISH 121. First-Year Polish.
(4). (Excl). May not be repeated for credit. I.

POLISH 122. First-Year Polish.
POLISH 121. (4). (Excl). May not be repeated for credit. II.

POLISH 221. Second-Year Polish.
POLISH 222. (4). (Excl). May not be repeated for credit. I.

POLISH 222. Second-Year Polish.
POLISH 221. (4). (LR). May not be repeated for credit. II.

POLISH 321. Third-Year Polish.
POLISH 322. (3). (Excl). May not be repeated for credit. I.

POLISH 322. Third-Year Polish.
POLISH 321. (3). (Excl). May not be repeated for credit. II.

POLISH 421. Fourth-Year Polish I.
POLISH 422. (3). (Excl). May not be repeated for credit.

POLISH 422. Fourth-Year Polish II.
POLISH 421. (3). (Excl). May not be repeated for credit.

Literature

POLISH 314. Polish Cinema.
(3). (HU). May not be repeated for credit.

POLISH 325. Polish Literature in English to 1890.
(3). (HU). May not be repeated for credit.

POLISH 326. Polish Literature in English: 1890 to Present.
(3). (HU). May not be repeated for credit.

POLISH 432. Topics in Polish Literature.
Juniors, Seniors, and Graduate students. Taught in English. A knowledge of Polish is not required. (2). (Excl). May be repeated for credit for a maximum of 6 credits.

POLISH 450. Directed Polish Reading.
Consent of instructor required (Prerequisites enforced at registration). POLISH 325 and/or 326 and reading knowledge of Polish. (1-3). (Excl). (INDEPENDENT). May not be repeated for credit.

RUSSIAN (RUSSIAN)

Language

RUSSIAN 101. First-Year Russian.
(5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 103 or 111.

RUSSIAN 102. First-Year Russian, Continued.
RUSSIAN 101 (Prerequisites enforced at registration). Permission of instructor. (5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 103, 111, or 112.

RUSSIAN 103 / RCLANG 193. Intensive First-Year Russian.
(6). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 101, 102, 111, or 112.

RUSSIAN 201. Second-Year Russian.
RUSSIAN 102 or 103 or RCLANG 193 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 203.

RUSSIAN 201 (Prerequisites enforced at registration). (5). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 203.

RUSSIAN 102 or 103. (8). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 201 or 202.

RUSSIAN 225. Russian for Heritage Speakers.
Native or near-native speaker. (3). (LR). May not be repeated for credit.

RUSSIAN 301. Third-Year Russian.
RUSSIAN 301 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 303.

RUSSIAN 303. Third-Year Intensive Russian.
RUSSIAN 203. (8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 301 or 302.

RUSSIAN 310 / REES 310. CREEs Study Tour: An Introduction to St. Petersburg and Russian Culture.
Permission of department required. (2 in the half-term). (Excl). May not be repeated for credit.

RUSSIAN 401. Fourth-Year Russian.
RUSSIAN 302 or 303. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 403.

RUSSIAN 402. Fourth-Year Russian.
RUSSIAN 401. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 403.

RUSSIAN 410 / EDCURINS 437. Teaching of Russian.
RUSSIAN 302 or 303 (Prerequisites enforced at registration). Permission of instructor. (2). (Excl). May not be repeated for credit.

RUSSIAN 413. Business Russian.
RUSSIAN 302 or 303. (3; 4 in the half-term). (Excl). May not be repeated for credit.

RUSSIAN 414. Political Russian.
RUSSIAN 302 or 303. (3; 4 in the half-term). (Excl). May not be repeated for credit.

Literature

RUSSIAN 222. Russia Today.
(4). (HU). May not be repeated for credit.

RUSSIAN 231. Russian Culture and Society: An Introduction.
(3). (HU). May not be repeated for credit.

RUSSIAN 347 / RCHUMS 347. Survey of Russian Literature.
A knowledge of Russian is not required. A knowledge of Russian literature or history is presupposed. Taught in English. (3). (HU). May not be repeated for credit.

A knowledge of Russian is not required. Taught in English. (3). (HU). May not be repeated for credit.

RUSSIAN 355. Supervised Reading of Russian Literature.
Consent of instructor required (Prerequisites enforced at registration).
RUSSIAN 356. The Russian Short Story.
Taught in English. A knowledge of Russian is not required. (2). (HU). May not be repeated for credit. I, II, III, IIIa, IIIib.

RUSSIAN 449. Twentieth-Century Russian Literature.
A knowledge of Russian is not required. Taught in English. (3). (Excl). May not be repeated for credit.

RUSSIAN 451(RUSSIAN 351). Introduction to Russian Literature.
RUSSIAN 302 or 303. Taught in Russian. (3). (Excl). May not be repeated for credit. I.

RUSSIAN 460. Russian Social Fiction.
(3). (Excl). May not be repeated for credit.

RUSSIAN 462. Dostoievsky.
A knowledge of Russian is not required. Taught in English. (3). (Excl). May not be repeated for credit.

RUSSIAN 463. Chekhov.
A knowledge of Russian is not required. Taught in English. (3). (Excl). May not be repeated for credit.

RUSSIAN 464. Tolstoy.
A knowledge of Russian is not required. Taught in English. (3). (Excl). May not be repeated for credit.

RUSSIAN 469. 20th-Century Authors.
Taught in English. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

RUSSIAN 472. Modern Russian Poetry.
A knowledge of Russian is not required. (3). (Excl). May not be repeated for credit.

RUSSIAN 474. Late 20th-Century Russian Literature.
Taught in English. A knowledge of Russian is not required. (3). (Excl). May not be repeated for credit.

RUSSIAN 475. New Russian Poetry.
RUSSIAN 302 or 303. (3). (Excl). May not be repeated for credit.

RUSSIAN 476. Russian Literary and Cultural Theory and the West.
(3). (Excl). May not be repeated for credit.

RUSSIAN 477. Russian Culture and National Ideology.
Reading knowledge of Russian. (3). (Excl). May not be repeated for credit.

RUSSIAN 478. Vladimir Nabokov and World Literature I: The Russian Years.
Knowledge of Russian not required. (3). (Excl). May not be repeated for credit.

RUSSIAN 479. Vladimir Nabokov and World Literature II: The American Years.
Knowledge of Russian not required. (3). (Excl). May not be repeated for credit.

RUSSIAN 485. Poetics & Rhetoric.
Taught in English. (3). (Excl). May not be repeated for credit.

RUSSIAN 491. Senior Honors Course.
Consent of instructor (Prerequisites enforced at registration). Approval of departmental Honors Committee. (3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. Credit is granted for a combined total of 6 credits of RUSSIAN 491 and 492. Continuing Course. Y grade can be reported at end of first-term to indicate work in progress. At end of second term (RUSSIAN 492), the final grade is posted for both term’s elections.

RUSSIAN 492. Senior Honors Course.
Consent of instructor (Prerequisites enforced at registration). Approval of departmental Honors Committee. (3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits. Credit is granted for a combined total of 6 credits of RUSSIAN 491 and 492. Continuing Course. Y grade reported at end of the first-term to indicate work in progress. At end of second term of RUSSIAN 492, the final grade is posted for both term’s elections.

RUSSIAN 495. Russian Culture.
Taught in English. (1). (Excl). May be repeated for credit for a maximum of 3 credits.

RUSSIAN 499. Advanced Seminar in Russian.
RUSSIAN 302 or 303, and 451. Taught in Russian. (3). (Excl). May be repeated for credit for a maximum of 6 credits.

SLAVIC LINGUISTICS, LITERARY THEORY, FILM, AND SURVEYS (SLAVIC)

SLAVIC 150. First-Year Seminar.
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May be repeated for credit for a maximum of 6 credits.

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). May not be repeated for credit.

SLAVIC 210. Slavic Cultures.
(1). (Excl). May be repeated for credit for a maximum of 3 credits.

SLAVIC 225. Arts and Cultures of Central Europe.
Taught in English. (3). (HU). May not be repeated for credit. I.

SLAVIC 240. Introduction to Slavic Folklore.
Taught in English. (3). (HU). May not be repeated for credit.

SLAVIC 270. Contract and Conflict: Jewish Experience in Eastern Europe through Art, Film and Literature.
(3). (Excl). (R&E). May not be repeated for credit.

(4). (HU). May not be repeated for credit.

SLAVIC 312 / RCHUMS 312. Central European Cinema.
Taught in English. (3). (HU). May not be repeated for credit.

SLAVIC 313 / RCHUMS 313. Russian Cinema.
A knowledge of Russian is not required. Taught in English. (3). (HU). May not be repeated for credit. I.

Survey of Russia: The Russian Empire, the Soviet Union, and the Successor States.
(4; 3 in the half-term). (SS). May not be repeated for credit.

SLAVIC 396 / REES 396 / HIST 333 / POLSCI 396 / SOC 393.
Survey of East Central Europe.
(4; 3 in the half-term). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in REES 397.

SLAVIC 470. Topics in Cultural Studies of Central, Eastern, and Southern Europe.
(3). (Excl). May be elected up to three times for credit.

(3). (Excl). May not be repeated for credit.

(3). (Excl). May not be repeated for credit.

SLAVIC 490. Issues in the Cultures of Eastern Europe.
(1). (Excl). May be repeated for credit for a maximum of 3 credits.

SLAVIC 545. Workshop in Slavic Linguistics.
Consent of instructor required (Prerequisites enforced at registration). (3). (Excl). May be repeated for credit for a maximum of 6 credits.

UKRAINIAN (UKRAINE)

UKRAINE 151. First-Year Ukrainian.
(4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in UKRAINE 103.

UKRAINE 152. First-Year Ukrainian.
UKRAINE 151. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in UKRAINE 103.

UKRAINE 251. Second-Year Ukrainian.
UKRAINE 152 or 103 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in UKRAINE 203.

UKRAINE 252. Second-Year Ukrainian.
UKRAINE 251 (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in UKRAINE 203.

UKRAINE 421. Directed Reading in Ukrainian Literature.
Consent of instructor required (Prerequisites enforced at registration). Taught in English. A knowledge of Ukrainian is not required. Open to non-concentrators. (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits.
Sociology

1225 South University Avenue
(734) 764-6324 (phone)
(734) 763-6887 (fax)
http://www.lsa.umich.edu/soc/
Professor Howard Kimeldorf, Chair
Professor Barbara A. Anderson, Associate Chair
Associate Professor Alford A. Young, Jr., Undergraduate Director

Professors

Barbara A. Anderson, Interrelation of Social Change and Demographic Change, Soviet Society, Historical Demography, Demographic Techniques
William G. Axinn, Demography, Family Sociology, Research Methods, South Asian Studies
David L. Featherman, Stratification, Social Psychology, Social Mobility, Health and Aging
Robert Groves, Survey Methods, Measurement of Survey Errors, Sampling, Statistics
James House, Social Psychology, Social Structure and Personality, Psychosocial and Socioeconomic Factors in Health and Aging, Survey Research Methods, Political Sociology, American Society
Michael Kennedy, The Social Reproduction and Transformation of Soviet-Type and Post-Communist Societies, especially Poland and Ukraine; Intellectuals, Professionals, and Expertise; Identity and Ideology, especially Nations and Nationalism, Critical Social Theory
Howard Kimeldorf, Political Sociology, Industrial Sociology, Class Analysis, Historical Comparative Sociology
Richard Lempert, Law and Society
Mark S. Mizurchi, Organizational Theory, Political Sociology, Economic Sociology, Social Network Analysis, Quantitative Methods
Jeffrey Page, Political Sociology, Revolution, Latin America, Marxist Social Theory
George P. Steinmetz, Historical Sociology, Social Theory, Cultural Sociology, Colonialism
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

Associate Professors

Renee Anspach, Medical Sociology, Sociology of Deviance, Sociology of Gender, Social Psychology/Social Interaction, Applied Sociology
F. Müge Göçek, Historical Sociology, Sociological Theory, Social Change, Gender, Sociology of the Middle East
Ching Kwan Lee, Chinese Society; Gender and Work; Socialist Society
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
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 in Ethics 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
Alford A. Young, Jr., (Arthur F. Thurnau Professor), Theory, Race and Ethnic Relations; Urban Sociology, Social Psychology, Qualitative Methods, History of Sociological Thought

Assistant Professors

Jennifer Barber, Family; Demography; Social Psychology; Social Statistics; Data Collection and Research Methods; South Asian Studies
Sarah Burgard, Demography; Medical Sociology; Stratification
Anthony Chen, Political Sociology; Race/Ethnic/Minority Relations; Comparative Sociology/Historical Sociology
Karyn Lacy, Race, Class and Gender; Community; Qualitative Methodology
Jayati Lal, Gender, Culture, and Development; Feminism; Women's Studies
Laurie Morgan, Sex and Gender; Work and Labor Markets; Organizations, Formal and Complex
Jason Owen-Smith, Economy and Society; Organizations, Formal and Complex; Science and Technology
Geneviève Zubrzycki, Cultural Soc; Religion; Collective Behavior/ Social Movements

Lecturers

PJ McGann, Sexuality and Homosexuality; Sex and Gender; Deviant Behavior/Social Disorganization; Qualitative Methodology
Ian Robinson, Comparative Labor Politics and Industrial Regimes

Adjunct Professors

William Frey, Urban Sociology, Social Demography, Migration
Derrick Gilbert, Art/Music; Urban Sociology; Quantitative Methodology
Martha Hill, Family; Quant. Methods; Children and Youth
James Lepkowski, Survey Sampling and Analysis of Categorical Data
Andrei Markovits, Comparative Sociology, Historical Sociology, Political Sociology
Hitomi Ono, Family; Migration and Immigration; Sex and Gender
Daphna Oyserman, Intergroup Relations, Ethnic Identity, Jewish Community, Multiculturalism, Education
Eleanor Singer, Survey Methodology, Survey Participation, Privacy and Confidentiality and Related Ethical Issues; Social Psychology
David Tucker, Interorganizational Relations and Social Policy
John Wallace, Jr., Racial/Ethnic Differences in Adolescent Drug Use, Epidemiology, Etiology, and Prevention of Adolescent Problem Behaviors

Professors Emeriti

Duane F. Alwin, Mark Cherlin, Donald R. Deskins, Jr., Reynolds Farley, Ronald Freedman, Max Heirich, Albert Hermelin, John Knodel, Andre Modigliani, Gayl Ness, Howard Schuman, Mayer N. Zald

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, SURF (Sociology Undergraduate Research Opportunities), the Elta Krom Prize, the Robert
Cooley Angell Award, the American Sociological Association, Alpha Kappa Delta, and weekly Brown Bag Lectures.

**Project Community.** A number of concentrators in sociology participate in Project Community, a University coordinated experiential learning and community service program. Students earn academic credit by reflecting sociologically on their volunteer experience with three major kinds of institutions: Education, Criminal Justice, and Health/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. A **maximum of four credits of SOC 389 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) determined by the amount of work to be done. Credit must be discussed with the faculty member.

**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 Program Office.

**Alpha Kappa Delta.** Alpha Kappa Delta is the international honor society in sociology. For membership information contact the Sociology Student Services Office at (734) 647-6895.

**Teaching Certificate in Sociology or the Social Sciences.** Concentrators interested in a teaching certificate should make arrangements with a School of Education advisor. Concentration work in Sociology can be applied to teaching certificates in education in the social sciences and in general. The School of Education Student Services Office is located in 1033 School of Education Building, 610 East University Avenue, (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 SOC 100 (Principles of Sociology), 101 (Person and Society), 102 (Social Issues), 105 (First-Year Seminar), 195 (Principles of Sociology—Honors), 202 (Contemporary Social Issues I), or 300 (Sociological Principles and Problems). If no previous introductory sociology has been elected, juniors may choose, and seniors must choose SOC 202 or 300.

**Concentration Program.** After electing one of the introductory prerequisites, concentrators are required to complete at least 30 credits of SOC courses, including:

1. **Statistics:** SOC 210 or STATS 350 (or their equivalent) completed with a grade of “C-” or better. Credit is not granted for SOC 210 if STATS 100 has been taken.
2. **Research Methods:** SOC 310.
3. **Social Theory:** SOC 305 or 405.
4. **Electives in Sociology.** The remaining credits must be chosen from SOC courses at the 200-level and above, chosen in consultation with 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 will only allow one-two courses from other LS&A departments to be included in the concentration plan.

The department expects that at least one-half of credits applied to a sociology concentration program will be earned in residence.

Please note that only four credits of SOC 389 can be used towards a concentration program in Sociology. This course is offered mandatory credit/no credit. A combined total of eight credits of SOC 321, 389, 395, and 396 may be counted toward a concentration program in sociology.

500-level courses may be taken by undergraduates with permission of instructor only.

**Sub-concentration.** The Sociology department offers an optional program that gives students the opportunity to gain certification in one of six different sub-concentrations. The goal of this program is to provide a coherent intellectual focus for students who desire a specialized concentration program. Currently, the department offers the following sub-concentrations:

- Law, Criminology and Deviance
- Social Inequality: Race, Class and Gender
- Social Welfare and Social Services
- Health and Aging
- International Social Change
- Economy, Business and Society

**Requirements.** At least four courses with a minimum of 12 credits (included in the 30 credits for concentration) are required for a sub-concentration. Each course can only be counted toward one sub-concentration. Students may complete more than one sub-concentration.

Students should notify the sociology concentration advisor via email (khany@umich.edu) to add a sub-concentration. Sub-concentrations will appear on the transcript. The department, upon graduation, issues a certificate of completion.

**Description of Individual Areas:**

The **Law, Criminology and Deviance sub-concentration** focuses on the intersection of the law and society. Specifically it analyzes the social nature of the criminal justice system, deviance, juvenile delinquency and corporate crime. Since the law and crime affect all of our lives, such examination is relevant to many future fields of study, employment and lifework. Jobs for which this training may be helpful include: client advocate, research/data analyst, social worker, community organizer, human services worker, lawyer, paralegal, probation/parole officer, judge, legislative aide, mediator, forensic investigator and law enforcement officer. Additionally, specializing in Law, Criminology and Deviance is excellent preparation for graduate study in the following fields: Law, Criminal Justice, Anthropology, Political Science, Psychology, Social Work, Sociology and Women’s Studies.

SOC 368, 434, 435, 452, 454, 465; appropriate topics in SOC 202, 395, 397, 398, 399, 495, 496, 497; SOC 389 (Criminal Justice settings).

The **Social Inequality sub-concentration** focuses on inequality based on race, ethnicity, ability, sexual orientation, gender and class. Given the vast changes occurring in the population of the United States and with social inequality affecting our lives and the institu-
tions with which we come into contact, such examination is relevant to many future fields of study, employment and lifework. Jobs for which this training would be helpful include: client advocate, research/data analyst, social worker, policy analyst, community organizer, human services worker and teacher. Additionally, a specialization in Social Inequality is excellent preparation for graduate study in the following fields: Anthropology, Economics, History, Political Science, Psychology, Social Work, Sociology and Women's Studies.

SOC 205, 231, 303, 304, 323, 330, 331, 344, 345, 410, 423, 424, 434, 435, 447, 450; appropriate topics in SOC 202, 395, 397, 398, 399, 495, 496, 497; SOC 389 (Education settings, Criminal Justice settings, Safe House, Ozone House, Homeless Outreach Program).

The Economy, Business and Society sub-concentration analyzes the intersection between the economy and society. Specifically it focuses on economic development, complex organizations, bureaucracies, industry, corporations, professions and occupations and the sociology of work. Because business is central to our lives, such examination is relevant to many future fields of study, employment and lifework. Jobs for which this training may be helpful include: personnel manager/trainer, organizational design consultant, systems analyst, customer relations representative and labor relations consultant. Additionally, specializing in Economy, Business and Society is excellent preparation for graduate study in the following fields: Business, Economics, Political Science and Sociology.

SOC 212, 231, 305, 315, 420, 423, 424, 440, 442; appropriate topics in SOC 202, 395, 397, 398, 399, 495, 496, 497; SOC 389 (Center for Empowerment and Economic Development).

The Social Welfare and Social Services sub-concentration focuses on social institutions such as the family, community, marriage, the educational system and welfare. It analyzes how these institutions originated, have changed over time and how they affect our daily lives. Since social institutions and services are omnipresent, such examination is relevant to many future fields of study, employment and lifework. Jobs for which this training would be helpful include: client advocate, research/data analyst, social worker, community organizer, human services worker, program manager/administrator, urban/regional planner, policy analyst and teacher. Additionally, specializing in Social Welfare and Social Services is excellent preparation for graduate study in the following fields: Anthropology, Education, Economics, History, Political Science, Psychology, Public Health, Public Policy, Social Work, Sociology and Women's Studies.

