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**The Regents of the University**

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

**Policy Against Discrimination**

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding non-discrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of non-discrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the University’s Director of Affirmative Action and Title IX/Section 504 Coordinator, 4005 Wolverine Tower, Ann Arbor, Michigan 48109-1281. (313) 763-0235; T.D.D. (313) 747-1388; UM Information Operator (313) 764-1817.
Introduction to Course Listing Notations

Sample Course Listing: A Key

Physics

1. The course number.
2. Indication that this is a cross–listed course with another department or program, giving the name of the cross–listing unit and the course number in that unit.
3. The course title. For cross–listed courses the course title is always the same in each cross–listing unit.
4. Indication of a course prerequisite. Sometimes, but not in this case, this will be the listing of a specific course or courses. Remember that not all courses have prerequisites; such courses are open to all students.
5. Indication of the number of credits granted for successful completion of the course. Credits, also called credit hours, are the same as Michigan Semester Hours (MSH).
6. Designation of the area distribution category into which the class falls. In this instance, Physics 250, a course which is also listed and may be elected as Environmental Studies 353, earns distribution credit in the area of Natural Science (NS). Other courses may earn distribution credit in the areas of Humanities (HU), Social Science (SS), Mathematical and Symbolic Analysis (MSA), or Creative Expression (CE) or they may be designated as Excluded (Excl) from counting toward the distribution requirements for a Bachelor of Arts or Bachelor of Science degree.
7. BS indicates that this course can be used in the 60 credits of approved courses in the physical and natural sciences and/or mathematics required for the Bachelor of Science degree.
8. If this course were approved to meet the QR requirement, the designation (QR/1) or (QR/2) would appear in the course header information.

If this course were approved to meet the language requirement, the designation (LR) would appear in the course header information.

If this course were approved to meet the introductory composition requirement, the designation (Introductory Composition) would appear in the course header information.
Introduction to

Course Listing Notations

COURSE NUMBERS: The University numbers courses 100 through 999. This numbering system does not always mean that courses with higher numbers are more difficult. Rather, the number system reflects degrees of specialization. Courses numbered on the 100 and 200 levels are usually designed for students with little previous knowledge of a subject, and are often taken by first-year students. In many cases such courses must be taken before more specialized courses on the 300 and 400 levels can be taken, but this is not always true, and you should study the requirements of different departments before deciding which courses to take.

RENUMBERED COURSES have their course numbers followed by a former course number in parentheses. When renumbering or reorganization has left the division unchanged, only the previous course number is given; if the division has also changed, the previous division name and course number appear. A reorganized or renumbered course cannot be repeated for credit without special permission.

CROSS-LISTED COURSES are sponsored by more than one department or program and may be elected through any of the participating departments. Cross-listings are denoted by a slash appearing between departmental titles.

Descriptions for cross-listed courses only appear in the “home” department, but the course title and instructor’s name will appear under the other department(s).

COURSE TITLES are in bold type, and follow the course number.

PREREQUISITES appear immediately after the course title.

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

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

EXCLUDED COMBINATIONS OF ELECTIONS are designated in the course listing of affected courses.

THE CREDIT SYMBOL denotes the official undergraduate credits that may be earned for the course. Credit (sometimes called “credit hour”) is granted in semester hours. This is a unit of academic progress. The number of credits assigned to a course corresponds (more or less) to the number of contact hours you have per week with the instructor in the classroom. You should note that credits are NOT a good indicator of how difficult a course may be or the amount of the workload in the class. For example, it is quite possible for a three-credit upper-level course to be more challenging and time-consuming than a four-credit introductory course. LS&A students ordinarily need to complete 120 credits in order to graduate.

INSTRUCTORS for the term are indicated in parentheses at the end of the description.

THE AREA DISTRIBUTION designation is approved by the LS&A Curriculum Committee. A course may be approved with the designation Natural Science (NS), Social Science (SS), Humanities (HU), Mathematical and Symbolic Analysis (MSA), Creative Expression (CE), Language Requirement (LR), Introductory Composition (INTRODUCTORY COMPOSITION), or Excluded/(Excl). 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. Courses designated “Excluded” (Excl) may not be included in an area distribution plan.

COURSES FULFILLING CERTAIN COLLEGE REQUIREMENTS ARE SO LISTED. (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 in the introductory pages of the LS&A Course Guides.

ASPECIAL GRADING PATTERN associated with a particular course is indicated in the course listing. Some courses offered by the College are offered MANDATORY CREDIT/NO CREDIT, and the notation “Credit” or “No Credit” is posted on the transcript.

EXPERIENTIAL, INDEPENDENT STUDY, AND TUTORIAL courses are so designated. For information concerning LS&A policies about counting credit earned in Experiential, Independent Study, and Tutorial courses toward a degree, see the LS&A Bulletin.

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

LABORATORY OR OTHER SPECIAL FEES are indicated if known, but are subject to change without notice.

COST AND WAITLIST INFORMATION

Information about the cost of books/materials for courses and about various course waitlist procedures is keyed as explained below. This information can be found at the end of individual course descriptions preceding the instructor’s name. The cost information comes first, followed by the waitlist information.