SOC 344, 368, 434, 435, 444, 455, 458, 481; appropriate topics in SOC 202, 395, 397, 398, 399, 495, 496, 497; SOC 389 (Health settings, Education settings, Criminal Justice settings, Safe House, Ozone House, Homeless Outreach Program).

The Health and Aging sub-concentration emphasizes a broad range of health issues and the demographics and population trends involving health care and aging. Given that the population in the United States is aging, health care costs are accelerating and demographic change is occurring throughout the world, such examination is relevant to many future fields of study, employment and lifework. Jobs for which this training would be helpful include: client advocate, health care administrator, gerontologist, social worker, research/data analyst and human services worker. Additionally, specializing in Health and Aging is excellent preparation for graduate study in the following areas: Medicine, Psychology, Public Health, Public Policy, Social Work, Sociology, Population and Gerontology.

SOC 205, 231, 345, 475; appropriate topics in SOC 202, 395, 397, 398, 399, 495, 496, 497; SOC 389 (Hospital and Health Settings, UM retirement community).

The International Social Change sub-concentration considers how social problems materialize and are resolved, examining social class, social movements, revolutions, political processes and alternatives in the United States and around the world. Since social change affects our lives and the institutions with which we come into contact, such examination is relevant to many future fields of study, employment and lifework. Jobs for which this training would be helpful include: client advocate, research/data analyst, social worker, community organizer, human services worker and teacher. Additionally, specializing in International Social Change is excellent preparation for graduate study in the following fields: Anthropology, Economics, History, Political Science, Psychology, Public Health, Social Work, Sociology and Women's Studies.

SOC 231, 304, 330, 331, 392, 393, 426, 427, 428, 450, 455, 458, 460; appropriate topics in SOC 202, 395, 397, 398, 399, 495, 496, 497.

Advising. 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 Student Services Office at (734) 647-6895.

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 are also important: 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 SOC 397 (3 credits) in the second term of the junior year and continues through the senior year with SOC 398 (3 credits) and 399 (3 credits). During SOC 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 3.4 GPA in their LS&A courses. In addition, they already will have demon-
strated 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 SOC 210 (Statistics) or STATS 350 prior to enrolling in SOC 397 and should take SOC 310 (Methods) concurrently with it. For most students this will mean that the statistics course should be taken as a first-term Junior. Both SOC 210 and 310 should be completed before enrolling in SOC 398 and 399.

To graduate with Honors, students must meet all general concentration requirements, complete SOC 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 Student Services Office at (734) 647-6895 to arrange an appointment with the department’s advisors.

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. ANTHRCUL 101 or 222 and SOC 100, 102, or 300.

Concentration Program. At least 36 credits, comprised of elections in each of the participating departments:

Anthropology. Six courses in sociocultural anthropology, including at least one sociocultural anthropology-regional course, one sociocultural anthropology-topical course, and one sociocultural anthropology-theory/method course from among those listed for Anthropology.

Sociology. SOC 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. Appointments can be made by contacting the Sociology Undergraduate Student Services Office at (734) 647-6895.

COURSES IN SOCIOLOGY (SOC)

SOC 100. Principles of Sociology.
Open to first- and second-year students. Juniors are strongly encouraged to enroll in SOC 300. Seniors must elect SOC 300. (4; 3 in the half-term). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SOC 195 or 300. No credit for seniors. May not be included in a concentration plan. (Introductory course).

SOC 101. Person and Society: An Introduction to Sociology Through Anthropology.
Open to first- and second-year students. Juniors are strongly encouraged and seniors must take SOC 300 or 401. (4; 3 in the half-term). (SS). May not be repeated for credit. No credit for seniors. May not be included in a concentration plan. (Introductory course).

SOC 102. Contemporary Social Issues: An Introduction to Sociology.
Open to first- and second-year students. Juniors are strongly encouraged and seniors must take SOC 300 or 401. (4; 3 in the half-term). (SS). May not be repeated for credit. Credit is granted for a combined total of eight credits elected through SOC 102, 202, 203, and 401, provided that the course topics are different. No credit for seniors. May not be included in a concentration plan. (Introductory course).

SOC 105. First-Year Seminar in Sociology.
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit. May not be included in a concentration plan.

SOC 110 / SI 110. Introduction to Information Studies.
(4). (SS). May not be repeated for credit.

(4). (SS). May not be repeated for credit. Credit is granted for a combined total of four credits elected through SOC 202, 203, 205, and 401, provided that the course topics are different. No credit for seniors. May not be included in a concentration plan. (Introductory course).

SOC 122 / PSYCH 122. Intergroup Dialogues.
(2). (Excl). May be repeated for credit for a maximum of 4 credits. May not be included in a concentration in psychology or sociology.

SOC 195. Principles in Sociology (Honors).
Open to first- and second-year students admitted to the Honors Program, or other first- and second-year students with a grade point average of at least 3.2. Juniors are strongly encouraged and seniors must take SOC 202 or 300. (4). (SS). May not be repeated for credit. Credit is granted for both SOC 195 and SOC 100, 202, or 300. No credit for seniors. May not be included in a concentration plan. (Introductory course).

SOC 202. Contemporary Social Issues I.
(2-4; 3 in the half-term). (Excl). May be repeated for credit for a maximum of 8 credits. Credit is granted for a combined total of eight credits elected through SOC 202, 203, and 401, provided that the course topics are different. (Introductory course).

SOC 205. Poverty, Race, and Health.
(3). (Excl). May not be repeated for credit.

SOCiology Honors students should elect this course prior to beginning the Honors Seminar sequence. Sociology concentrators should elect this course during their third year. (4; 3 in the half-term). (MSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in STATS 100, 305, 265, 311, 350, 405, or 412, or ECON 404 or 405: I, II, Illa.

SOC 212 / GERMAN 212. Sports and Society.
Taught in English. (3). (SS). May not be repeated for credit.

SOC 220 / RCSSCI 220. Political Economy.
(4; 2 in the half-term). (SS). May not be repeated for credit.

(4). (SS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 398 or 409.

SOC 231. Investigating Social and Demographic Change in America.
(4). (SS). (QR/2). May not be repeated for credit. Restricted to first- and second-year students.

SOC 295. Topics in Sociology.
(3). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.

SOC 300. Sociological Principles and Problems.
Junior or senior standing with no previous SOC course (Prerequisites enforced at registration). (3). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SOC 100 or 195. (Introductory course).

SOC 302 / AMCULT 302. Introduction to American Society.
(3). (Excl). May not be repeated for credit.

SOC 303 / CAAS 303. Race and Ethnic Relations.
An introductory course in sociology or CAAS: CAAS 201 recommended. (4; 3 in the half-term). (SS). (R&E). May not be repeated for credit.

(4; 3 in the half-term). (SS). May not be repeated for credit.

SOC 305. Introduction to Sociological Theory.
One sociology course. (4; 3 in the half-term). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SOC 405.

SOC 310. Introduction to Research Methods.
One introductory course in sociology (SOC 100, 101, 102, 105, 195, 202, 300, or 400); or completion of one social science course in economics, anthropology, political science, psychology or other sociology course (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.
SOC 315. Economic Sociology.
One of the following: introductory economics, sociology, or political science.
(4). (SS). May not be repeated for credit.

Upperclass standing and SOC 122; Admission by application. Permission of instructor required. (3). (Exc). (R&E). May not be repeated for credit.

SOC 321 / PSYCH 311. Practicum in Intergroup Dialogues.
SOC 520 and permission of instructor. (3). (Exc). (EXPERIENTIAL). May not be repeated for credit. A combined total of eight credits of SOC 321, 389, 395 and 396 may be counted toward a concentration in Sociology.

SOC 323 / CAAS 321. African American Social Thought.
CAAS 201 recommended. (3). (SS). May not be repeated for credit.

SOC 325. Sociology of Service Learning.
Permission of instructor. (3). (Exc). May not be repeated for credit.

(3). (SS). May not be repeated for credit.

(3). (Exc). (BS). (QR/Q1). May not be repeated for credit.

SOC 335 / WOMENSTD 335. Gender and Globalization.
SOC 100 or WOMENSTD 240. (3). (Exc). May not be repeated for credit.

One introductory course in Sociology. (4; 3 in the half-term). (SS). May not be repeated for credit.

SOC 345. Sociology of Sexuality.
One introductory course in sociology. (4; 3 in the half-term), (Exc). May not be repeated for credit.

SOC 368. Criminology.
(4; 3 in the half-term). (SS). May not be repeated for credit.

SOC 389. Practicum in Sociology.
(2-4). (Exc). (EXPERIENTIAL). May be repeated for credit for a maximum of 8 credits. Up to four credits of SOC 389 may be included in a concentration plan in sociology. A combined total of eight credits of SOC 321, 389, 395 and 396 may be counted toward a concentration in Sociology. Offered mandatory credit/no credit.

Survey of Russia: The Russian Empire, the Soviet Union, and the Successor States.
(4; 3 in the half-term). (SS). May not be repeated for credit.

SOC 393 / REES 396 / SLAVIC 396 / HISTORY 333 / POLSCI 396.
Survey of East Central Europe.
(4; 3 in the half-term). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in REES 397.

SOC 395. Directed Reading or Research.
Permission of concentration advisor and supervising staff member. (1-4). (Exc). (INDEPENDENT). May be repeated for credit. May be elected more than once in the same term. A combined total of eight credits of SOC 321, 389, 395 and 396 may be counted toward a concentration in Sociology.

SOC 396. Undergraduate Internship.
Consent of department required (Prerequisites enforced at registration). Concentration in sociology; Application required. (1). (Exc). (EXPERIENTIAL). May be repeated for credit for a maximum of 2 credits. No more than 2 credits of internship course work is permitted. Credit may not be granted retroactively. A combined total of eight credits of SOC 321, 389, 395 and 396 may be counted toward a concentration in Sociology. Offered mandatory credit/no credit.

SOC 397. Junior Honors in Sociology.
Consent of instructor required (Prerequisites enforced at registration). SOC 210; prior or concurrent enrollment in SOC 311 or 511; and Honors standing in sociology. (3). (Exc). May not be repeated for credit. II.

SOC 398. Senior Honors in Sociology.
Consent of instructor required (Prerequisites enforced at registration). SOC 210 and 310; and Honors standing in Sociology. (3). (Exc). May not be repeated for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (SOC 399), the final grade is posted for both term’s elections. I.

SOC 399. Senior Honors in Sociology.
Consent of instructor required (Prerequisites enforced at registration). SOC 210 and 310; and Honors standing in Sociology. (3). (Exc). May not be repeated for credit. II.

SOC 401. Contemporary Social Issues III.
(4; 3 in the half-term). (Exc). May be repeated for credit for a maximum of 8 credits. Credit is granted for a combined total of eight credits elected through SOC 102, 202, 203, and 401, provided that the course topics are different. (Introductory course).

SOC 410. The American Jewish Community.
One introductory course in sociology. (3). (Exc). May not be repeated for credit.

SOC 420. Complex Organizations.
One introductory course in sociology. (3). (Exc). May not be repeated for credit.

SOC 423 / AMCULT 421. Social Stratification.
(3). (Exc). May not be repeated for credit.

SOC 424. Senior Seminar: Social Stratification.
Senior Only (Prerequisites enforced at registration). (3). (Exc). May not be repeated for credit.

Upperclass standing. Taught in English. (3). (Exc). May not be repeated for credit.

Upperclass standing. (4; 3 in the half-term). (Exc). May not be repeated for credit.

SOC 428. Contemporary China.
SOC 100, 195, or 300. (3). (Exc). May not be repeated for credit.

One introductory course in sociology, anthropology, political science, or economics. (3). (Exc). May not be repeated for credit.

SOC 434 / CAAS 434. Social Organization of Black Communities.
Introductory sociology or CAAS introduction recommended. (3). (Exc). May not be repeated for credit.

SOC 435. Urban Inequality and Conflict.
(3). (Exc). May not be repeated for credit. Credit is granted for only one course from SOC 435 and 535.

SOC 440. Sociology of Work.
One introductory course in sociology. (3). (Exc). May not be repeated for credit.

SOC 444. Senior Seminar: The American Family.
Senior Only (Prerequisites enforced at registration). (3). (Exc). May not be repeated for credit.

SOC 447 / WOMENSTD 447. Sociology of Gender.
(3). (Exc). May not be repeated for credit.

SOC 450. Political Sociology.
(3). (Exc). May not be repeated for credit.

SOC 100 or WOMENSTD 240, and one other course in SOC or WOMENSTD. (3). (Exc). May not be repeated for credit.

SOC 452. Law and Social Psychology.
(3). (Exc). May not be repeated for credit.

Upperclass standing. (4). (Exc). May not be repeated for credit.

SOC 454. Law and Society.
One sociology introduction. (3). (Exc). May not be repeated for credit.

SOC 455 / RELIGION 455. Religion and Society.
(3). (Exc). May not be repeated for credit.

SOC 458. Sociology of Education.
One introductory course in sociology. (3). (Exc). May not be repeated for credit.

SOC 460. Social Change.
(3). (Exc). May not be repeated for credit.

SOC 462(WOMENSTD 457) / AMCULT 453. Native American Social Movements.
Upperclass standing. (3). (Exc). May not be repeated for credit.
Center for South Asian Studies

1080 South University Avenue, Suite 3603
(734) 764-0352 (phone)
(734) 936-0996 (fax)
http://www.umich.edu/~iinet/csas/
email: csseas@umich.edu
Professor Barbara Metcalf (History), Director

Not a concentration program. Undergraduates may pursue South Asian Studies through a concentration or academic minor in the Department of Asian Language and Cultures.

The Center for South Asian Studies offers a broad, interdisciplinary approach to the study of South Asia at the Master’s and Graduate Certificate levels. Undergraduates may pursue South Asian Studies through a concentration or academic minor in the Department of Asian Language and Cultures. In addition to the courses offered by the Center, students can find courses on South Asia offered by the various disciplinary departments, such as History, Anthropology, Political Science, etc. The Center posts a complete South Asia area course list on its web site each term.

COURSES IN SOUTH ASIAN STUDIES (SAS)
SAS 450. Minicourse in South Asian Studies.
Upperclass standing. (1-2). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.
SAS 455. Topics in South Asian Studies.
Upperclass standing. (3). (Excl). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

Center for Southeast Asian Studies

1080 South University Avenue, Suite 3603
(734) 764-0352 (phone)
(734) 936-0996 (fax)
http://www.umich.edu/~iinet/cseas/
e-mail: csseas@umich.edu
Professor Linda Lim (Corporate Strategy), Director

Not a concentration program. Undergraduates may pursue Southeast Asian Studies through a concentration or academic minor in the Department of Asian Language and Cultures.

The Center for Southeast Asian Studies offers a broad, interdisciplinary approach to the study of Southeast Asia at the Master’s degree level. Undergraduates may pursue Southeast Asian Studies through a concentration or academic minor in the Department of Asian Language and Cultures. In addition to the courses offered by the Center, students can find courses on Southeast Asia offered by the various disciplinary departments, such as History, Anthropology, Political Science, etc. The Center posts a complete Southeast Asia area course list on its web site each term.

COURSES IN SOUTHEAST ASIAN STUDIES (SEAS)
SEAS 450. Minicourse in Southeast Asian Studies.
Upperclass standing. (1-2). (Excl). May be elected for a maximum of 6 credits. May be elected more than once in the same term.
SEAS 455. Topics in Southeast Asian Studies.
Upperclass standing. (3). (Excl). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

Statistics

439 West Hall
1085 South University Avenue
(734) 763-3519 (phone)
(734) 763-4676 (fax)
http://www.stat.lsa.umich.edu/
Professor Vijayan Nair, Chair

Professors
Julian Faraway, Modeling human motion, statistical computing, nonparametric methods
Richard Gonzalez (Psychology), Research methodology; mathematical psychology; statistics; judgment and decision making; psychology and law; group dynamics; social cognition
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 (Herbert E. Robbins Professor of Statistics), Individually tailored treatments, multi-stage decisions, causal inference, high dimensional modeling
Vijayan Nair (Donald A. Darling Professor of Statistics), 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
Victor Solo (EECS), Adaptive Control and Signal Processing, Stochastic control, Averaging theory, Vision and Control
Michael Woodroofe (Leonard J. Savage Professor of Statistics), Sequential analysis and design, limit theorems, renewal theory, inference for restricted parameters; applications to physics and astronomy
Yu Xie (Sociology), Social Stratification, Methods and Statistics, Demography, Sociology of Science

Associate Professors
James Joyce (Philosophy), decision theory, game theory, philosophical aspects of probability and statistics, and philosophy of science
George Michailidis, Multivariate analysis, statistical profiling of the Internet and performance monitoring, bioinformatics, data visualization

Assistant Professors
Anna Amirdjanova, Stochastic Differential and Partial Differential Equations with Applications to Physics, Fluid Dynamics and Continuous Time Finance, Stochastic Geometry, Gaussian Random Fields, Nonlinear Filtering Theory
Moulinath Banerjee, Semiparametric and Nonparametric Inference, Likelihood Based Methods, Empirical Processes, Graphical Models
Ben Hansen, Optimal matching, flexible matching and stratification, and propensity score adjustments for observational studies; randomization inference for experiments and observational studies; minimum expected length confidence intervals
Edward Ionides, Time series, state space models, life sciences applications including cell motion, analysis of cell staining, neuroscience, ecology
Elizaveta Levina, High-dimensional data, dimensionality reduction, classification and pattern recognition, applications of statistics to computer vision, in particular to texture problems,
Kerby Shedden, Scientific computing, high dimensional spatial and temporal databases, statistical dimension reduction, image analysis
Ji Zhu, Data mining, pattern recognition, statistical machine learning and its applications in biology, finance, engineering and physics

Senior Lecturer
Brenda Gunderson, Statistical education, applied statistics, multivariate statistics

Statistics

May be elected as a departmental concentration program

Prerequisites to Concentration. MATH 215 and 217; EECS 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:

1. **Core Statistics courses:** STATS 350, 413, 425 and 426.
2. **Core Computing course:** STATS 406.
3. **Additional Statistics courses:** At least one of STATS 414, 470, or 480.
4. At least one 400+ level Mathematics course (exceptions: MATH 417, 420).
5. **Elective courses in Statistics, Mathematics, or EECS.** These are advisor approved electives. The list of approved courses include STATS 404, 408, 430, 466, any 500+ level Statistics courses, and 300+ level advisor-approved EECS course and the Mathematics course in #4 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 3.4 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 concentrators must elect the Senior Honors Seminar (STATS 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 undergraduate advisor. See Department website for contact information.

http://www.stats.lsa.umich.edu/undergrad/major.html

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. See Department website for contact information.

http://www.stats.lsa.umich.edu/undergrad/major.html

Applied Statistics

Prerequisites to the Academic Minor: MATH 115.

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

1. **Core Courses:** STATS 350 or 405, and 401.
2. **Elective Statistics Courses:** At least three of the following courses: STATS 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: MATH 115, 116, and 215.

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

1. **Core Courses:** STATS 350 or 412, and 425.
2. **Elective Statistics Courses:** At least three additional 400-level STATS courses to bring the credit total to 15, chosen in consultation with, and approved by, a Statistics Department undergraduate concentration advisor. STATS 405 may not be used in the Statistics Academic Minor.
### COURSES IN STATISTICS (STATS)

**STATS 100. Introduction to Statistical Reasoning.**
(4). (MPSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SOC 210, STATS 265, 350, 400, 405 or 412, IOE 265, or ECON 404 or 405, or ENVIRON 438 or NRE 438.

**STATS 125. Games, Gambling and Coincidences.**
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (MPSA). (BS). (QR/1). May not be repeated for credit.

**STATS 170. The Art of Scientific Investigation.**
(4). (MPSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in STATS 408 II.

**STATS 265 / IOE 265. Probability and Statistics for Engineers.**
MATH 116 and ENGR 101 with at least a C- (Prerequisites enforced at registration). (4). (Exc). (BS). May not be repeated for credit. A student can receive credit for only one of the following: STATS 350, 400, 405, or 412, or ECON 404 or 405, or ENVIRON 438 or NRE 438.

**STATS 350. Introduction to Statistics and Data Analysis.**
(4). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 404 or 405, or IOE 265 or STATS 265, 350, 400, 405, or 412, or IOE 265, or ENVIRON 438 or NRE 438. I, II, IIIa, IIIb.

**STATS 400. Applied Statistical Methods.**
High School Algebra. (4). (Exc). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 404 or 405, or STATS 265, 350, 400, 405, or 412, or ECON 404 or 405, or ENVIRON 438 or NRE 438.

**STATS 401. Applied Statistical Methods II.**
MATH 115, and STATS 350 or 400 or 405, or ECON 405, or ENVIRON 438 or NRE 438. (4). (Exc). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in STATS 413 II.

**STATS 404. Effective Communication in Statistics.**
STAT 470 or 480. Permission of department required. (2). (Exc). (BS). May not be repeated for credit.

**STATS 405 / ECON 405. Introduction to Statistics.**
MATH 116. Juniors and seniors may elect this course concurrently with ECON 101 or 102. (4). (Exc). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in IOE 265, STATS 265, 400 or 412. Students with credit for ECON 404 can only elect STATS 405 for 2 credits and must have permission of instructor.

**STATS 406. Introduction to Statistical Computing.**
STATS 401 or 412 or 425 or MATH 425 (Prerequisites enforced at registration). (4). (Exc). (BS). May not be repeated for credit.

**STATS 408. Statistical Principles for Problem Solving: A Systems Approach.**
High school algebra. (4). (Exc). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in STATS 170.

**STATS 412. Introduction to Probability and Statistics.**
Prior or concurrent enrollment in MATH 215 and EECS 183. (3). (Exc). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 404, STATS 265, 400, or 405, or IOE 265. One credit granted to those who have completed or are enrolled in STATS 350 I, II, IIIa.

**STATS 413. The General Linear Model and Its Applications.**
STATS 350 and MATH 217, prior or concurrent enrollment in STATS 425 or MATH 425. Non-Statistics concentrators who have not taken MATH 217 should elect STATS 401 (4). (Exc). (BS). May not be repeated for credit. Two credits granted to those who have completed STATS 401.

**STATS 425 / MATH 425. Introduction to Probability.**
MATH 215, 255, or 285. (3). (Exc). (BS). May not be repeated for credit.

**STATS 426. Introduction to Theoretical Statistics.**
STATS 425. (3). (Exc). (BS). May not be repeated for credit.

**STATS 430. Applied Probability.**
STATS 425. (3). (Exc). (BS). May not be repeated for credit.

**STATS 449 / BIOSTAT 449. Topics in Biostatistics.**
STATS 401. (3). (Exc). (BS). May not be repeated for credit.

**STATS 466 / MFG 466. Statistical Quality Control.**
STATS 401 or MATH 366 with a C- or better, or graduate standing (Prerequisites enforced at registration). (3). (Exc). (BS). May not be repeated for credit. I, II.

**STATS 470. Introduction to the Design of Experiments.**
STATS 401 or 425 or MATH 425 (Prerequisites enforced at registration). (4). (Exc). (BS). May not be repeated for credit. I.

**STATS 480. Survey Sampling Techniques.**
STATS 401 or 425 or MATH 425 (Prerequisites enforced at registration). (4). (Exc). (BS). May not be repeated for credit. II.

**STATS 489. Independent Study in Statistics.**
Consent of instructor required (Prerequisites enforced at registration). (1-4). (Exc). (BS). May be repeated for credit for a maximum of 4 credits.

**STATS 499. Honors Seminar.**

**STATS 500. Applied Statistics I.**
MATH 417, and STATS 350 or 426. (3). (Exc). (BS). May not be repeated for credit. I.

**STATS 501. Applied Statistics II.**
STATS 500. (3). (Exc). (BS). May not be repeated for credit. II.

**STATS 503. Applied Multivariate Analysis.**
STATS 500. (3). (Exc). (BS). May not be repeated for credit. I.

**STATS 504. Statistical Consulting.**
STATS 401 or 500. (3). (Exc). (BS). May be repeated for credit for a maximum of 9 credits.

**STATS 505 / ECON 671. Econometric Analysis I.**
Permission of instructor. (3). (Exc). (BS). May not be repeated for credit.

**STATS 525 / MATH 525. Probability Theory.**
MATH 451 (strongly recommended) or 450. STATS 425 would be helpful. (3). (Exc). (BS). May not be repeated for credit.

**STATS 526 / MATH 526. Discrete State Stochastic Processes.**
STATS 525 or EECS 501. (3). (Exc). (BS). May not be repeated for credit.

**STATS 535 / IOE 562. Reliability.**
STATS 425 and 426 (or IOE 316 and 366). (3). (Exc). (BS). May not be repeated for credit.

**STATS 550 / IOE 560 / OMS 603. Bayesian Decision Analysis.**
STATS 426 OR IOE 366. (3). (Exc). (BS). May not be repeated for credit.

**STATS 553 / PHIL 553. Conceptual Foundations of Statistical Inference.**
A course in statistical theory (STAT 405, PSYCH 613, ECON 405) and upper-class standing. (3-4). (Exc). (BS). May not be repeated for credit.

**STATS 560 / BIOSTAT 685. Introduction to Nonparametric Statistics.**
STATS 426. (3). (Exc). (BS). May not be repeated for credit.
Gayle Morris Sweetland Writing Center

1139 Angell Hall
435 South State Street
(734) 764-0429 (phone)
Website: http://www.lsa.umich.edu/swc/
E-mail: swcinfo@umich.edu
Professor Martha Vicinus (Eliza M. Mosher Distinguished University Professor of English)
Director Dr. Caroline L. Eisner, Associate Director

Not a concentration program.

Professors: Martha Vicinus (Eliza M. Mosher Distinguished University Professor of English)
Lecturers: George Cooper, Caroline Eisner, Helen Fox, Matthew Kelley, Barbara Morris

At the University of Michigan, writing plays a critical role in students' thinking and learning, beginning with the first year and continuing into advanced writing in the disciplines. Students' ability to write prose that is at its best characterized by intellectual force, clarity, appropriate organization and development of ideas, effective use of evidence, cogency, and stylistic control is crucial to their success here.

The Sweetland Writing Center administers the College's Writing Program by supporting writing throughout the curriculum in a number of ways, including helping students select the appropriate First-Year Writing course, approving courses from other institutions that satisfy the First-Year Writing Requirement for transfer students, teaching Writing Practicum, conferring with students in Writing Workshop, training and supervising students in the Peer Tutoring Program, approving courses to satisfy the Upper-Level Writing Requirement, consulting with faculty in Advanced Writing in the Disciplines courses, and training Graduate Student Instructors.

LS&A Writing Requirements

The purpose of the LS&A Writing Requirements (First-Year and Upper-Level) 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 College's Writing Program are several assumptions:

- Students need regular practice to learn to write well;
- Students learn best about a subject in a discipline by writing about it; and
- Students should recognize and master the writing conventions of their chosen discipline.

First-Year Writing Requirement. The goal of the First-Year Writing Requirement is to teach students the discipline and skills needed for college writing. Without these skills, college students can find it difficult to master the art of argument and to achieve the academic sophistication that University of Michigan courses demand.

Through Directed Self-Placement, students, in consultation with advisors, assess their readiness for college-level writing and select either a four-credit course that satisfies the First-Year Writing Requirement or the two-credit ungraded Writing Practicum, taught by Sweetland faculty, to prepare them for a course that meets the First-Year Writing Requirement. This voluntary placement system is designed to allow students to select a writing course that will most appropriately challenge them. Sweetland Writing Workshop instructors are available in 1139 Angell Hall to also help students make this choice.

Students fulfill the First-Year Writing Requirement by earning a grade of C– or better in one of the following three ways:

1. Students may take the two-credit Writing Practicum (SWC 100/102) followed by an approved four-credit First-Year Writing course; or
2. Students may take an approved four-credit First-Year Writing course in the College (the list of approved courses is available at http://www.lsa.umich.edu/cg/); or
3. Students who have taken approved courses elsewhere may be able to use those courses to satisfy the requirement (the list of currently approved courses is available at http://www.lsa.umich.edu/swc/undergrads/transfcourses).

Upper-Level Writing Requirement (ULWR). This writing requirement is generally completed within the student's concentration and aims to help LS&A students recognize and master the writing conventions of their chosen discipline, so that, upon graduation, they are able to understand and communicate effectively the central concepts, approaches, and materials of their discipline. Sweetland's Advanced Writing in the Disciplines Program (AWDP) approves departmental curricular offerings that satisfy the ULWR. The AWDP is based upon the assumption that the best way to master disciplinary knowledge is to express that knowledge in the form of clear and incisive writing.

See the LS&A Course Guide website (http://www.lsa.umich.edu/cg/) for a list of approved ULWR courses for the current term. A course approved to meet the requirement one term is not necessarily approved in subsequent terms. Students should elect one of these approved courses to fulfill this requirement any time after completing the First-Year Writing Requirement. When registering for a ULWR course on Wolverine Access, students must select the Writing Requirement box indicating they would like to use the course to fulfill the ULWR. Students must receive a course grade of C– or better and a satisfactory (S) ULWR grade to fulfill this requirement.

Writing Support

Writing Workshop. This is a free service for students who wish to work on their writing in a one-on-one setting. Sweetland faculty supplement formal writing instruction by working with students to understand assignments, develop ideas, support a thesis, revise at the paragraph and sentence level, cite sources, and develop their skills in other areas important to writing well. Students can schedule half-hour appointments by calling (734) 764-0429. This is not a proofreading service.

Peer Tutoring. The Sweetland Writing Center trains and supervises a select group of upper-level undergraduates who serve as writing tutors to their peers. Tutors learn their craft in SWC 300: Peer Tutoring Seminar, and go on to SWC 301: Directed Peer Tutoring, in which they tutor students directly. Because students often feel more comfortable talking about their writing with peers, many prefer working with tutors rather than with faculty in the Writing Workshop.
The Peer Tutoring Program also offers Online Writing and Learning (OWL), accessed through Sweetland’s website, which tutors review writing submitted online by students and offer comments and suggestions for improvement.

Undergraduate Writing Prize

Callaway Prize. The Callaway Prize of $1,000 has been established to honor long-time community activist Mary Lou Callaway’s memory and her life-long commitment to civic activism and is an award for the best essay on a topic related to community service. The Callaway Prize is funded through a generous gift from the Contempo Communications Foundation for the Arts, whose founders are David and Joan Marshall. Any University of Michigan undergraduate who wishes to compete for the award may do so by submitting an original essay of eight to ten pages, double-spaced, on a community service experience, highlighting one’s own civic engagement and activism. Deadline: April.

SWC 100. Writing Practicum.

(2). (Excl). (TUTORIAL). May be repeated for credit for a maximum of 4 credits. Any combination of SWC 100-105 may be elected for a total of four credits. Offered mandatory credit/no credit. I.

SWC 102. Writing Practicum.

(2). (Excl). (TUTORIAL). May be repeated for credit for a maximum of 4 credits. Any combination of SWC 100-105 may be elected for a total of four credits. Offered mandatory credit/no credit. II.

SWC 105. Writing Practicum.

CSP assessment. Reserved for Summer Bridge Program students. (2). (Excl). (TUTORIAL). May be repeated for credit for a maximum of 4 credits. Any combination of SWC 100-105 may be elected for a total of four credits. Offered mandatory credit/no credit. IIIb.

SWC 300. Seminar in Peer Tutoring.

Application process and permission of department. (3). (Excl). May not be repeated for credit.

SWC 301. Directed Peer Tutoring.

SWC 300 (Prerequisites enforced at registration). Permission of instructor. (1-3). (Excl). (EXPERIENTIAL). May not be repeated for credit. Offered mandatory credit/no credit.

SWC 430. The Teaching of Writing.

Consent of department required (Prerequisites enforced at registration). (3). (Excl). May not be repeated for credit.

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 a secondary-level teaching certificate. All elementary requirements must be completed while enrolled in the School of Education.

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).

Students preparing for elementary-level teacher certification must 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; 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 only.

B. A GPA of 2.0 in the teaching major and minor based on University of Michigan course work only.

C. A minimum of 130 credits.

*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.
Distribution:

A. If secondary education:
   At least 8 credits from each of the areas of humanities (including
   ENGLISH 124 or 125), natural science, and social science (in-
   cluding PSYCH 111) as defined in the LS&A 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 re-
   quirement, which is different from the LS&A distribution policy.
   The same courses may be used for each, but the distribution re-
   quirement for each school must be satisfied.

B. If elementary education:
   1. Creative Arts. 9 credits including two of the following 3
      courses: EDUC 427 (3) Art Methods, EDCURINS 408 (3) Music
      Methods, PHYSED 336 (3) Children’s Rhythms (or PHYSED
      354) and sufficient electives to meet the requirement.
   2. Humanities. 9 credits including English Composition, Philoso-
      phy, 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
      (HISTORY 160 or 161), introductory psychology (PSYCH 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 (distri-
bution and concentration) may be used to meet the requirements for
the teaching major and minor. Please refer to the School of Educa-
tion Bulletin for specific teaching major/minor requirements.

A. Elementary Education: Consult the School of Education Bulletin
and supplemental materials, such as the Schools Major/Minor
Handout which is available from the Office of Student Services,
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 concentra-
tion for the A.B./B.S. degree although the requirements for each
may differ some. A teaching minor is associated with the teach-
ing certificate and might not be the same as an academic minor
in the College of LS&A. The requirements for the various teach-
ing majors and minors are in the School of Education Bulletin.

The required professional education methods course must be
elected under the education department number.

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
Dance (teaching major only)
Economics
English
Environmental Studies
French
German
Health (teaching minor only)
History
Latin
Mathematics
Music (teaching major 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 com-
plete 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 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 ra-
cial/ethnic groups that are protected by federal affirmative action
guidelines. Students with education courses completed at another
institution must consult the School of Education Office of Student
Services regarding the professional requirements. 

Education courses may not be elected on a pass/fail basis.

Elementary Education

1. Required Courses for Fall Term in First Year in Program:
   EDUC 307 Practicum in Teaching Methods
   EDUC 391 Educational Psychology and Human Development
   EDUC 401 Developmental Reading and Writing Instruction in the
   Elementary School
   EDUC 406 Teaching in the Elementary School

2. Required Courses for Winter Term in First Year in Program:
   EDUC 392 Education in a Multicultural Society
   EDUC 403 Individualizing Reading and Writing Instruction in the
   Elementary Classroom
   EDUC 431 Teaching of the Social Studies in the Elementary School
   EDUC 307 Practicum in Teaching Methods

3. Required Courses for Fall Term in Second Year in Program:
   EDUC 421 Teaching of Science in the Elementary School
   EDUC 411 Teaching Elementary School Mathematics
   EDUC 307 Practicum in Teaching Methods

4. Required Courses for Winter Term in Second Year in Program:
   EDUC 301 Directed Teaching in the Elementary Grades
   EDUC 303 Seminar: Problems and Principles of Elementary Educa-
   tion
   Advanced Teaching Methods Course

Secondary Education

*Winter Cohort 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 pro-
gress toward the completion of the major, minor, and distribution;
and by random assignment.

**Fall Cohort 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:
   *Winter Cohort.
   No Education courses. Course work for major, minor, and
degree requirements should be elected.
   **Fall Cohort.
   EDUC 307 Practicum in Teaching Methods
   EDUC 392 Education in a Multicultural Society
   EDUC 402 Reading and Writing in the Content Areas

2. Required Courses for Winter Term in First Year in Program:
   *Winter Cohort.
   EDUC 307 Practicum 2
   Methods for major (various course numbers)
   EDUC 391 Educational Psychology and Human Development
   **Fall Cohort.
   EDUC 307 Practicum 2
   Methods for major (various course numbers)
   EDUC 391 Educational Psychology and Human Development

3. Required Courses for Fall Term in Second Year in Program:
   *Winter Cohort.
   EDUC 302 Student Teaching in the Secondary School
   EDUC 304 Seminar: Problems and Principles of Secondary Education
   **Fall Cohort.
   EDUC 302 Student Teaching in the Secondary School
   EDUC 304 Seminar: Problems and Principles of Secondary Education

4. Required Courses for Winter Term in Second Year in Program:
   *Winter Cohort.
   EDUC 302 Student Teaching in the Secondary School
   EDUC 304 Seminar: Problems and Principles of Secondary Education
   **Fall Cohort.
   The Fall Cohort will finish the required education course work
   in December. Students may elect courses to complete major,
   minor, and degree requirements or may graduate in Decem-
   ber and not need this academic term.

For information on the prerequisites to student teaching, students
should consult the School of Education Bulletin available online at
http://www.soe.umich.edu/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 examina-
tion 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.
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 Frieze 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: THTREMUS 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.** THTREMUS 102 or 240; 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/Tech; or Administration) or in the general field of Theatre & Drama, as approved by the concentration advisor.

**Honors Concentration.** Qualified students are eligible for a departmental Honors concentration. Those with a cumulative grade point average of at least 3.4 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:** THTREMUS 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**
   - 332, Drama from Oral Sources
   - 340, Black Theatre Workshop
   - 440, Special Topics in African American Theatre and Drama
     - 001: Comparing Black Aesthetics: Caribbean, African American & African Drama
     - 002: African American Dramatic Literature

   **List B**
   - 212, Introduction to World Performance
   - 240, Introduction to Design
   - 242, Directing II
   - 327, Playwriting II
   - 442, Directing III

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### Courses in Theatre and Drama (THTREMUS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Restrictions</th>
<th>Repeat Credit Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTREMUS 101</td>
<td>Introduction to Acting 1.</td>
<td>(3; CE)</td>
<td>Consent of instructor required. (Prerequisites enforced at registration).</td>
<td>May not be repeated for credit.</td>
</tr>
<tr>
<td>THTREMUS 102</td>
<td>Introduction to Acting 2.</td>
<td>(3; CE)</td>
<td>Consent of instructor required. (Prerequisites enforced at registration).</td>
<td>May not be repeated for credit.</td>
</tr>
<tr>
<td>THTREMUS 211 / RCHUMS 280 / ENGLISH 245</td>
<td>Introduction to Drama and Theatre.</td>
<td>(3; 2 in the half-term). (HU)</td>
<td>May not be repeated for credit. No credit granted to those who have completed or are enrolled in RCHUMS 281.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 212</td>
<td>Introduction to World Performance.</td>
<td>(4; Excl)</td>
<td>May not be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 222 / CAAS 341</td>
<td>Introduction to Black Theatre.</td>
<td>CAAS 201 recommended. (3; 2 in the half-term). (HU)</td>
<td>May not be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 227 / ENGLISH 227</td>
<td>Introductory Playwriting.</td>
<td>(3; 2 in the half-term). (CE)</td>
<td>May not be repeated for credit.</td>
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<tr>
<td>THTREMUS 233 / CAAS 342</td>
<td>Acting and the Black Experience.</td>
<td>Permission of instructor (brief interview). CAAS 201 recommended. (3). (HU)</td>
<td>May not be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 240</td>
<td>Introduction to Design.</td>
<td>THTREMUS 250. (3). (CE)</td>
<td>May not be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 245</td>
<td>Introduction to Stage Management.</td>
<td>THTREMUS 250. (2-3). (CE)</td>
<td>May not be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 250</td>
<td>Introduction to Technical Theatre Practices.</td>
<td>(3; 2 in the half-term). (Excl)</td>
<td>May not be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 251</td>
<td>Production Practicum 1.</td>
<td>(1). (Excl)</td>
<td>May not be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 252</td>
<td>Production Practicum 2.</td>
<td>THTREMUS 251 and permission of instructor. (1). (Excl)</td>
<td>May be repeated for credit for a maximum of 3 credits.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 256</td>
<td>Lighting Design I.</td>
<td>THTREMUS 250. (3). (Excl)</td>
<td>May not be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 260</td>
<td>Scene Design I.</td>
<td>THTREMUS 250. (3). (Excl)</td>
<td>May not be repeated for credit.</td>
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</tr>
<tr>
<td>THTREMUS 261</td>
<td>Production Practicum 3.</td>
<td>THTREMUS 250 and 251. (1). (Excl)</td>
<td>May be repeated for credit for a maximum of 3 credits.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 262</td>
<td>Production Practicum 4.</td>
<td>THTREMUS 261. (1). (Excl)</td>
<td>May be repeated for credit for a maximum of 3 credits.</td>
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</tr>
<tr>
<td>THTREMUS 270</td>
<td>Costume Design I.</td>
<td>THTREMUS 240. (3). (Excl)</td>
<td>May not be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>THTREMUS 321 / ENGLISH 443</td>
<td>History of Theatre I.</td>
<td>(3). (Excl)</td>
<td>May not be repeated for credit. I.</td>
<td></td>
</tr>
</tbody>
</table>
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 6-12 hours per week working on their research projects. Students can participate in the program for academic credit through UC 280 or they can be paid for their research if they qualify for work-study funds. Students participating for academic credit only (not work study) receive one credit for every three hours of work per week. Most students register for three credits which is a nine hour commitment per week. Students participating in the program are also required to attend bi-monthly research peer seminars, 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. Online applications can be found at http://www.umich.edu/~urop/ and information will be mailed to students in February prior to the sophomore year. Selection is done on a rolling basis and determined by a student’s level of interest in research, academic background, area of research interest, and availability of positions.
The Michigan Research Community (MRC), formerly known as UROP in Residence (UIR), is a residential affiliate of UROP. MRC offers incoming first-year students the benefits of the UROP non-residential program, including a research partnership with a faculty member in an area of their choosing, as well as a small, diverse and supportive community to call home. Approximately 150 students of a variety of disciplines and a range of different cultural and national backgrounds make up the MRC. MRC students live together on the 3rd floor of Mosher Jordan Residence Hall, and have access to unique research, academic, and extra-curricular programs and resources. Through the MRC, students are exposed to the diversity of research taking place on this campus and beyond by enrolling in an interdisciplinary course, Introduction to Research. MRC research peer advisors reside on the floor and required MRC/UROP bi-weekly peer groups are held in or near the building, giving MRC students easy access to research project support and trouble-shooting assistance. Students receive academic support through in-house MRC facilitated study groups. Second- and third-year peer mentors reside in the community and provide first-year students with personalized support in the transition to college. Additionally, a community programming board organizes a wide variety of programs and events throughout the year, giving MRC students many opportunities to get involved, gain leadership skills, and get to know each other. [Applications for admission to the MRC are on the University Housing website.]

University Courses

4556 Dana Building
440 Church Street
(734) 763-9521 (phone)

Not a concentration program

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 the College of Literature, Science, and the Arts can be found in the Course Guide.) These seminars are taught on a variety of topics by regular and emeritus faculty from many different departments. The small-class size (maximum of 20 students) facilitates deeper learning through more active participation and increased opportunities for interaction between student and teacher as well as dialogue among students. First-Year Seminars provide a stimulating introduction to the intellectual life of the University by exposing new students to engaging subject matter; some may discover a subject to pursue in further courses. It is hoped that students who take a seminar will find in it a sense of intellectual and social community that will ease the transition to a large university.

All First-Year Seminars can be used to complete part of the College’s general requirements. UC 153 meets the First-Year Writing Requirement. Other seminars count toward satisfying the Area Distribution requirements: Humanities (UC 150); Social Sciences (UC 151); Natural Sciences (UC 152); Interdisciplinary (UC 154); 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 First-Year Writing Requirement. Intended especially for lower-division students and taught by regular professorial faculty members, Collegiate Seminars provide additional opportunities for first- and second-year students to personalize their education through a small-group course.

All Collegiate Seminars count toward satisfaction of the College’s Area Distribution requirements in one of the three major divisions: Humanities (UC 250); Social Sciences (UC 251); Natural Sciences (UC 252). All emphasize critical thinking about important and central topics and feature further instruction in writing.

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. Undergraduate Life Sciences Initiative. The Undergraduate Life Sciences Initiative has created six courses, each carrying four credits:

- UC 163 / ENGR 100. Biotechnology and Human Values;
- UC 260. Law, Ethics, and the Life Sciences;
- UC 261 / PSYCH 231. Brain, Learning, and Memory;
- UC 262 / BIOLOGY 262 / PSYCH 232. Evolutionary Biology and Human Disease;
- UC 263 / MOVESCI 313. Stradivarius as Biologist: Cultivating Bel Canto through Sound and Vision;

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)**

**UC 101 / NAVSCI 102. Seapower and Maritime Affairs.**
(2). (Excl). May not be repeated for credit.

**UC 102. The Student in the University.**
Michigan Community Scholars Program participant. (1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit. I.

**UC 103. Michigan Community Scholars Program: Academic Decision Making.**
Admission to the Michigan Community Scholars Program. (1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit.

**UC 104. Introduction to Research.**
Participate in Undergraduate Residence Program. (1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit. I.

**UC 105. Perspectives on Health and Health Care.**
Restricted to students enrolled in the Health Sciences Scholars Program. (2). (ID). May not be repeated for credit.

**UC 106. Perspectives on Health Care.**
Restricted to students enrolled in the Health Sciences Scholars Program. (2). (ID). May not be repeated for credit.

**UC 150. First-Year Humanities Seminar.**
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit. Consent of instructor required (Prerequisites enforced at registration).

**UC 151. First-Year Social Science Seminar.**
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit.

**UC 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). May not be repeated for credit.

**UC 154. First-Year Interdisciplinary Seminar.**
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (ID). May not be repeated for credit.

**UC 155. First-Year Creative Expression Seminar.**
Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (CE). May not be repeated for credit.

**UC 163. Biotechnology and Human Values.**
First-year students only. (4). (NS). (BS). May not be repeated for credit.

**UC 190. Disciplinary Study in a Second Language.**
Consent of instructor required (Prerequisites enforced at registration). Fourth-term language proficiency. (1). (Excl). May be repeated for credit.

**UC 201 / AERO 201. U.S. Aviation History & Its Development into Air Power.**
(1). (Excl). May not be repeated for credit.

**UC 202 / AERO 202. U.S. Aviation History & Its Development into Air Power.**
(1). (Excl). May not be repeated for credit.

**UC 210. Perspectives on Careers in Medicine and Health Care.**
Consent of instructor required (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. May not be used as a Biology cognate.

**UC 245 / GEOG 245. Global Interdependence.**
Sophomore standing. (3). (SS). May not be repeated for credit.

**UC 250. Collegiate Seminars.**
Open to any student who has completed the introductory composition requirement. (3). (HU). May not be repeated for credit.

**UC 260. Law, Ethics, and the Life Sciences.**
Three years of high school science. Enrollment is restricted to first- and second year students. (4). (ID). May not be repeated for credit.

**UC 261 / PSYCH 231. Brain, Learning, and Memory.**
Enrollment is restricted to first- and second year students. (4). (NS). (BS). May not be repeated for credit.

**UC 262 / BIOLOGY 262 / PSYCH 232. Evolutionary Biology and Human Disease.**
High school biology including basic knowledge of genetics. (4). (NS). (BS). May not be repeated for credit. May not be included in any biology or psychology concentration plans.

**UC 270. University Courses Special Topics.**
(1-3). (Excl). May be elected twice for credit.

**UC 275. Global Intercultural Experience for Undergraduates.**
Consent of instructor required (Prerequisites enforced at registration). First or second year standing. (1-4). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 8 credits. A maximum of eight credits may be elected through lower-division UROP research courses (UC 280, 281, ENGR 280, MOVESCI 280, SPTMGMT 280, and PHYSED 280).

**UC 299. Directed Study.**
Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits.

**UC 300. College Practicum.**
Consent of instructor required (Prerequisites enforced at registration). First or second year standing. (1-4). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 8 credits. A maximum of eight credits may be elected through lower-division UROP research courses (UC 280, 281, ENGR 280, MOVESCI 280, SPTMGMT 280, and PHYSED 280).

**UC 310 / NAVSCI 310. Evolution of Warfare.**
(3). (Excl). May not be repeated for credit.

**UC 312. Community Projects in the Arts and Humanities I.**
(4). (Excl). (EXPERIENTIAL). May not be repeated for credit.

**UC 313. Community Projects in the Arts and Humanities II.**
(3-4). (Excl). (EXPERIENTIAL). May not be repeated for credit.

**UC 375. University Courses Special Topics.**
(3-2-3 in the half-term). (Excl). May be elected twice for credit.

**UC 390. Disciplinary Study in a Second Language.**
Fourth-term language proficiency, and permission of instructor. (1). (Excl). May be elected up to six times for credit. May be elected more than once in the same term.

**UC 399. Directed Study.**
Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits.

**UC 402 / MILSCI 402. Military Professionalism and Professional Ethics.**
(4). (Excl). May not be repeated for credit.

**UC 403 / NAVSCI 402. Leadership and Ethics.**
(2). (Excl). May not be repeated for credit.

**UC 410 / NAVSCI 410. Amphibious Warfare.**
(3). (Excl). May not be repeated for credit.

**UC 490. Disciplinary Study in a Second Language.**
Consent of instructor required (Prerequisites enforced at registration). Fourth-term language proficiency. (1). (Excl). May be repeated for credit.

**UC 499. Directed Study.**
Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 6 credits.
Women in Science and Engineering (WISE)

The Women in Science and Engineering (WISE) Program aims to recruit and retain women in the sciences, mathematics and engineering majors at the University of Michigan. A nationally recognized model, WISE realizes its mission through programming at the middle school, high school, undergraduate and graduate levels. Activities include summer science camps for middle and high school girls, the WISE residential program for freshmen women, and lectures, workshops and networking dinners for graduate and undergraduate women. The WISE Program aims to identify barriers, real or perceived, that keep extremely talented women from pursuing degrees in science, engineering and mathematics. To this end, WISE staff will meet with department faculty and administrators to help identify gaps in recruiting and retaining women, and to help plan programming to address those gaps. In addition to individual departments, WISE collaborates with ADVANCE, the Minority Engineering Program Office (MEPO), the Undergraduate Research Opportunity Program (UROP), UROP in Residence (UIR) Program and student and professional groups to address equal opportunity issues at the University of Michigan.

Women in Science and Engineering Residence Program (WISE RP)

Mosher Jordan Hall
(734) 936-6536 (phone)
(734) 936-2197 (fax)
website: http://www.umich.edu/~wiserp
Christine Bass, Ph.D., Director

The Women in Science and Engineering Residence Program (WISE RP) is an academically supportive living-learning community for women who are interested in academic majors and careers in the sciences, mathematics and/or engineering. The Detroit Free Press described the WISE RP as, “A place where friendships and fun merge with intellectual stimulation.” WISE RP students live together on the 4th and 5th floors of Mosher Jordan Residence Hall and have an abundance of academic and social opportunities available to them to help expand their horizons and successfully transition into the university environment. The bi-weekly WISE Night academic programs lay the foundation for the WISE RP while the social, athletic, community service, and cultural activities offer additional opportunities. In addition, each first-year student is paired with an upper-class peer mentor who can offer academic and social support as students find their way through their new surroundings. Finally, because WISE RP students take similar classes during their first year, the program offers facilitated study groups for most of the introductory science, math, and engineering courses.

Women’s Studies

1122 Lane Hall, 1290
204 South State Street
(734) 763-2047 (phone)
(734) 647-4943 (fax)
http://www.lsa.umich.edu/women/
Professor Valerie Traub (English), Director

Professors Elizabeth Anderson (Philosophy), Ruth Behar (Anthropology), Carol Boyd (Nursing), Christine Brooks Whitman (Law), Celeste Brusati (History of Art), Kathleen Canning (History), Mary Corcoran (Political Science), Jacqueline Eccles (Psychology), Dena Goodman (History), Linda Groat (Urban Planning), Patricia Gurin (Psychology), David Halperin (English), Anne Herrmann (English), June Howard (English), Timothy R.B. Johnson (Obstetrics and Gynecology), Carol Karlsen (History), Deborah Keller-Cohen (Linguistics), Joanne Leonard (Art), Peggy McCracken (Romance Languages and Literatures), Sonya Rose (History), Jennifer Robertson (Anthropology), Carolyn Sampsel (Nursing), Arlene Saxenhouse (Political Science), Sidonie Smith (English), Carroll Smith-Rosenberg (History), Abigail Stewart (Psychology), Gaylyn Studlar (Film-Video), Valerie Traub (English)

Associate Professors Naomi André, Renee Anspach (Sociology), Betty Bell (English, American Culture), Rosario Ceballo (Psychology), Elizabeth Cole (CAAS), Sandra Graham-Bermann (Psychology), Fatma Müge Göçek (Sociology), Nadine Hubbs (Music), Carol Jacobsen (Art and Design), Edith Lewis (Social Work), Karin Martin (Sociology), Adela Pinch (English), Beth Reed (Social Work), Patricia Simon (History of Art), Pamela Smock (Sociology), Hitomi Tomomura (History), Elizabeth Wingrove (Political Science), Wang Zheng (IRWG)

Assistant Professors Maria Cotera (American Culture), Amal Fadlalla (CAAS), Anna Kirkland (Political Science), Jayati Lal (Sociology), Jonathan Metzl (Psychiatry), Laurie Morgan (Sociology), Nadine Naber (American Culture), Hannah Rosen (American Culture), Andrea Smith (American Culture), Miriam Ticktin (Anthropology)

Lecturers Nesha Haniff (CAAS), Jane Hassinger (Social Work), Emily Lawsin (American Culture), Lisa Kane Low (Nursing)

Women’s Studies offers students the opportunity to study the systems of gender, politics, and representation that shape women’s lives. As a discipline Women’s Studies asks:

- How does being a woman affect one’s participation in the family, economy, politics, art, and literature?
- How do language, belief and visual representation convey meaning about women’s and men’s status in society?
- How has that status changed historically?
- How does the experience of women vary by class, race, nationality, and sexual orientation?

Questions like these have produced an extensive body of scholarship that puts gender at the center of analysis.

The Women’s Studies Program is a diverse intellectual community dedicated to excellence through feminist research, teaching, and activism. It seeks to build interdisciplinary collaborations among faculty and students that bridge gender, ethnic, economic, and national divides; create new knowledge about women, gender, race, and sexuality; challenge unequal distributions of power; and improve the lives of all women and men.

Dorothy Gies McGuigan Prize. This prize is awarded annually for the best graduate and the best undergraduate essay on women and/or gender. The competition is open to all University of Michigan students.
Special Departmental Resources. Women’s Studies Reading and Resource Room houses women’s studies journals and texts. A Women’s Studies Colloquium Series brings students into contact with distinguished women’s studies scholars and feminist activists from around the country. Michigan Feminist Studies, a journal edited by graduate students, offers a forum for feminist research.

Women’s Studies students also benefit from the Institute for Research on Women and Gender (IRWG) which provides stimulation, coordination, and support for research on women and gender at the University of Michigan.

Women’s Studies

May be elected as a departmental concentration program

Goals of the Concentration Program:

1. To provide concentrators with an understanding of the interdisciplinary scholarship on women, gender, and sexuality, and to train them in interdisciplinary methods.
2. To offer theoretical and practical approaches to feminist thinking across the disciplines.
3. To encourage comparative thinking about coursework that explores the multicultural and global nature of feminist scholarship.
4. To train concentrators to think analytically by teaching them to read and write critically.
5. To provide supporting skills and context for the study of women through the cognate requirement.
6. To encourage intellectual and academic breadth through the cognate requirement.

Prerequisite to Concentration. WOMENSTD 240.

Concentration Program. 33 credits distributed as follows:

1. Courses in Women’s Studies: Concentrators must complete areas A through F below. One course must be in lesbian, gay, bisexual, and transgender (LGBT) studies and one course must be taken in gender and ethnicity in the U.S.

   A. Gender in the Discipline: One Women’s Studies course chosen from:
      WOMENSTD 243 / AMCULT 243. Introduction to Study of Latinas in the U.S.
      WOMENSTD 315 / ENGLISH 315. Women and Literature.
      WOMENSTD 361 / FILMVID 361. Women and Film.
      WOMENSTD 447 / SOC 447. Sociology of Gender.
      WOMENSTD 455 / ANTHRCUL 455. Feminist Theory and Gender Studies in Anthropology.
      WOMENSTD 460 / CLCIV 460. Theorizing Women in Antiquity.
      WOMENSTD 499 / PSYCH 499. Psychology of Women.


C. Interdisciplinary Courses. One course from each of three of the following six areas, and a second course in one area:
   (1). LGBTQ and Sexuality Studies (Lesbian, Gay, Bisexual, Transgender, and Queer)
   (2). Gendered Lives
   (3). Gender and Health
   (4). Gender and Ethnicity in the U.S.
   (5). Gender, Culture, and Representation
   (6). Gender in a Global Context

D. Practice Course. One course chosen from:
   WOMENSTD 350. Women and the Community.
   WOMENSTD 420. Group Facilitation in Women's Studies.
   WOMENSTD 485 / PSYCH 485. Gender, Mentoring, and Technology.
   SOC 389, Section 110 – Feminist Mentors
   SOC 389, Section 301 – SAFE House (women)
   SOC 389, Section 302 – SAFE House (children)

E. Electives: One WOMENSTD course (3 credit minimum) at the 200-level or above, chosen in consultation with, and approved by, the concentration advisor.


2. Cognates: Two upper-level courses, neither in WOMENSTD nor 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.

Areas of the Women’s Studies concentration

LGBTQ and Sexuality Studies (Lesbian, Gay, Bisexual, Transgender, and Queer) offers an interdisciplinary approach to sexuality in light of religious beliefs, legal codes, medical constructions and social movements, and recognizes these as historically variable and culturally specific. It acquaints students with the history of sexuality and contributions made by feminist and queer theory to understanding the formation of sexual identities.

Gendered Lives explores how women’s and men’s everyday lives are shaped through social institutions such as the law, family, religion, work, and politics. It analyzes how institutions have structured lives as gendered, and how the practices of individuals and collectives have resisted, mediated and modified their impact. In addition to a focus on the United States, courses examine the reciprocal relationship of institutional and individual practices in a global and transnational context.

Gender and Health examines from various disciplinary perspectives the meaning and interrelatedness of gender and health. Courses explore how gender and health are shaped by and embedded within everyday socio-political, cultural and environmental contexts. Analyses move beyond an emphasis on body and disease toward a broader contextual understanding of how the intersection of social positions (gender, race, ethnicity, and class) provide an evolving ground for understanding the interplay of gender and health.

Gender, Race, and Ethnicity in the U.S. examines the intersection of gender, race, and ethnicity in order to consider differences among women and men, as well as the impact of multiple categories of identity on experience and on the formation and contestation of gender itself. Interracial and interethnic relations, the mutual influence of social movements, and racialized genders are also explored. Although the U.S. is the primary focus, consideration of various diasporas encourages analysis of the links between communities across national borders.
Gender, Culture and Representation explores ways in which meanings about women and gender are produced through cultural images, artifacts, and performances. It positions students as readers, viewers, and interpreters of culture, as well as creators of it, especially in the domains of literature, the visual and performing arts, mass media (including film), and their histories. Courses introduce students to feminist analyses of culture and encourage them to consider processes of viewing, writing, and producing knowledge.

Gender in the Global Context offers a comparative cross-cultural perspective on the construction and meaning of gender, race, class, and sexuality. It examines current forces of globalization and empire, the histories of imperialism and colonialism, and postcolonial resistance and theory. Courses decenter the U.S. while placing it in a geopolitical context, including global feminisms.

Roster of WOMENSTD Courses – note some classes are listed in more than one category

**Gender in the Discipline:** 243, 315, 336, 361, 370, 371, 447, 455, 460, 499.

**LGBTQ and Sexuality Studies:** 245, 295, 308, 340, 347, 450.


**Gender and Health:** 220, 300, 324, 342, 400, 404, 443.

**Gender, Race and Ethnicity in the U.S.:** 231, 233, 283, 293, 333, 336, 343, 346, 363, 419, 443, 444.

**Gender, Culture, and Representation:** 211, 293, 301, 310, 334, 344, 347, 376, 404, 415, 416, 444, 450, 461, 486, 496.

**Gender in a Global Context:** 301, 324, 335, 345, 365, 427, 471, 496.

**Study Abroad.** The University of Michigan Women's Studies Program encourages students to study abroad in order to enhance their education and gain international perspectives on women's issues and feminism. Students routinely look back on their time spent abroad as valuable aspects of their undergraduate career. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system.

Planning early for study abroad is important, as is research into study abroad possibilities. Both the Women's Studies Program and the U-M Office of International Programs (OIP) are committed to working with students to help them find the right study abroad program. Stop in the OIP office (G-513 Michigan Union) between 8 to 5 pm Monday-Friday (Wednesday noon to 5 pm) to obtain more information about their programs, which include specific information for women students. Or, call 764-4311 to inquire about advising hours and appointments. The Women's Studies concentration advisor invites students to make an appointment to discuss specific study abroad options for Women's Studies majors. Please call 763-4047 to make that appointment, or e-mail wsp.advising@umich.edu.

**Women's Studies Student Association.** The Women's Studies Student Association was founded in order to foster a greater sense of community among the students of the Women's Studies Program. Aside from its regular meetings, WSSA sponsors resume workshops, coffee chats with professors, registration advice sessions, and other events to bring the undergraduates, graduates, alumni, and professors of the Women's Studies Program closer together.

**Advising.** For information about program offerings or a concentration in Women's Studies or another department concentration with an emphasis on women and gender, contact the Program Office at 1122 Lane Hall, (734) 763-2047 or e-mail wsp.advising@umich.edu.

**Honors Concentration: Summary.** Students who have maintained an overall GPA of at least 3.4 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 should elect WOMENSTD 389 during the winter term, junior year, and must write an Honors thesis during their senior year (given for credit as WOMENSTD 490 and 491).

**Eligibility.** The Women's Studies Honors Program provides an opportunity for concentrators to do a comprehensive, original independent project under the guidance of a faculty mentor, as the culmination to their undergraduate studies. The topic of the Honors thesis should be a topic on which the student has already done some academic study. The thesis is researched and written in the two terms of the student's senior year. Students interested in pursuing Honors should schedule a meeting with the WS Honors concentration advisor.

**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.

**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. WOMENSTD 240 (Introduction to Women's Studies)
2. WOMENSTD 330 (Feminist Thought) 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:
   - WOMENSTD 243. Latinas in the U.S.
   - WOMENSTD 336. Black Women in America
   - WOMENSTD 343. Special Topics in Gender and Ethnicity in the U.S.
   - WOMENSTD 345. Gender in a Global Context
   - WOMENSTD 346. African American Women in Context
   - WOMENSTD 427. African Women
   - WOMENSTD 492. Women and Islam
   - WOMENSTD 496. Gender and Representation in the Modern Middle East.

Students may also include other special topics WOMENSTD courses on specific racial and ethnic groups approved by the Women's Studies Director to meet this requirement of the academic minor.
Lesbian, Gay, Bisexual, and Transgender (LGBT) 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. WOMENSTD 245 (Introduction to Lesbian, Gay, Bisexual and Transgender Studies) or WOMENSTD 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 six 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.
   - WOMENSTD 315: Women and Literature: Lesbian Fictions
   - WOMENSTD 340: Special Topics in LGBT Studies
   - WOMENSTD 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.

Courses in Women's Studies (WOMENSTD)

WOMENSTD 100. Gender and Women's Lives in U.S. Society. (2). (Excld). May not be repeated for credit. Offered mandatory credit/no credit.

WOMENSTD 110. Issues in Lesbian, Gay, Bisexual, and Transgender Studies. (1). (Excld). May not be repeated for credit. (LGBTQ and Sexuality Studies). Offered mandatory credit/no credit.


WOMENSTD 112. Issues in Gender and Health. (1). (Excld). May not be repeated for credit. (Gender and Health). Offered mandatory credit/no credit.

WOMENSTD 113(112). Issues of Gender and Ethnicity in the U.S. (1). (Excld). May not be repeated for credit. (Gender, Race, and Ethnicity in the U.S.). Offered mandatory credit/no credit.

WOMENSTD 114(111). Issues in Gender, Culture, and Representation. (1). (Excld). May not be repeated for credit. (Gender, Culture, and Representation). Offered mandatory credit/no credit.

WOMENSTD 115. Issues in Gender in a Global Context. (1). (Excld). May not be repeated for credit. (Gender in a Global Context). Offered mandatory credit/no credit.

WOMENSTD 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). May not be repeated for credit.

WOMENSTD 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). May not be repeated for credit.

WOMENSTD 201. Gender and Careers. (3). (Excld). May not be repeated for credit. (Gendered Lives).

WOMENSTD 220 / NURS 220. Perspectives in Women's Health. (3). (SS). May not be repeated for credit. (Gender and Health).


WOMENSTD 231 / CAAS 241. Women of Color and Feminism. CAAS 111. (3). (Excld). May not be repeated for credit. (Gender, Race, and Ethnicity in the U.S.).

WOMENSTD 233 / AMVCULT 233. Violence Against Women of Color. (3). (Excld). May not be repeated for credit. (Gender, Race, and Ethnicity in the U.S.).

WOMENSTD 240 / AMVCULT 240. Introduction to Women's Studies. (4; 3 in the half-term). (HU). (R&E). May not be repeated for credit.


WOMENSTD 253. Special Topics. (3-4). (Excld). May be repeated for credit for a maximum of 7 credits. A maximum of seven credits of WOMENSTD 252 and 253 may be counted toward graduation.


WOMENSTD 283 / AMVCULT 283. Native American Feminisms. (3). (Excld). May not be repeated for credit. (Gender, Race, and Ethnicity in the U.S.).

WOMENSTD 293 / AMVCULT 293. 20th-Century Writing by Women of Color. (3). (HU). May not be repeated for credit.


WOMENSTD 300. Men's Health. (3). (ID). May not be repeated for credit. (Gender and Health).

WOMENSTD 301 / ASIAN 301. Writing Japanese Women. Taught in English; a knowledge of Japanese is not required. (4). (HU). May not be repeated for credit. (Gender, Culture, and Representation).

WOMENSTD 308(280) / POLSCI 308. Law and the Politics of Sexuality. (3). (SS). May not be repeated for credit.
WOMENSTD 310. Women Writing. 
WOMENSTD 240. (3). (Excl). May not be repeated for credit. (Gender, Culture, and Representation).

WOMENSTD 315 / ENGLISH 315. Women and Literature. 
(3; 2 in the half-term). (HU). May be repeated for credit for a maximum of 6 credits. (Gender in the Discipline).

WOMENSTD 324 / ANTHRCUL 325. Childbirth & Culture. 
Sophomore standing. (4). (Excl). May not be repeated for credit. (Gender and Health).

WOMENSTD 326 / ANTHRCUL 326. The Politics of Health and Social Suffering. 
One course in WOMENSTD or ANTHRCUL. (3). (Excl). May not be repeated for credit. (Gender and Health).

WOMENSTD 330(430) / AMCULT 341. Feminist Thought. 
WOMENSTD 240 and one additional WOMENSTD course. (3). (Excl). May not be repeated for credit. (Feminist Thought).

WOMENSTD 331. Introduction to Feminist Legal Theory. 
WOMENSTD 270 or 308 with at least a C (Prerequisites enforced at registration). (3). (SS). May not be repeated for credit. (Gendered Lives).

WOMENSTD 240. (3). (Excl). May not be repeated for credit. (Gender, Race, and Ethnicity in the U.S.).

One course in women's studies or history of art. (3). (HU). May not be repeated for credit. (Gender, Culture, and Representation).

WOMENSTD 335 / SOC 335. Gender and Globalization. 
WOMENSTD 240 or SOC 101. (3). (Excl). May not be repeated for credit. (Gender in a Global Context).

CAAS 201 recommended. (3). (SS). May not be repeated for credit. (Gender in the Discipline).

CAAS 201 recommended. (4). (Excl). May not be repeated for credit.

WOMENSTD 240 or 245. (3). (Excl). May be elected twice for credit. (LGBTQ and Sexuality Studies).

WOMENSTD 341. Special Topics in Gendered Lives. 
WOMENSTD 240. (3). (Excl). May be elected twice for credit. (Gendered Lives).

WOMENSTD 342. Special Topics in Gender and Health. 
WOMENSTD 220 or 240. (3). (Excl). May be elected twice for credit. (Gender and Health).

WOMENSTD 343. Special Topics in Gender and Ethnicity in the U.S. 
WOMENSTD 240. (3). (Excl). May be elected twice for credit. (Gender, Race, and Ethnicity in the U.S.).

WOMENSTD 344. Special Topics in Gender, Culture, and Representation. 
WOMENSTD 240. (3). (Excl). May be elected twice for credit. (Gender, Culture, and Representation).

WOMENSTD 345. Special Topics in Gender in a Global Context. 
WOMENSTD 240. (3). (Excl). May be elected twice for credit. (Gender in a Global Context).

WOMENSTD 240. (3). (SS). May not be repeated for credit. (Gender, Race, and Ethnicity in the U.S.).

WOMENSTD 347. Feminist Perspective on Lesbian Studies. 
WOMENSTD 240. (3). (Excl). May not be repeated for credit. (LGBTQ and Sexuality Studies).

WOMENSTD 350. Women and the Community. 
WOMENSTD 240; and permission of instructor. (4). (Excl). (EXPERIENTIAL). May not be repeated for credit. (Practice Course). I.

WOMENSTD 351. Women and the Community II. 
Consent of instructor required (Prerequisites enforced at registration). WOMENSTD 350. (2). (Excl). (EXPERIENTIAL). May not be repeated for credit. II.
One course in African Studies, anthropology, or women's studies. CAAS 200 recommended. (3). (Excl). May not be repeated for credit. (Gender in a Global Context).

WOMENSTD 436 / ANTHRCUL 436. Human Rights, Gender and Culture. 
One course in WOMENSTD or ANTHRCUL. (3). (Excl). May not be repeated for credit. (Gender in a Global Context).

WOMENSTD 440. Issues and Controversies in the New Scholarship on Women. 
WOMENSTD 240 and 330. (3). (Excl). May not be repeated for credit. (Senior Seminar).

WOMENSTD 441. Honors Research Tutorial. 
Consent of instructor required (Prerequisites enforced at registration). 

WOMENSTD 443 / CAAS 443. Pedagogy of Empowerment: Activism in Race, Gender, and Health. 
WOMENSTD 240 or CAAS 201. (3). (Excl). May not be repeated for credit. (Gender and Health).

WOMENSTD 444. Race, Identity, and Western Art Music. 
(3). (Excl). May not be repeated for credit. (Gender, Culture, and Representation).

WOMENSTD 447 / SOC 447. Sociology of Gender. 
(3). (Excl). May not be repeated for credit. (Gender in the Discipline).

WOMENSTD 450. Popular Music, Gender, and Sexuality. 
WOMENSTD 240 or one course in music. (3). (Excl). May not be repeated for credit. (LGBTQ and Sexuality Studies).

WOMENSTD 240 or SOC 100, and one other course in SOC or WOMENSTD. (3). (Excl). May not be repeated for credit. (Gendered Lives).

WOMENSTD 455 / ANTHRCUL 455. Feminist Theory and Gender Studies in Anthropology. 
Junior standing. (3). (Excl). May not be repeated for credit. (Gender in the Discipline).

WOMENSTD 458 / AMCULT 458. Gender and Race and the Christian Right. 
Upperclass standing. (3). (Excl). May not be repeated for credit.

WOMENSTD 460 / CLCIV 460. Theorizing Women in Antiquity. 
Junior standing. (3). (Excl). May not be repeated for credit. (Gender in the Discipline).

WOMENSTD 461 / FILMVID 461. Explorations in Feminist Film Theory. 
Junior standing; and FILMVID 414 or WOMENSTD 240. (3). (Excl). May not be repeated for credit. (Gender, Culture, and Representation).

ANTHRIBIO 161, 361, 368, PSYCH 335, 338, or EEB 494; and permission of instructor. (4). (Excl). (BS). May not be repeated for credit. (Gendered Lives).

WOMENSTD 470 / HISTORY 471. Gender & Sexuality in India. 
(3). (Excl). May not be repeated for credit. (LGBTQ and Sexuality Studies).

WOMENSTD 471 / AAPTIS 495 / HISTORY 546 / RELIGION 496. Gender and Sexuality in Pre-Modern Islam. 
Students should preferably have had one course in Islamic Studies. Taught in English. (3). (Excl). May not be repeated for credit. (Gender in a Global Context).

WOMENSTD 481. Special Topics. 
WOMENSTD 240. (1). (Excl). May be repeated for credit for a maximum of 7 credits. Degree credit is granted for a combined total of seven credits elected through WOMENSTD 481, 482, 483, and 484.

WOMENSTD 482. Special Topics. 
WOMENSTD 240. (2). (Excl). May be repeated for credit for a maximum of 7 credits. Degree credit is granted for a combined total of seven credits elected through WOMENSTD 481, 482, 483, and 484.

WOMENSTD 483. Special Topics. 
WOMENSTD 240. (3). (Excl). May be elected for a maximum of 7 credits. May be elected more than once in the same term. Degree credit is granted for a combined total of seven credits elected through WOMENSTD 481, 482, 483, and 484.

WOMENSTD 484. Special Topics. 
WOMENSTD 240. (4). (Excl). May be repeated for credit for a maximum of 7 credits. Degree credit is granted for a combined total of seven credits elected through WOMENSTD 481, 482, 483, and 484.

WOMENSTD 485 / PSYCH 485. Gender, Mentoring, and Technology. 
(3). (Excl). (EXPERIENTIAL). May not be repeated for credit. (Practice Course).

WOMENSTD 486 / PHIL 486. Topics in Feminist Philosophy. 
Two courses in either Philosophy or Women's Studies. (3). (Excl). May not be repeated for credit. (Gender, Culture, and Representation).

WOMENSTD 487 / ACABS 487. Gender and Society in Ancient Egypt. 
Some familiarity with Egypt is helpful. (3). (Excl). May not be repeated for credit. (Gender in a Global Context).

Consent of instructor required (Prerequisites enforced at registration). Senior Honors Women's Studies concentrators. (3). (Excl). (INDEPENDENT). May not be repeated for credit. Credit is granted for a combined total of six credits of WOMENSTD 490 and 491. (Reading/Research Course). Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term (WOMENSTD 491), the final grade is posted for both term's elections. I, II, IIIa, IIIb.

WOMENSTD 491. Honors Thesis. 
Consent of instructor required (Prerequisites enforced at registration). Senior Honors Women's Studies concentrators. (3). (Excl). (INDEPENDENT). May not be repeated for credit. Credit is granted for a combined total of six credits of WOMENSTD 490 and 491. (Reading/Research Course). I, II, IIIa, IIIb.

WOMENSTD 496 / AAPTIS 496. Gender and Representation in the Modern Middle East. 
(3). (Excl). May not be repeated for credit. (Gender in the Discipline).

One of the following: PSYCH 111, 112, 114, or 115, or a WOMENSTD course (Prerequisites enforced at registration). One of the following: PSYCH 111, 112, 114, or 115, and a WOMENSTD course. (3). (Excl). May not be repeated for credit. (Gendered Lives).

WOMENSTD 499 / PSYCH 499. Psychology of Women. 
One of the following: PSYCH 111, 112, 114, or 115, or a WOMENSTD course (Prerequisites enforced at registration). One course in psychology or women's studies, and sophomore standing. (3). (Excl). May not be repeated for credit. (Gender in the Discipline).

Writing Center (See Sweetland Writing Center)
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 sophomore 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 three 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 $350 for juniors and $400 for seniors 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.

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. Additionally, for a limited time until further notice, the Air Force ROTC program will include a one-year Commissioning Program for students with one or two years remaining toward a degree, or graduate students who wish to pursue a commission in the USAF. These students will participate in a seven-week field training in the summer and be commissioned as soon as all program requirements are met.

Air Force Officer Education Program

154 North Hall
1105 North University Avenue
(734) 764-2403 (phone)
(734) 647-4099 (fax)
http://www.umich.edu/~det390/
e-mail: afrotc390@umich.edu
Colonel Goebel, Chair
Not a concentration program

Instructors: Col Goebel, Capt Szumko, Capt Hackworth, Capt Misek

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. In addition to being pilots and navigators, 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 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): AERO 101, 102, 201, 202 (4 credits).

Advanced course sequence (third and fourth years): AERO 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 program for four years.

COURSES IN AEROSPACE STUDIES (AERO)

AERO 101. The U.S. Air Force Today I.
(1). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

AERO 102. The U.S. Air Force Today II.
(1). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

(1). May not be repeated for credit.

(1). May not be repeated for credit.

AERO 310. Air Force Leadership and Management I.
(3). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

AERO 311. Air Force Leadership and Management II.
(3). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

(3). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

AERO 411. National Security Forces in Contemporary American Society II.
(3). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

Army Officer Education Program

212 North Hall
1105 North University Avenue
(734) 764-2400 (phone)
(734) 647-3032 (fax)
http://www.umich.edu/~armyrotc/
Lieutenant Colonel Robert L. Hilton, Chair

Not a concentration program

Instructors: Lieutenant Colonel Hilton, Major Davis, Major Doyle, Captain Connelly, Captain Aziz

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, unless students are on scholarship.

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 leadership course 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 January of their sophomore year in order to be scheduled for attendance at a four-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 $20,000 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): MILSCI 101, 102, 201, 202 (4 credits).

Advanced course sequence (third and fourth years): MILSCI 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 $400/month stipend to all contracted ROTC cadets.

Branch Assignments. In their last year prior to commissioning, cadets are classified for branch assignments to one of the following 16 branches of the Army in accordance with their preference, aptitude, academic background, and the needs of the Army: Aviation, Armor, Field Artillery, Air Defense Artillery, Adjutant General's Corps, Military Intelligence, Corps of Engineers, Finance Corps, Infantry, Medical Service Corps, Military Police Corps, Ordnance Corps, Quartermaster Corps, Signal Corps, Transportation Corps, and Chemical Corps.

Military Obligation. Non-scholarship students may apply for duty assignments in the Army Reserve or National Guard. Scholarships are available with both active duty commitments (4 years) and reserve commitments (8 years).

COURSES IN MILITARY SCIENCE (MILSCI)

MILSCI 101. Introduction to Officership and Leadership.
(1). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.
MILSCI 102. Introduction to Leadership. 
(1). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

MILSCI 201. Military Leadership. 
(1). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

(1). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

MILSCI 301. Leading Small Organizations I. 
Permission of chairman. (2). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

MILSCI 302. Leading Small Organizations, II. 
Permission of Army OEP chair. (2). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

MILSCI 401. Leadership Challenges and Goal Setting. 
Permission of chairman. (2). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

MILSCI 402 / UC 402. Military Professionalism and Professional Ethics. 
(2). May not be repeated for credit.

Naval Officer Education Program

100 North Hall
1105 North University Avenue
(734) 764-1498 (phone)
(734) 764-3318 (fax)
http://www.umich.edu/~navyrotc/
e-mail: navyrotc@umich.edu
Captain Michael Owens, Chair

Not a concentration program

Instructors: Captain Owens, Commander Brigger, Captain Zelek, Lieutenant Taylor, Lieutenant Koetters, Lieutenant Notbohm, Gunnery Sergeant Britton

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 25 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.

Courses in Naval Science (NAVSCI)

NAVSCI 101. Introduction to Naval Science. 
(2). (Excl). May not be repeated for credit. Not for credit toward LS&A degree. I.

NAVSCI 102 / UC 101. Seapower and Maritime Affairs. 
(2). May not be repeated for credit.

NAVSCI 201 / NAVARCH 201. Introduction to Ship Systems. 
(3). (non-LS&A). May not be repeated for credit. II.

Prior or concurrent enrollment in PHYSICS 240 (or 260) or EECS 230. (3). (non-LS&A). (BS). May not be repeated for credit. II.

(3). (BS). May not be repeated for credit.

(3). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

NAVSCI 310 / UC 310. Evolution of Warfare. 
(3). (Excl). May not be repeated for credit.

NAVSCI 401. Leadership and Management. 
NAVSCI 101, 102. (3). (Excl). May not be repeated for credit. Not for credit toward LS&A degree.

NAVSCI 402 / UC 403. Leadership and Ethics. 
(2). (Excl). May not be repeated for credit.

NAVSCI 410 / UC 410. Amphibious Warfare. 
(3). (Excl). May not be repeated for credit.
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
fax: (734) 936-0740
e-mail: ugradmiss@umich.edu
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.

Application Fee. A non-refundable application fee is required of all who seek degree admission to the University. The application fee in 2004-05 was $40 (U.S. mailing address), $55 (International mailing address), $75 (dual applicants to Music/LSA; dual applicants to Music/RC). 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.

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 the address listed above.

Freshmen

Prospective freshmen may apply online or request a paper application. 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 application deadlines from the Office of Undergraduate Admissions.

If you are thinking about applying, it is important you have a clear understanding of the admissions criteria. Admission is based on the strength of an applicant’s high school background, including the degree of difficulty of courses selected, the record of academic achievement, special or unique accomplishments both in and out of the classroom, and the ACT or SAT I scores.

In general, applicants’ credentials should include a “B” average or better (beyond the ninth grade) in a rigorous and appropriate college preparatory program, and standardized test scores comparable to freshmen pursuing similar programs in the University. Decisions are made on an individual basis. No specific class rank, grade point average, test score, or other qualifications by itself will assure admission.

The University does not offer probationary admission. To be admitted at the freshmen level, an applicant must be at least 16 years old and a graduate of an accredited secondary school. Home-schooled students and graduates of unaccredited schools may be required to submit the results of additional nationally normed test such as the SAT II Subject Examinations. For older students, the results of the General Education Development (GED) test may be presented in place of a high school diploma.

The College of Literature, Science, and the Arts and several professional schools and colleges of the University of Michigan (i.e., A. Alfred Taubman College of Architecture, School of Dentistry, School of Information, College of Pharmacy, School of Social Work) have developed a preferred admissions program for a limited number of highly qualified entering freshmen that guarantees admission to specific professional programs. The Preferred Admissions Programs are described below. Further information about the preferred admissions program is available from the Office of Undergraduate Admissions website.

International Students

Prospective applicants with international academic experience are urged to read the specific information for International students on the web at: http://www.admissions.umich.edu/prospective/International/ or request the brochure entitled “International Admissions Information” from the Office of Undergraduate Admissions. This information 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 read the specific transfer information on the web at: http://www.admissions.umich.edu/prospective/Transfers/ or request the Admissions Bulletin from the Office of Undergraduate Admissions. 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 away for less than two years contact the Office of the Registrar, 413 East Huron Street, to obtain an appointment for registration. Students who have been absent from the College for more than two full years (24 months) must apply for readmission by submitting an Application for Readmission which is available from the Office of Academic Advising, 1255 Angell Hall and on the LSA website (http://www.lsa.umich.edu/). Students also must meet with an academic advisor. International students on temporary U.S. visa status (F-1 or J-1) who have missed a full year must reapply through the Office of Undergraduate Admissions.

If a student has done academic work out-of-residence since leaving the College, an official transcript of that work should be submitted to the Office of Undergraduate Admissions.

Students suspended 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 Stan-
CHAPTER VII

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. Students who are interested in making a cross campus transfer are encouraged to discuss their interest with an LS&A academic advisor. The process for making a transfer is to complete a short application and receive a stamped approval from an LS&A advisor. The application is submitted to the Office of Undergraduate Admissions (OUA) in the Student Activities Building.

Students may not make a cross-campus transfer to LSA until they have completed two full terms in their original school or college. The application may be submitted during the second term of enrollment. Students who wish to make a cross-campus transfer after the freshman year must 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. LSA residency requires that a student earn 30 credits in the College of Literature, Science, and the Arts.

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 must transpire 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. In the case of joint degrees (see Chapter V), the College does not award concurrent bachelor’s degrees. Normally, at least two calendar years must transpire between the awarding of the first baccalaureate degree and the beginning of the second baccalaureate degree program. Applicants who are interested in the Concurrent Undergraduate-Graduate Studies (CUGS) Program should read that section in Chapter V.

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. Students who are interested in the Concurrent Undergraduate-Graduate Studies (CUGS) Program should read that section in Chapter V.

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.

Non-degree Status

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.

The Office of Undergraduate Admissions grants admission as applicants are received. If non-degree status is granted, the student may register for courses on the first day of classes of the term for which admission has been granted. This is to ensure that degree-seeking students have 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 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.

Non-degree students who would like to discuss their academic plans are encouraged to contact the LSA 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.
The College of Literature, Science, and the Arts and several professional schools and colleges of the University of Michigan have developed a program for a limited number of highly qualified entering first-year students that guarantees admission to specific professional programs.

http://www.admissions.umich.edu/prospective/prospectivefreshmen/choosing.html

Admission to one of six U-M professional or graduate schools or colleges is guaranteed to a limited number of highly-qualified freshman students who maintain a specified level of academic achievement during their undergraduate years. The purpose is to encourage greater freedom and diversity of course selection, and to prevent students from feeling pressured to take a narrowly structured pre-professional undergraduate program. Achievement expectations during the pre-professional years are explained in the invitation to the program. Selections are made in early April.

Presently, the participating professional schools and colleges include the A. Alfred Taubman College of Architecture and Urban Planning, the Stephen M. Ross School of Business, the School of Dentistry, the School of Information, the College of Pharmacy, and the School of Social Work.

First-year applicants to the College of Literature, Science, and the Arts must indicate their interest in preferred admissions on the Application Form obtained from the Office of Undergraduate Admissions. A letter stating your reasons for desiring admission to the program must accompany the application. Transfer students to the University are not eligible for preferred admissions.

Admission to the Program

Once admitted to the College of Literature, Science, and the Arts, students will be considered for a specific preferred admissions program in Architecture, Business, Dentistry, Information, Pharmacy, and Social Work on the basis of (1) academic qualifications, and (2) preferred admissions option as indicated on the application for admission. The professional school will send qualified students information regarding the program and any additional requirements.

Consideration for a preferred admissions program will not affect the admissions decision, either positively or negatively, to the College of Literature, Science, and the Arts or regular admission to the professional program at a later date.

The preferred admissions programs currently in effect are described below:

Architecture

Architecture Program
A. Alfred Taubman College of Architecture and Urban Planning
The University of Michigan
2000 Bonisteel Boulevard
Ann Arbor, MI 48109-2069
Phone: 734.764.1649
Fax: 734.763.2322
E-mail: arch.admissions@umich.edu
Web: http://www.tcaup.umich.edu/admissions/

The College of Literature, Science, and the Arts and Taubman College of Architecture and Urban Planning have developed a program directed toward a limited number of highly-qualified entering freshmen who are interested in transferring to the Architecture Program during their junior year to obtain the Bachelor of Science degree. Candidates for preferred admission must have (1) a high school GPA of at least 3.5 (University of Michigan calculated) and (2) a total SAT I of 1300 or ACT composite of 29.

Preferred Admissions

The architecture program is a six-year program: two years pre-professional; two years undergraduate architecture, leading to a non-professional B.S. degree; and two years graduate architecture, leading to the professional Master of Architecture degree.

Students accepted for the preferred admissions program are guaranteed admission to Year 3 of the Architecture Program, provided they maintain an overall GPA of 3.0 during their freshman and sophomore years and complete the program requirements specified for Years 1 and 2 (a minimum of 60 credit hours), including studio art, English, mathematics, and physics.

During the sophomore year students must submit a cross-campus application, goals statement, and all required credentials for admission to the architecture program in the fall term of the junior year. Students are strongly advised to include a portfolio of their graphic work.

Participation in the preferred admissions program does not guarantee acceptance to Year 5.

Freshman applicants to the College of Literature, Science and the Arts should indicate their interest in preferred admission on the Application Form obtained from the Office of Undergraduate Admissions. Transfer students to the University are not eligible for preferred admissions.

ARCHITECTURE PROGRAM REQUIREMENTS: YEARS 1 AND 2

A student must complete a minimum of 60 credit hours in Year 1 and 2 including the following courses.

PRE-ARCHITECTURE/ART

Two studio courses (6 credit hours) in basic drawing and design. Students without technical drawing experience should elect one course that includes orthographic, axonometric and perspective drawing. Appropriate architecture courses include ARCH 201, ARCH 202, and ARCH 218.

ENGLISH

One course (4 credit hours) in English composition. ENGLISH 124 or 125.

MATHEMATICS

One course (4 credit hours) in analytic geometry and calculus - functions and graphs, limits, derivatives, differentiation of algebraic and trigonometric functions, integration and the definite integral. MATH 115.

PHYSICS

Two terms of physics, lecture plus lab, (8 credit hours minimum) - laws of motion, force, energy and power, gas laws, heat, wave motion, sound, electricity and magnetism, light and optics. PHYSICS 125/127 and 126/128, or PHYSICS 140/141 and 240/241.

In addition to the courses required for admission to Year 3, a student must complete the following liberal arts distribution requirements in order to receive the B.S. degree. Each student is strongly encouraged to complete as much of this work as possible in Years 1 and 2. Classification of a course as Humanities, Natural Science or Social Science is consistent with LS&A policy, except that foreign language courses are considered as humanities and mathematics courses are considered as natural science.

COMPUTER SCIENCE

One course (3 credit hours) in computer programming, or computer-aided design or drafting. UM computer courses include ARCH 411, ARCH 431, EEC5 183, and ENGIN 101.
HUMANITIES

Two courses (6 credit hours) selected from archaeology, English, foreign language, history of art, linguistics, musicology, philosophy, religion or speech.

NATURAL SCIENCES

One course (3 credit hours) selected from anthropology, astronomy, biology, chemistry, ecology, geography, geology, mathematics (beyond MATH 115), or physiology. Students who have not taken a chemistry course in high school must elect chemistry.

SOCIAL SCIENCES

Two courses (6 credit hours) selected from anthropology, communication, economics, geography, history, linguistics, political science, psychology, or sociology.

Courses taken to satisfy junior year admissions and Bachelor of Science degree requirements may not be taken pass/fail.

Beyond the course and distribution requirements specified above, a student may take other courses as open electives to earn a total of at least 60 credit hours. Since the emphasis in Years 1 and 2 is on liberal arts, not more than 7 credits in non-academic or technical areas can be applied toward the 60 credit hour requirement.

UNDERGRADUATE PRE-ARCHITECTURE COURSES

A series of courses is offered at the undergraduate level at the University of Michigan designed specifically for students considering entering the Architecture Program their junior year. ARCH 212 provides a general view and understanding of the profession and discipline of architecture. This course examines visual, cultural, historical and philosophical aspects of the man-made environment. Studio courses ARCH 201, ARCH 202 and ARCH 218 provide students with drawing and visual design skills primarily used in architecture and related fields. These three courses can also be taken to complete the Pre-Architecture/Art requirement for Year 3 admission.

http://www.tcaup.umich.edu/acadpgm/arch/archbsci_yr12.html#fpa

Business

The Ross School of Business allows a limited number of freshman to take classes in the Bachelor of Business Administration program. These students will apply to LS&A as high school seniors and, if accepted into the program, will be given a set of requirements to meet during their freshman year. If the student meets those requirements, then he or she will automatically be transferred into the Ross School of Business at the end of their freshman year.

Freshman applicants to the College of Literature, Science and the Arts should indicate their interest in preferred admission on the Application Form obtained from the Office of Undergraduate Admissions. For more information about the Ross School of Business Bachelor of Business Administration program, please see the Business Administration section under the Liberal Arts Study for Professional Undergraduate Programs in this Bulletin or visit (http://www.bus.umich.edu/bba).

Dentistry

Preferred Admissions in Dentistry admits a limited number of students each year. Students with a 3.4 high school GPA (University of Michigan calculated) and a minimum total SAT score of 1100 or ACT composite score of 27 are strongly considered. Dentistry must meet the demands of caring for all population groups and students must be able to provide culturally competent health care in the future. To address such needs, students from backgrounds underrepresented in dentistry are encouraged to apply for the program as are others who have unique characteristics or attributes that contribute to the diversity of the profession and school. A letter stating reasons for desiring admission to the program should accompany the application.

During the first three years of undergraduate study admitted students will take prerequisite courses (two each) in English (one of which is English Composition), biology, general chemistry, organic chemistry, and physics. Other than the required courses stated above, students will be encouraged to exercise freedom and variety in course selection and choice of major area of study. A 3.40 GPA or above for all courses taken at the college level should be maintained. All courses are to be taken in the College of Literature, Science and the Arts, including the prerequisite courses listed above.

At the end of the third year, students will formally apply for the next admission cycle for the DDS program, and submit all required documents, including Dental Admission Test scores. As listed above, a minimum 3.40 GPA must be achieved by the time of application, and Dental Admission Test scores of at least 19 must be achieved. A baccalaureate degree is the expected outcome before entering dental school.

The dental school will provide advising services throughout the undergraduate program in addition to the prehealth advising office within LSA.

Information

The School of Information (SI) admits a limited number of students each year to the preferred admissions program leading to admission to its graduate program. SI offers a Master of Science in Information (MSI) with specialization options in Archives and Records Management; Human-Computer Interaction; Information Economics, Management and Policy; and Library and Information Services. SI also offers a “self-tailored” MSI degree without a particular specialization. See the SI Web site at http://www.si.umich.edu for more information on degree specializations. Students with a high school GPA of 3.5 and minimum total SAT of 1200 or ACT composite of 29 may be considered.

Undergraduates should embark upon a diversified curriculum giving background in the humanities, social sciences, and the natural sciences. While there are no required courses for admission to the School at this time, course work in mathematics, computers, economics, and statistics is very helpful. As with any student, a “B” average in both the major field of study and in other undergraduate work must be maintained. During the senior year the Graduate Record Exam (GRE) should be taken and a formal application to the School made.

Pharmacy

The College of Pharmacy cooperates with the College of Literature, Science, and the Arts (LS&A) in a program to guarantee admission to the Pharm.D. program to a limited number of highly qualified entering freshmen. Since many students feel compelled to take a narrowly structured pre-pharmacy program to enhance their qualifications for the Pharm.D. program, the preferred admission program gives already qualified students the freedom to choose more diverse courses during their pre-pharmacy study.

Students admitted to the College of LS&A will be considered for the preferred admission program in pharmacy based on their academic qualifications and their desire, expressed on their application to the College of LS&A, to enter the field of pharmacy. The College of Pharmacy Admissions Committee will select students for the program in mid-March and notify them by April 1.

Students must submit their regular University admission application by the deadline specified by the Admissions Office to be considered for this program (contact the Admissions Office directly for the date). Failure to be selected for the preferred admission program does not jeopardize a student’s admission to the College of LS&A or the opportunity to apply for regular admission to the Pharm.D. program later.

The College of Pharmacy admits up to 15 students each year to the preferred admission Pharm.D. program. Students are considered...
competitive for the program if they score 29 or better on the ACT or 1280 or better on the SAT and maintain a 3.5 grade point average as calculated by the University of Michigan. They also must have completed at least three years of laboratory science (biology, chemistry, and physics) and four years of college preparatory mathematics, all with grades of B or better.

Once admitted to the preferred admission program, students must complete all prerequisite courses and maintain B grades in all pre-pharmacy course work. They must confirm their intention to enter the Pharm.D. program by submitting a cross-campus application and required credentials by the equal consideration deadline (February 1) for the fall term when they wish to transfer to the College of Pharmacy.

While enrolled in the College of LS&A, students in the preferred admission program must use the counseling and academic advising services of the College of Pharmacy.

http://www.umich.edu/~pharmacy/prospective/admissions/preferred.html

**Social Work**

The School of Social Work will admit a limited number of students each year to the Preferred Admissions Program leading to a Master of Social Work (MSW). Applicants with at least a 3.5 high school grade point average or a minimum SAT of 980 or ACT composite of 21 may be considered for admission to the program.

Preferred Admission Program students must maintain a "B" average in undergraduate course work and elect a minimum of 20 credits in social science courses (anthropology, economics, history, political science, psychology, sociology) as well as course content dealing with the biological determinants of behavior. Such course content may be covered in psychology, biology, human sexuality, human development and/or anthropology courses.

In the senior year students may elect graduate (500-level) courses in the School of Social Work. If these courses are used for the undergraduate degree and a "B" is obtained these courses may be used as exemptions for the required courses toward the Master of Social Work degree (this does not reduce the 60 credit hour degree requirement). If these courses are not applied toward an undergraduate degree, they may be transferred to the School of Social Work.

It is also required that you enroll in Psychology Outreach courses, Project Community courses, and/or volunteer with SOS Community Crisis Center, Ozone House or other such programs to test your interest and your beginning understanding of the helping process.

A formal MSW program application with all required supporting documents must be submitted by the specified priority deadline (March 1) for the fall term of proposed transfer to the MSW Program as evidence that the criteria agreed upon have been met. During the period of enrollment in LS&A, Social Work advisors will be available to meet with Preferred Admission Program participants. For information on the School of Social Work and the MSW program:

website: http://www.ssw.umich.edu
email: ssw.msw.info@umich.edu
General Information for All Admitted Students

Orientation

The Office of New Student Programs provides an Orientation program that assists students in making their entry into the University as smooth as possible. Orientation offers students the opportunity to talk with an academic advisor, plan a course of study, register for classes, meet new friends, and obtain assistance as they become familiar with the University and its resources. These programs, offered prior to each academic term, serve students admitted to most schools and colleges of the University of Michigan. All new first-year and transfer students, including transfer students from the University of Michigan–Dearborn and the University of Michigan–Flint, are required to participate in Orientation in order to register for classes.

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 March and to students admitted for other terms about four weeks before the term begins.

The Office of New Student Programs (ONSP) is a central point for new students to receive information about the University. It is here to serve you and answer all of your questions. Please feel free to contact us anytime at (734) 764-6413, or via e-mail at onsp@umich.edu! The office is located at 3511 Student Activities Building, or on the web at http://www.onsp.umich.edu/.

Wolverine Access (http://wolverineaccess.umich.edu/)

Wolverine Access is a web-based information system that you may use to access and update your information online. You may change your address and phone number, Backpack or register for classes, and view your course schedule, grades, unofficial transcripts, financial information, and order official transcripts.

Registration

All students are required to have a university identification number, uniqname and password for registration and record purposes. A University of Michigan uniqname, and UMICH password are keys to gaining access to all computing resources and including the registration process. The uniqname is printed in lower case letters on the back of the student’s MCARD. Students receive the password during the orientation process. Students without a uniqname/password and those who have forgotten their password must go to the ITCS Accounts Office, Campus Computing Site, located in the basement of the Michigan Union. New students receive all necessary registration materials by participating in the official Orientation Program. Students enrolled in the College of Literature, Science, and the Arts register and make drop/add changes through the wolverine access registration system. All students should register by the end of the registration period indicated in the academic calendar. Initial registration on or after the first day of the term carries an additional fee. After the third week of a full term, students are not permitted to register unless permission has been granted by the Academic Standards Board. (Honors students obtain permission from the Honors Program.)

After the third week of a full term (second week of a half-term) students need authorization to process all election changes. There is no reduction in fee.

All registration and election activity should be confirmed on Wolverine Access before you logout.

The Statement of Student Rights and Responsibilities

All University of Michigan students are responsible for upholding the community values expressed in the Statement of Student Rights and Responsibilities. The Statement sets forth the standards of non-academic conduct expected of students and a disciplinary process for resolving complaints of alleged violations of the standards.

Examples of behaviors which contradict the values of the University community include: physically harming, sexually assaulting, sexually harassing, hazing, stalking, or harassing another person; possessing, using, or storing firearms, explosives, or weapons; tampering with fire or other safety equipment; setting fires; illegally possessing, using, distributing, manufacturing, or selling alcohol or other drugs; intentionally and falsely reporting bombs, fires, or other emergencies; stealing, vandalizing, 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; assuming another person’s identity or role through deception or without proper authorization; failing to leave University premises when told to do so by a police or security officer; violating state or federal law if such action has a serious impact on the University community; misusing, failing to comply with, or jeopardizing Statement procedures; and violating University computer policies.

The Office of Student Conflict Resolution (OSCR) administers the Statement of Student Rights and Responsibilities. OSCR receives and reviews complaints from faculty, students, or staff who believe a violation of the Statement has occurred; investigates alleged violations; counsels students, faculty, and staff about the resolution process; assists complainants and accused students to prepare for arbitrations and mediations; enforces sanctions; and educates the University community about the Statement.

The Statement of Student Rights and Responsibilities can be obtained on the world wide web at http://www.umich.edu/~oscr, or in person at OSCR, located at G121 South Quad, 600 East Madison Street. For further information, contact OSCR at (734) 936-6308.

Student Legal Services

2304 Michigan Union
(734) 763-9920

Student Legal Services, which is supported by student fees, provides legal advice and representation to currently enrolled University students in the following areas: landlord/tenant disputes, divorce and family law, criminal defense, consumer issues, and wills. Notary and true copy services are also available. Student Legal Services cannot assist in disputes with the University or other enrolled students. Please call to schedule an appointment to meet with an attorney because legal advice is not given over the phone.

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 may take advantage of financial counseling services even if they are not receiving 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. See http://www.finaid.umich.edu/types_of_financial_aid/scholarships/scholar.asp for information.
Students must apply for financial aid each year that they wish to receive aid. Students must comply with deadline dates to be considered for all aid programs. To apply:

- All students must submit to the federal processor a Free Application for Federal Student Aid (FAFSA) available from OFA, or on the Web: http://www.fafsa.ed.gov/
- Students should submit the FAFSA between January 1 and February 15. Although the FAFSA may be submitted later, students may not be considered for all aid programs by doing so.

For specific information about procedures and deadlines, see http://www.finaid.umich.edu/apply_and_receive_aid/applying_for_aid/genapply.asp or contact OFA:

Website: http://www.finaid.umich.edu.
Phone: (734) 763-6600
Main Office & Mailing Address:
2011 Student Activities Building
Ann Arbor, MI 48109-1316
North Campus Office:
B430 Pierpont Commons

**Student Employment Office**
2503 Student Activities Building
(734) 763-4128
http://www.studentemployment.umich.edu/

The Student Employment Office keeps an up-to-date listing of Work-Study and non Work-Study positions, on and off campus. Students can view the positions available on the Student Employment website at: http://www.studentemployment.umich.edu/.

To apply for a position, the student should contact the person listed for that particular job. The Student Employment Office also processes the student's employment forms, once they have been hired for a position. This office is an excellent resource for students investigating short-term employment opportunities.

**International Center**
603 East Madison
(734) 764-9310
http://www.umich.edu/~icenter/

The International Center provides international students and scholars support services, general information, orientation, and advice about visa and immigration issues, employment, cross-cultural issues, taxation, health insurance, and other practical concerns important to the successful program completion and quality of life of international students. The Center offers programs throughout the year on these and other topics of interest to international students and scholars, and hosts international social events for American and international students and scholars.

The Center also provides information, advice, and referrals for those in the University community who are participating in or considering an international experience. American and international students, faculty, staff, visiting scholars, and alumni may obtain information regarding options for overseas study, scholarships, internships, work, volunteering, travel, and international careers through individual consulting and informational programs. The Center’s library has one of the largest collections of its kind in the United States.

**Other Counseling / Support Services**

**Dean of Students Office**
3000 Michigan Union
(734) 764-7420
http://www.umich.edu/~dofs/

The Dean of Students Office serves as a central point of inquiry for students with concerns not addressed in other areas of the University. Possessing an effective understanding of University policies, procedures, and community life, staff work with individual students, student groups, staff, and faculty to resolve conflicts and eliminate barriers, which impede the realization of educational and personal goals. Furthermore, they identify systemic problems in the institutional system and work to effect change. In these ways, the office offers students a centralized location for problem resolution and is a place where students can work with staff that possess the knowledge and influence to effect problem resolution.

**Counseling and Psychological Services (CAPS)**
3100 Michigan Union
(734) 764-8312
http://www.umich.edu/~caps/

Counseling and Psychological Services (CAPS) provides confidential and personal counseling, free of charge, to all currently enrolled University of Michigan students regardless of race, gender, ethnic background, age, sexual orientation, citizenship, religion, or physical status. Services include individual, couple, and group therapy, as well as consultation, referral, and crisis intervention. The counseling process is aimed at helping students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience.

**Sexual Assault Prevention and Awareness Center (SAPAC)**
715 North University, Suite 202
(734) 998-9368
24-hour Crisis Line: (734) 936-3333
http://www.umich.edu/~sapac/

The Sexual Assault Prevention and Awareness Center (SAPAC) offers a number of services to the University of Michigan community, including education, advocacy, and activism on issues of sexual assault, relationship violence (emotional, sexual, and physical), stalking, and sexual harassment in the University community. In addition, SAPAC offers rewarding volunteer opportunities in the Networking/Publicity/Activism, Peer Education, and Men's Programs.

SAPAC staff can assist survivors, friends, family members, or non-offending partners of survivors. The Crisis Line is staffed by professional staff who provide crisis intervention and information and referral over the phone. Outreach assistance at hospitals and police stations in the event of an emergency is available. All services are strictly confidential and free. Come by or call for an appointment or more information.

**University Health Service (UHS)**
207 Fletcher
(734) 764-8320
http://www.uhs.umich.edu

UHS is a comprehensive outpatient clinic, located on central campus, which offers primary health care, gynecology, contraception, allergy treatment, nutrition clinic, treatment for eating disorders, specialty clinics, physical therapy, testing for STD/HIV and pregnancy, emergency contraception, medical advice by phone and health education.
Appointments are recommended but urgent care (walk-in) services are available. UHS is open Monday through Saturday. When UHS is closed, you can consult a UHS clinician for urgent health matters. Language interpretation is also available. Services are confidential.

The health service fee (paid by currently enrolled UM students as part of tuition) covers most services. Services not covered include medications, routine eye care and eye wear, orthopedic devices, certain titers and immunizations. Services at facilities outside UHS are not covered.

Health insurance is strongly encouraged for all students (and required for international students) to help cover the cost of services not provided at UHS (for example, ambulance, emergency room visits or hospitalization). Students can purchase health insurance endorsed by the Michigan Student Assembly. Please carry proof of insurance with you.

**Services for Students with Disabilities (SSD)**
G664 Haven Hall
(734) 763-3000
http://www.umich.edu/~sswd/

Services for Students with Disabilities (SSD) provides services to students with visual impairments, learning disabilities, mobility impairments, or hearing impairments. SSD also works with students who have chronic health problems or psychological disabilities. SSD offers services which are not provided by other University offices or outside organizations. SSD provides such services as accessible campus transportation, adaptive technology, sign language and oral interpreting, guidance for course accommodations, requests to modify degree requirements, and more, all free of charge.

Before and after a student enrolls at the University, SSD is available to answer questions or provide referrals concerning admission, registration, services available, or financial aid. In addition, SSD can help assess the need for modified housing, attendants, interpreters, transportation, classroom accommodations, note-takers, or adaptive equipment.

**The Career Center**
(734) 764-7460
http://www.careercenter.umich.edu/
careercenter@umich.edu

The Career Center serves both undergraduate and graduate students on career counseling and planning issues. The following are services and resources to be obtained from this office:

- Reference letter services
- Library of career related materials
- Occupational information
- Self-assessment inventories
- Resume and cover letter writing
- Summer jobs and internships
- Career exploration/decision making
- On-campus recruitment
- Career Fairs
- Career courses
- On-line job postings
- Graduate/professional school preparation/application

These resources enable students to make informed decisions about career options, and ways in which to prepare for success. Valuable information is also available via the Career Center’s website.
Undergraduate Tuition and Fees

The tuition and fees assessed by the University of Michigan are subject to change without advance 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 ($6.69), 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 Residency Regulations in this chapter) and class standing: lower-division (up to 54 credits toward a degree program) or upper-division (55 or more credits toward a degree program). The following tuition information was applicable for undergraduates enrolled at the University of Michigan (Ann Arbor) during the 2004-05 academic year. **Tuition for the 2005-06 academic year is subject to change.**

Tuition for the 2004-05 academic year for a full program (12-18 credits) was $4,007 per term for Michigan resident (lower-division) students; $12,920 per term for non-Michigan resident (lower-division) students; $4,528 per term for Michigan resident (upper-division) students; and $13,834 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 at the end of the first month of a 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.

Fee Regulations

1. The Board of Regents shall determine the level of full program fees and a schedule of such fees shall be published. All other student fees shall be fixed by the Committee on Budget Administration.
2. All fees are payable in accordance with the regulations established by the Vice-President and Chief Financial Officer, providing only that said regulations may not defer payment of these fees beyond the end of the term for which they are assessed.
3. No exemption from the payment of fees shall be granted unless specifically approved by the Board.
4. All persons, not specifically exempted, who are using University facilities and services must register and pay the appropriate fee.
5. Students enrolled in more than one school/college will pay the higher tuition rate for all credits elected.

Adjustments in Fees

Students who change their program in the first three weeks of classes in the full term and first two weeks in the half-term will receive a full refund of the fees paid and will be assessed the full fee appropriate to the new elections. If changes are made thereafter, the higher of the two fees will be assessed.

Refund of Fees

1. Students withdrawing beginning the first day of the term and before the end of the first three weeks of classes in the full term or the first two weeks in the half term shall pay a disenrollment fee of $50.00 and a registration fee of $80.00 ($40.00 in the half-term) but will be refunded any part of the fees which has been paid.
2. Students withdrawing during the third week of classes in the half term and in the fourth, fifth, and sixth week of classes in the full term, shall forfeit 50 percent of the assessed fee, plus a $80.00 ($40.00 in the half-term) registration fee.
3. Students withdrawing subsequent to the third week of classes in the half term and to the sixth week of classes in the full term shall pay the assessed term fees in full.
4. The effective date of refund is the date the withdrawal notice is received in the Office of the Registrar.
5. Any refund due will be mailed to the student's address of record upon request.
The University of Michigan enrolls students from 50 states and more than 120 countries. Residency Classification Guidelines have been developed to ensure that decisions about whether a student pays in-state or out-of-state tuition are fair and equitable and that all applicants for admission or enrolled students, even those who believe they are Michigan residents, understand they may be asked to complete an Application for Resident Classification and provide additional information to document their residency status. We realize that the outcome of a residency determination is a critical factor for many students in their enrollment decision. Please read these guidelines carefully so you understand how a residency determination is made and how to verify your eligibility for resident classification.

A Michigan Resident? You May Still Need to File a Residency Application

If you believe you are a Michigan resident and any of the following circumstances apply, you must file an Application for Resident Classification and be approved to qualify for in-state tuition:

- you currently live outside the state of Michigan for any purpose, including, but not limited to, education, volunteer activities, military service, travel, employment.
- you have attended or graduated from a college outside the state of Michigan.
- you have been employed or domiciled outside the state of Michigan within the last three years.
- you are not a U.S. citizen or Permanent Resident Alien (if you're a Permanent Resident Alien, you must have a Permanent Resident Alien card).
- your spouse, partner, or parent is in Michigan as a nonresident student, medical resident, fellow, or for military assignment or other temporary employment.
- you are 24 years of age or younger and a parent lives outside the state of Michigan.
- you are 24 years of age or younger and have attended or graduated from a high school outside the state of Michigan.
- you have attended or graduated from an out-of-state high school and have been involved in educational pursuits for the majority of time since high school graduation.
- you previously attended any U-M campus (Ann Arbor, Dearborn, or Flint) as a nonresident.

Other circumstances may also require you to file a residency application.

How and Where do I File a Residency Application?

Residency applications and in-person assistance are available at the Residency Classification Office, Office of the Registrar, 413 East Huron Street, Ann Arbor, MI 48104-1520, phone (734) 764-1400. Business hours are 8 a.m.-5 p.m. weekdays.

Filing Deadlines

- September 30 for Fall Term
- January 31 for Winter Term
- July 31 for Spring, Spring/Summer, and Summer Terms

Applications must be received in the Residency Classification Office by 5 p.m. on the deadline date. If the deadline falls on a weekend, it will be extended to the next business day.

The deadline date is always after the first day of classes of the term in which you are enrolling and seeking residency.

These deadlines apply to all U-M schools, colleges, and campuses. For the On-Job/On-Campus program only, filing deadlines are 30 calendar days after the first scheduled day of classes of the term applied for.

You may apply for resident classification for any term in which you are enrolled or intend to enroll.

Late applications will be assessed a nonrefundable $300 late fee and will be accepted up to the last published day of classes of the term for which you are applying. Late applications received after the last day of classes will be processed for the following term. In all cases, decisions will be based only on those facts that are in place by the original filing deadline for the term under consideration.

What Documents do I Need to File for Resident Classification?

Along with the completed Application for Resident Classification form, you must provide the following:

- for all applicants: copies of your driver's license and the license(s) of the person or persons upon whom you are basing your 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 W2 forms for you and the person or persons upon whom you are basing your 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 below): copies of the front and signature pages of your parents' most recent year's federal and state income tax returns with accompanying W2 forms.
- for applicants whose claim to eligibility for resident classification is based on permanent, full-time employment for themselves, a spouse, partner or parent: a letter from the employer, written on letterhead (including phone number), stating the position, status, and dates of employment. In addition to the letter, provide a copy of the most recent pay stub showing Michigan taxes being withheld.
- for all applicants: any other documentation that supports your claim to resident eligibility.

The Residency Classification Office may request additional documentation. All information will be kept confidential to the extent permitted by law. In making residency determinations, the University considers all information provided in or with an application. Decisions to approve a residency application are made when the applicant has presented clear and convincing evidence that a permanent domicile in the state of Michigan has been established.

More on Residency Classification Guidelines

Because each of Michigan's public universities has autonomous authority to establish residency guidelines for admission and tuition purposes, guidelines vary by school and are independent of regulations used by other state authorities to determine residency for such purposes as income and property tax liability, driving, and voting. The University of Michigan's current Residency Classification Guidelines were approved by its Board of Regents to take effect Spring Term 2002 and to apply to students at all campuses.

The Board of Regents has authorized the Residency Classification Office in the Office of the Registrar on the Ann Arbor campus to administer the University's residency guidelines. If your activities and circumstances as documented to the Residency Classification Office demonstrate establishment of a permanent domicile in Michigan, you will be classified as a resident once your eligibility has been confirmed. If your presence in the state is based on activities or circum-
stances that are determined to be temporary or indeterminate, you will be classified as a nonresident.

Our Residency Classification Guidelines explain how you can document establishment of a permanent domicile in Michigan. To overcome a presumption of nonresident status, you must file a residency application and document that a Michigan domicile has been established. Eligibility criteria are explained in more detail in sections A and B of this document. Meeting the criteria to be placed in an “eligible” category doesn’t guarantee that you will automatically be classified a resident. If you have had any out of state activities or ties, or if the University otherwise questions your residency status, you will need to confirm your eligibility to be classified as a resident by filing an Application for Resident Classification in a timely manner and by providing clear and convincing evidence that you are eligible for resident classification under the following Guidelines.

A. General Guidelines

1. Circumstances that 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 if other applicable Guidelines (see section B) are met:

- 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 Michigan in a full-time, permanent position, provided that the applicant's employment is the primary purpose for his or her presence in the state and that out of state ties have been severed. If the applicant is married or has a partner, the employment must be the primary purpose for the family's presence in Michigan.
- spouse or partner employed in Michigan in a full-time, permanent position, provided that the employment of the spouse or partner is the primary purpose for the family's presence in the state, and that out of state ties have been severed.

2. Circumstances that do not demonstrate permanent domicile

The circumstances and activities listed below are temporary or indeterminate and 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 or of the type usually considered an internship or apprenticeship.
- employment of the spouse or partner of an individual who is in Michigan for temporary pursuits.
- employment in a position normally held by a student.
- military assignment in Michigan for the applicant or the applicant's spouse, partner, or parent (see section C for special military provision).
- payment of Michigan income tax and/or filing of Michigan resident income tax returns.
- presence of relatives (other than parents).
- ownership of property or payment of Michigan property taxes.
- possession of a Michigan driver's license.
- voter registration in Michigan.
- possession of a Permanent Resident Alien visa.
- continuous physical presence for one year or more.
- statement of intent to be domiciled in Michigan.

B. Eligibility Criteria for Residency

Even if one or more of the following circumstances applies to you, you may still need to file an application for resident classification. If you have had any out-of-state activity or have any out-of-state ties, you must submit an Application for Resident Classification by the filing deadline to request resident classification and confirm your eligibility. You must document that you meet all of the following applicable criteria to be eligible for resident classification and payment of in-state tuition.

1. Dependent Students

For U-M residency classification purposes, you are presumed to be a dependent of your parents if you are 24 years of age or younger and (1) have been primarily involved in educational pursuits, or (2) have not been financially self-supporting through employment.

a. Residents

i. Dependent Student — Parents in Michigan. If your parents are domiciled in Michigan as defined by University Residency Classification Guidelines, you are presumed to be eligible for resident classification as long as you have not taken steps to establish a domicile outside of Michigan or any other action inconsistent with maintaining a domicile in Michigan.

ii. Dependent Student of Divorced Parents — One Parent in Michigan.

If your parents are divorced, you are presumed to be eligible for resident classification if one parent is domiciled in Michigan as defined by University Residency Classification Guidelines, and if you have not taken steps to establish an independent domicile outside of Michigan or any other action inconsistent with maintaining a domicile in Michigan.

iii. Dependent Resident Student Whose Parents Leave Michigan. If you are a student living in Michigan and permanently domiciled in the state as defined by University Residency Classification Guidelines, you are presumed to retain resident status eligibility if your parents leave the state provided:

- (1) you have completed at least your junior year of high school prior to your parents' departure;
- (2) you remain in Michigan, enrolled full-time in high school or an institution of higher education; and
- (3) you have not taken steps to establish a domicile outside Michigan or any other action inconsistent with maintaining a domicile in Michigan.

b. Nonresidents

The University presumes you are a nonresident if you are a dependent student and your parents are domiciled outside the state of Michigan.

2. Michigan Residents and Absences From the State

You may be able to retain your eligibility for resident classification under the conditions listed below if you are domiciled in Michigan as defined by University Residency Classification Guidelines and leave the state for certain types of activities. However, if you have been absent from the state, you must file an Application for Resident Classification by the appropriate filing deadline to request resident classification and demonstrate your eligibility.
a. Absence for Active Duty Military Service (U.S. Army, Navy, Air Force, Marines, Coast Guard, Officers in the Public Health Service), Non-Administrative Missionary Work, Peace Corps, AmeriCorps, or Similar Philanthropic Work

If you are domiciled in Michigan at the time of entry into active military duty, missionary work, Peace Corps, or similar service, you are presumed to retain your eligibility for resident classification as long as you are on continuous active duty or in continuous service and continuously claim Michigan as the state of legal residence for income tax purposes. If you are a dependent child of such an individual, you are presumed to be eligible for resident classification provided:

(1) you are coming to the U-M directly from high school or have been continuously enrolled in college since graduating from high school; and
(2) you have not claimed residency for tuition purposes elsewhere.

b. Absence for Education or Training

If you are domiciled in Michigan immediately preceding an absence from the state for full-time enrollment at a college or university or for a formal, full-time medical residency program, medical internship or fellowship, you are presumed to retain your eligibility for resident classification provided:

(1) you have maintained significant ties to the state during your absence (e.g., your parents remain domiciled in Michigan, you continue to maintain for personal family use the home that was previously your principal residence in Michigan, etc.);
(2) you sever out-of-state ties upon returning to Michigan; and
(3) you have not claimed residency for tuition purposes elsewhere.

c. Absence for Employment and Personal Development to Enhance Qualifications for a Degree Program.

The University recognizes the vital role of nonacademic and work experience in your education, and many graduate programs require or recommend that you have up to three years of relevant work experience before applying. If you were domiciled in Michigan immediately preceding an absence from the state of 3 years or less, and the absence was for employment or personal development activities undertaken for the purpose of enhancing qualifications for a degree program, you may return to the University as a resident for admission and tuition purposes provided:

(1) you have maintained significant ties to the state during your absence (e.g., your parents remain domiciled in Michigan, you continue to maintain for personal family use the home that was previously your principal residence in Michigan, etc.);
(2) you sever out-of-state ties upon returning to Michigan; and
(3) you have not claimed residency for tuition purposes elsewhere.

d. Temporary Absence of Less Than One Year

If you have been domiciled in Michigan immediately preceding other absences from the state and you return within one year, you are presumed to retain eligibility for resident classification provided:

(1) you have maintained significant ties to the state during your absence (e.g., your parents remain domiciled in Michigan, you continue to maintain for personal family use the home that was previously your principal residence in Michigan, etc.);
(2) you sever out-of-state ties upon returning to Michigan; and
(3) you have not claimed residency for tuition purposes elsewhere.

3. Immigrants and Aliens

You must be entitled to reside permanently in the United States to be eligible for resident classification at the University. However, like U.S. citizens, you must also show you have established a Michigan domicile as defined in these Guidelines. The Residency Classification Office will review Applications for Resident Classification if you are in one of the following immigrant categories:

- Permanent Resident Aliens (must be fully processed and possess Permanent Resident Alien card or stamp in a passport verifying final approval by filing deadline for applicable term.)
- Refugees (I-94 card must designate “Refugee.”)
- A, E (primary), G and I visa holders. (Based upon current law, these nonimmigrant visa classifications are the only ones that permit the visa holder to establish a domicile in the United States.)

4. One Year Continuous Physical Presence

If you are unable to demonstrate establishment of a domicile in Michigan as defined by the University's Guidelines, you will be required to document one year of continuous physical presence in the state as part of your efforts to demonstrate eligibility for resident classification in any subsequent application. The year to be documented will be the year immediately preceding the first day of classes of the term for which residency is sought.

The year of continuous physical presence in the state is never the only criterion for determining eligibility for resident classification and, in itself, will not qualify you for resident status (see sections A 1 and B 1, 2, and 3 for additional eligibility criteria).

If there is a significant change in the circumstances regarding your presence in Michigan and you can clearly demonstrate that you have established a permanent Michigan domicile, you may be eligible for resident classification prior to the passage of one year of physical presence in the state and are encouraged to submit an Application for Resident Classification for any subsequent term in accordance with the applicable filing deadline.

To demonstrate the year of continuous presence in Michigan, you will need to document actual physical presence through enrollment, employment, in-person financial transactions, etc. Having a lease or a permanent address in the state does not, in itself, qualify as physical presence. Short absences (summer vacation of 21 days or less, spring break, and the break between fall and winter term) will not jeopardize compliance with the one-year requirement. However, in evaluating an absence, its nature will be assessed to determine whether it is contrary to an intent to be domiciled in Michigan. If you are absent from the state for periods of time other than those mentioned above or fail to document your presence at the beginning and end of the year, you will not
meet the criteria for the one-year continuous physical presence requirement.

C. Special Provision For Active Duty Military Personnel Assigned To Michigan

Active duty military personnel who are on assignment in Michigan, as well as their accompanying spouses and dependent children, will be allowed to pay in-state tuition while they attend the University of Michigan, even though they will not be eligible to be classified as residents under the Residency Classification Guidelines. This provision applies to persons in the U.S. Army, Navy, Air Force, Marines and Coast Guard, and to officers in the Public Health Service. In order to request this special consideration, the student must submit a residency application by the applicable filing deadline and provide documentation demonstrating eligibility.

D. How Can I Appeal?

If you filed an Application for Resident Classification and were denied by the Residency Classification Office, you have recourse to an appeal process by filing a written appeal within 30 calendar days of the denial.

The Board of Regents established the Residency Appeal Committee to review decisions made by the Residency Classification Office. The Appeal Committee is chaired by the Vice President and Secretary of the University and includes two other University administrators, a faculty member, and a student. The Residency Coordinator and other staff members in the Residency Classification Office are not part of the Appeal Committee.

Appeals, which must be in writing, should be submitted to the Residency Classification Office. Please note that the written appeal must be received by 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. If there is additional information you would like the Residency Appeal Committee to consider beyond the materials you already have submitted, you should submit that additional information, in writing with appropriate supporting documentation when you submit your written appeal. Your request and any additional information and documentation you provide will be forwarded to the Residency Appeal Committee with your original file.

All communications to the Residency Appeal Committee must be in writing. Personal contact with a member of the Committee could disqualify the member from participating in the decision regarding your residency. The Residency Appeal Committee does not meet in person with students, and appearances on behalf of students are not permitted at appeal meetings.

After the Appeal Committee has completed its deliberations, you will receive the Committee’s final decision in writing. This will conclude the appeal process for the term covered by the application. The University will not conduct any further review of the decision.

WARNING: MISREPRESENTATION OR FALSIFICATION OF INFORMATION CAN BE COSTLY

Individuals who provide false or misleading information or omit relevant information in an application for admission or for resident classification, or any other document related to residency eligibility may be subject to legal or disciplinary measures. Students who are improperly classified as residents based on such information will have their residency classification changed and may be retroactively charged nonresident tuition for the period of time they were improperly classified. The University also reserves the right to audit prospective or enrolled students at any time regarding eligibility for resident classification and to reclassify students who are classified incorrectly.
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THE OFFICE OF STUDENT ACADEMIC AFFAIRS
WILL MOVE IN MAY 2005
OUR TEMPORARY LOCATION WILL BE...
330 EAST LIBERTY, THE MICHIGAN SQUARE BUILDING
(between Division and Fifth Avenue)

The following offices will be relocated to the Michigan Square Building for the 2005-06 academic year while our current space in Angell Hall is being renovated:

**Third Flour**
- Office of the Assistant Dean
- Advising Technology
- Academic Auditors
- Central Files

**Fourth Floor**
- Academic Advising Center
- Academic Standards Board

We apologize for any inconvenience caused by our temporary relocation. Our goal is to maintain our current level of service to our students throughout the year. Our contact information will remain the same (Main number: 734.764.0332; Fax number: 734.764.2772; www.lsa.umich.edu).

Remember, we will be back in Angell Hall in 2006.

Esrol A. Nurse, Assistant Dean
LSA Student Academic Affairs
May 1, 2005
Welcome Message from Mary Sue Coleman, President

Welcome to the University of Michigan, one of our country’s great public universities. One of the many reasons I am thrilled to be part of this university community is because of its long-standing commitment to diversity. I firmly believe that we can learn some of life’s most important lessons from each other. The more varied the perspectives represented, the richer our education. Our differences—whether they be the academic questions that engage us, age, economic background, gender, or race, to name just a few—bring a buoyancy to our campus community and help create the intellectual vitality that makes Michigan internationally renowned.

Since its founding more than one hundred and eighty years ago, the University has aspired to provide an outstanding education to a diverse student population. Former President James B. Angell, in his 1879 commencement address, said, “Good learning is always catholic and generous ... It frowns on caste and bigotry. It spurns the artificial distinctions of conventional society. It greets all comers whose intellectual gifts entitle them to admission to the goodly fellowship of cultivated minds. It is essentially democratic in the best sense of that term.”

Several years ago, Michigan’s faculty, through the University Senate, reaffirmed its commitment “to recruiting and maintaining a culturally and racially diverse student body and faculty that are representative of contemporary society, and to assuring that these diverse influences are respected and incorporated into the structure of the University.”

I am proud to belong to an academic community that historically has embraced diversity and is as committed today to this ideal as it was during the days of President Angell. I invite you to join me in supporting Michigan’s ongoing efforts to promote an appreciation of and openness to the viewpoints and contributions of others.

Sincerely,

Mary Sue Coleman,
President
University of Michigan
Welcome to the College of Literature, Science, and the Arts!

For more than 175 years the College of LSA has been the home of the liberal arts – natural sciences, social sciences, and the humanities – at the University of Michigan. In fact, we are nationally – and deservedly – known as a great liberal arts college within a great research University. We on the faculty are eager to work with you because we believe so strongly that the study of the liberal arts is the very best preparation for all aspects of your life to come. Here are three reasons why we believe this.

First, our experience as teachers of many students confirms that study of the liberal arts will make you a better person. After four years of study in the humanities, social sciences, and natural sciences your ability to think analytically, to write clearly, and to read carefully will improve dramatically. You will be better able to define and to solve social and scientific problems, to evaluate works of art, to respect diverse views and to work with people very different from yourself. By exploring the origins and development of contemporary ideas and institutions you will learn the crucially important fact that the world has been made – and can be remade – by people just like yourselves. And you will be better able to judge what needs to be preserved and what must be changed.

Second, we know that these skills and understandings are the very best preparation for your life after graduation. Today’s world is marked by diversity, a globalizing economy, and a pace of change that is blindingly fast and success in that world requires breadth and adaptability. There is a remarkable consensus among LSA faculty, business leaders and deans of graduate and professional schools that a broad-based liberal arts education is the best preparation for a career today. Note the emphasis on broad. Now is the time to take a language you’ve always wanted to speak, study a place you’ve never been, understand a time long ago, solve a problem in mathematics or science that will affect our future. With more than 1,000 faculty members teaching in 25 departments, 17 programs and 7 museums, among others, the only limits on the breadth of your education in the College of LSA are your own courage and imagination.

Finally, our many thousands of alumni tell us that the knowledge they gained through the study of the liberal arts has stayed with them for life. As these successful people move through life they often tell us how they remember the book, the class, the professor in LSA that first fired the interests – in science, literature, politics, and other things – that sustained and deepened their lives over many years. For most of them, the four years in LSA became the foundation for a rich life and an active citizenship.

We are ready to become a similarly important part of your life; to challenge you and be challenged by you, to share this crucial time in your life with you, to do everything we can to help you succeed after graduation, and to maintain a lasting relationship with you through a life improved by your time here.

Terrence J. McDonald,
Dean
College of Literature, Science, and the Arts
and Professor of History
Welcome to the diverse and exciting world of the College of Literature, Science, and the Arts. Each student entering the 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, from learning a second language to studying abroad, the College of LS&A offers you an opportunity to understand your own ideas and values as well as those of others in new ways.

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 offered by the College, both academic and otherwise. Some of you will be connected with the Comprehensive Studies Program, Honors Program, or Residential College Program, each of which is responsible for providing academic advising for its 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 also serves as a repository of academic information from all corners of our College and University.

Although the myriad of choices available to you can be overwhelming and confusing, LSA advisors can guide and teach you to be successful in College by encouraging your active participation in the pursuit of your academic goals and aspirations. LSA advisors can play a major role as mentor while you journey through your undergraduate years. We all are intent on making your experience the most challenging, exciting, and rewarding one it can be.

Finally, as a student in LSA you are accountable for your choices. Be an informed decision maker. Think about your educational choices. Read this Bulletin. Visit our Website. Talk with faculty. Read the LS&A Course Guides. Visit the LS&A Advising Center. Seek assistance as you proceed on 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 you will understand the true meaning of a liberal arts education. Take full advantage of the rich opportunities available to you in the College.

Esrol A. Nurse, Assistant Dean
LS&A Student Academic Affairs
College of Literature, Science, and the Arts

Dean Terrence J. McDonald,
6525 Haven Hall, 764-0322

Associate Dean for Budget,
Anthony (Rick) Francis, 6525 Haven Hall, 763-3275

Associate Dean for Humanities,
Michael Schoenfeldt, 6525 Haven Hall, 763-3271

Associate Dean for Natural Sciences,
Meigan Aronson, 6525 Haven Hall, 763-3271

Associate Dean for Social Sciences,
Susan Gelman, 6525 Haven Hall, 763-3271

Associate Dean for Undergraduate & Graduate Education,
Robert Megginson, 6525 Haven Hall, 764-0320

Assistant Dean for Advancement,
Peggy Burns, 998-7331, 524 South Main Street, 998-7331

Assistant Dean for Student Academic Affairs,
Esrold A. Nurse, 1228 Angell Hall, 764-7297

Assistant Dean for Undergraduate Education,
Marjorie S. Horton, 6525 Haven Hall, 615-1319

Assistant Dean for Undergraduate Education,
Evans Young, 6525 Haven Hall, 763-0637

Academic Advising Center, 1255 Angell Hall, 764-0332

Director, 647-9289

Academic Auditors, G255-C Angell Hall, 763-3101

Academic Standards Board, 1255 Angell Hall, 764-0332

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

Composition Program, 3012 Tisch Hall, 764-0418

Health Science Scholars Program, Alice Lloyd Hall, 100 Observatory, 763-6091

Honors Program, 1330 Mason Hall, 764-6274

International Programs, G513 Michigan Union, 764-4311

Language Resource Center, 2018 Modern Languages Building, 647-0759

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

LS&A Student Government, 3909 Michigan Union, 647-8636

Michigan Community Scholars Program, 1300 East Ann Street, 647-4860

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

Physics Help Room, 1416 Randall Laboratory

Residential College Academic Services,
134 Tyler, East Quadrangle, 763-0032

Science Learning Center, 1720 Chemistry Building, 764-9326 or 615-3133

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

Undergraduate Research Opportunity Program,
715 North University Avenue, Suite 201, 998-9381

Women in Science and Engineering, 1065 Frieze Building, 615-4455

University

Admissions, Director of Undergraduate, 1220 Student Activities Building, 764-7433

Campus Information Center, 764-INFO
First Floor, Michigan Union, and
Lobby, Pierpont Commons

Career Center, 3200 Student Activities Building, 764-7460
Career Counseling appointments, 764-7460
Pre-professional information, 764-7460
Reference Letter Service, 764-7459

Cashier’s Office, 777 North University, 764-8230
B430 Pierpont Commons, 936-4936

Counseling and Psychological Services, 3100 Michigan Union, 764-8312

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

Financial Aid, Office of,
2011 Student Activities Building, 763-6600
B430 Pierpont Commons, 763-6600
Scholarships, 763-4119

Health Service, 207 Fletcher, General Information, 764-8320
Ask-a-Nurse (Treatment Center), 763-4511

Housing Information Office,
1011 Student Activities Building, 763-3164

Information (campus), 764-INFO
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, 763-6091

Office of Institutional Equity, 201 S. Administration Building, 763-0235

Ombuds, 6015 Fleming, 763-3545

Operator (University), 764-1817

President’s Office, 2074 Fleming, Box 1340, 764-6270

Registrar, 413 East Huron Street

Student Services, 647-3507
Records and Enrollment, 764-6280
Student Residency Status, 764-1400
Transcripts, Certification, and Diploma, 764-8280

Services for Students with Disabilities,
G664 Haven Hall, 763-3000

Sexual Assault Prevention and Awareness Center (SAPAC), 715 North University, Suite 202, 998-9368
SAFE House 24-hour Crisis Line: 936-3333 or 995-5444
Student Employment Office, 2503 Student Activities Building, 763-4128

Student Legal Services, 2304 Michigan Union, 763-9920
Student Locator, 764-1817

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

University Center for Child and the Family,
525 East University Avenue, Suite 1465, 764-9466

University Operator, 764-1817
**LS&A Academic Calendar, 2005-06**

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<th>Fall Term 2005</th>
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<th>Spring Term 2006</th>
<th>Summer Term 2006</th>
<th>Spring/Summer Term 2006</th>
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</thead>
<tbody>
<tr>
<td><strong>Registration</strong></td>
<td>September 2, Friday</td>
<td>January 4, Wednesday</td>
<td>May 1, Monday</td>
<td>June 27, Tuesday</td>
</tr>
<tr>
<td><strong>Last day to disenroll from term without fees</strong></td>
<td>September 5, Monday</td>
<td>January 4, Wednesday</td>
<td>May 1, Monday</td>
<td>June 27, Tuesday</td>
</tr>
<tr>
<td><strong>Classes begin; Disenrollment and registration fees begin to apply</strong></td>
<td>September 6, Tuesday</td>
<td>January 5, Thursday</td>
<td>May 2, Thursday</td>
<td>June 28, Wednesday</td>
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<tr>
<td><strong>Last day to withdraw (100% tuition waiver less disenrollment and registration fees) for regular drop/add (no &quot;W&quot; for drop)</strong></td>
<td>September 26, Monday</td>
<td>January 25, Wednesday</td>
<td>May 15, Monday</td>
<td>July 11, Tuesday</td>
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<tr>
<td><strong>Pass/fail deadline</strong></td>
<td>Authorization needed to drop or add; &quot;W&quot; posted for drops</td>
<td>Beginning September 27, Tuesday</td>
<td>Beginning January 26, Thursday</td>
<td>Beginning May 16, Tuesday</td>
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<tr>
<td><strong>Deadline to finish incompletes</strong></td>
<td>October 3, Monday</td>
<td>February 1, Wednesday</td>
<td>May 22, Monday</td>
<td>July 18, Saturday</td>
</tr>
<tr>
<td><strong>Last day to withdraw from all classes with a 50% tuition waiver</strong></td>
<td>October 17, Monday</td>
<td>February 15, Wednesday</td>
<td>May 23, Tuesday</td>
<td>July 19, Wednesday</td>
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<tr>
<td><strong>Begin full fees for students who withdraw</strong></td>
<td>October 18, Tuesday</td>
<td>February 16, Thursday</td>
<td>May 23, Tuesday</td>
<td>July 19, Wednesday</td>
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<tr>
<td><strong>Last day for approved late drop/add</strong></td>
<td>November 11, Friday</td>
<td>March 17, Friday</td>
<td>June 2, Friday</td>
<td>July 28, Saturday</td>
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<tr>
<td><strong>Classes end</strong></td>
<td>December 13, Tuesday</td>
<td>April 18, Thursday</td>
<td>June 19 (5:00 p.m.), Monday</td>
<td>August 15 (5:00 p.m.), Saturday</td>
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<tr>
<td><strong>Study days</strong></td>
<td>December 14, Wednesday</td>
<td>April 19, Thursday; April 22-23, Saturday</td>
<td>June 20-21, Tuesday-Wednesday</td>
<td>August 16, Wednesday</td>
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<td><strong>Examination period</strong></td>
<td>December 15-16, Thursday</td>
<td>April 20-21, Thursday-Friday</td>
<td>June 22-23, Friday</td>
<td>August 17-18, Thursday-Friday</td>
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<tr>
<td><strong>No Classes</strong></td>
<td><strong>Labor Day Holiday:</strong> September 5, Monday</td>
<td>Martin Luther King, Jr. Birthday University Symposia (no regular classes): January 16 Monday</td>
<td>Memorial Day Holiday: May 29, Monday</td>
<td>Independence Day Holiday: July 4, Monday</td>
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<td><strong>Recess</strong></td>
<td><strong>Fall Study Break:</strong> October 17-18 Monday-Tuesday</td>
<td>Mid-Winter Recess: February 25 (12:00 noon), Saturday through March 6 (8:00 a.m.), Monday</td>
<td><strong>Tuition Payments</strong></td>
<td>September 30, Friday</td>
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<td><strong>University Honors Convocation</strong></td>
<td>December 18, Sunday</td>
<td>April 29, Saturday</td>
<td><em>Early Registration Dates</em></td>
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<td><em>Priority Groups</em></td>
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<td>Group 1: 100 plus credits</td>
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<td>Group 2: 85-99 credits</td>
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<td>Group 3: 70-94 credits</td>
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<td>Group 4: 55-69 credits</td>
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<td>Group 5: 40-54 credits</td>
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<td>Group 6: 25-39 credits</td>
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<td>Group 7: 00-24 credits</td>
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<td>Group 1 will register first followed by the remaining groups. Within each group students will be assigned registration times on a random basis</td>
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Volume 34, Number 2   July 25, 2005

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Production Credits
Wile the Office of Advising Technology is charged with ensuring the current accuracy of this LSA Bulletin, all policies and personnel rules and regulations, programs and courses listed are subject to change without prior notice. The College of Literature, Science and the Arts welcomes suggestions for improving the quality of this and all other College publications. Suggestions may be directed to:

Rick Jones, Editor
Student Academic Affairs

Harry Manders, Director-Advising Technology
Student Academic Affairs

Pam Rinker, Program Associate
LSA Curriculum Committee

Evans Young, Assistant Dean for Undergraduate Education
Professor Robert Megginson,
Associate Dean for Undergraduate & Graduate Education

College of Literature, Science, and the Arts

Cover design by Kaye Lee Johnston
Book design by Rick Jones
Cover photo by Daniel Erickson

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Disclaimer
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 serve as a contractual term.

The College of Literature, Science and the Arts has designated the printed version of the Bulletin to be the authoritative source for degree program requirements. Past versions of the printed Bulletin and records for the College are available at the Bentley Historical Library.

Campus Safety Statement
Each year the University of Michigan prepares an “Annual Security Report” and publishes it in the Campus Safety Handbook. The report, which is issued each October 1, contains detailed information on campus safety and security policies, procedures, and programs, including information on emergency services, security telephone numbers, sexual assault policy, stalking laws, handling obscene phone calls, sexual harassment policy, dealing with workplace violence and threats, police agencies, health services, counseling services, safe transportation after dark, safety tips, and alcohol and drug policies and programs. The report also includes statistics concerning crimes on campus. If you would like to receive a complete copy, visit the University of Michigan Department of Public Safety website at www.umich.edu/~safety/ or call (734) 763-3434.

Accreditation Statement
The University of Michigan is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Design
College of Literature, Science, and the Arts

Cover design by Kaye Lee Johnston
Book design by Rick Jones
Cover photo by Daniel Erickson

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about the images on the LSA Bulletin

1. Donation—with 46.3 million years ago, located in the U-M Art Museum Exhibit Museum of Natural History Hall of Evolution, second floor. Vulture Museum Building: 1105 S. Geddes Avenue. Located by Philip D. Gingerich, E.C. Case College Professor of Paleontology, Professor of Paleontology, Biology and Anthropology, Director, Museum of Paleontology

2. Fall 2005 Theme Semester: 100 years Beyond Einstein
During 1905, Albert Einstein published three remarkable papers, on quantum mechanics and relativity, which opened the door to modern physics. This avant-garde ideas provides a convenient springboard, marking the transition between classical and modern physics, and between then 19th and 20th centuries. During the 100 years since, science has advanced at breakneck speed, so that the “modern” world Einstein ushered in now seems quaint and remote. In the Fall 2005 academic term we will celebrate a century of progress with a physics-oriented LSA theme semester entitled “One Hundred Years Beyond Einstein.”

3. Winter 2006 Theme Semester: Explore Evolution
The Winter 2006 theme semester on evolution will explore the basic concepts of biological evolution, a core concept that frames entire fields of inquiry and informs countless insights and discoveries in a wide range of disciplines, from biology and paleontology to psychology and philosophy. Theme semester programs will include a public lecture series exploring the interface of evolution and other disciplines ranging from engineering to law to the arts, a film series, new undergraduate courses, a student research competition, and more. The theme semester is timed to coincide with “Explore Evolution,” an NSF-funded exhibit at the Exhibit Museum. Explore Evolution displays cutting-edge research showing common patterns and principles at the evolution of organisms ranging from the virus to the whale.

4. Fall 2006 Theme Semester: The Theory and Practice of Citizenship: From the Local to the Global
The Arthur Miller Theater will reside at the University of Michigan. Shortly before his death in February 2005, Miller, a U-M alumnus, told the university that he would lend his name to no other theater in the world. The Arthur Miller Theater will be housed within the Wahrman Drama Center planned for North Campus.

5. Jewelry making in the Art Room, Lloyd Hall Scholars Program. The Lloyd Hall Scholars Program is a University of Michigan living-learning program that offers a welcoming and dynamic educational environment for first- and second-year students. The program curriculum focuses on writing and the arts, with a strong emphasis on developing critical thinking skills.

6. View of State Street Theater from State Street.

7. Fall 2005 Theme Semester: 100 years Beyond Einstein
During 1905, Albert Einstein published three remarkable papers, on quantum mechanics and relativity, which opened the door to modern physics. This avant-garde ideas provides a convenient springboard, marking the transition between classical and modern physics, and between then 19th and 20th centuries. During the 100 years since, science has advanced at breakneck speed, so that the “modern” world Einstein ushered in now seems quaint and remote. In the Fall 2005 academic term we will celebrate a century of progress with a physics-oriented LSA theme semester entitled “One Hundred Years Beyond Einstein.”

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