Cost
The books/materials for this course:
1 – Cost less than $50.
2 – Cost $50 or more, but less than $100.
3 – Cost $100 or more, but less than $150.
4 – Cost $150 or more.

Waitlist
If the course is closed through Touch-Tone Registration, you should:
1=Get on the WAITLIST through Touch-Tone Registration, and then attend the first class meeting. Policies and procedures for handling the waitlist will be explained there.
2=Go to the department office to get on a WAITLIST, and then attend the first class meeting. Policies and procedures for handling the waitlist will be explained there.
3=Visit the faculty office to see the instructor about getting an OVERRIDE into the course.
4=Wait until classes start, and then attend the first class meeting. Policies and procedures for issuing overrides will be explained there.
5=Other.
**A NOTE ON CLASS SIZE:** Courses numbered on the 100 and 200 level, especially those which are prerequisites for more advanced courses, often have large enrollments. Class size in such courses can range as high as 500, although enrollment of 100 to 200 students is more common. To reduce size, many of these introductory courses are taught in sections. Each section covers the same material but has a different instructor and meeting time. For example, sections of Introductory Composition are limited to 22 students, and language sections are limited to 25 (much smaller in some languages, e.g., 15 in Japanese). In addition, many of the larger courses on the 100 and 200 levels set aside a weekly class or two for small discussion sections led by teaching assistants. The presence of teaching assistants in such courses should not deter first-year students from trying to get to know the professor. Most professors welcome contact with first-year students and are troubled by the tendency of large classes to make contacts more difficult for students. First-year students should always feel free to see professors during their office hours and should not suppose that they must have specific (and profound) questions in mind before visiting.

**Course Listing Notations**

**A Cautionary Note About Touch-Tone Registration Waitlists**

Touch-tone registration Waitlists that begin when a course or section has filled with registered students serve a number of uses for faculty, departments, and the College. From the students' perspective, however, there is one important fact to know about how waitlists work. All students should be aware that there is no general rule that when overrides are issued for a class they must be written for students as they appear in numerical order on the waitlist. The waitlist exists to let the faculty member know who and how many students have waitlisted a particular section or course. And yes, the student names do appear on the list in the chronological order in which students added themselves to the list. No individual faculty member or department is obligated, however, to issue overrides by this numerical ordering. It may be felt that other criteria weigh more heavily. For example, class standing (senior, junior, etc.) or whether the student is a concentrator in the department or not may be considered more important than what number a student is on the waitlist. In fact, the only general guess one can reasonably make is that the rule of strictly following the waitlist number is pretty much restricted to lower-level courses that largely enroll first-year students (not all lower-level courses do this).

What does this mean, then, for a student who is about to complete a touch-tone registration? It means that having what appears to be a very good (low) number apparently assuring a place in a class may be, in fact, no guarantee at all. The best advice, then, is NOT to exit touch-tone registration without a full schedule of classes that could be lived with for the coming term. This may seem unnecessarily pessimistic because of the suggestion that not all students may end up with their preferred choices in class scheduling, but the advice is intended to be helpful because it offers the most protection.

**Policy on Class Attendance**

A. It is critical that students attend classes from the beginning of the term. Even though students may be registered officially for a course, departments may give away a student’s place in a course if the student does not attend:
- the first meeting of biology, chemistry, and physics laboratories
- the first meeting of English Composition Board courses
- either of the first two meetings of English courses
- the first meetings of History 396 and 397
- any one of the first four meetings of language courses in the Romance Languages department
- the first two meetings of courses in other departments

At the same time, departments are not obligated to withdraw students officially from the course, even though the student has been informed that his/her place in a course has been taken away.

**Students are responsible for the accuracy of their schedules** and must be sure that all drops are processed through Touch-Tone Registration during the normal drop/add period.

B. Students are expected to attend classes regularly. When the instructor considers the number of absences excessive, that is, when a student’s absence from a course endangers that student’s satisfactory academic progress, the instructor may send a written report on the case to the appropriate advising office.

Concerted absence from any appointed duty by a class or by any number of students together will be regarded as improper conduct, and those participating in such action shall be liable to disciplinary action.

Members of athletic teams must present to each instructor, prior to each absence because of the membership on athletic teams, a written statement signed by the appropriate authority specifying the exact date of any such proposed absence.
Spring Half-Term, 1998

LS&A Calendar

Disenrollment and registration fees
Beginning May 5, Tuesday
Orientation
May 3-4, Sunday-Monday
Registration
May 4, Monday
Classes begin
May 5, Tuesday
Late registration fee
Beginning May 5, Tuesday
Last day to withdraw (100% tuition waiver less disenrollment and registration fees)
May 18, Monday
Last day for tuition adjustment for a reduced academic load
May 18, Monday
Pass/fail deadline
May 18, Monday
Last day for regular drop/add (no “W” for drop)
May 18, Monday
Touch-Tone CRISP no longer available for Spring Term; authorization needed from Academic Advising to drop or add; ”W” posted for drops
Beginning May 19, Tuesday
Last day to withdraw from all classes with a 50% tuition waiver
May 22, Friday
Memorial Day holiday
May 25, Monday
Spring Half-term tuition and fees due
May 29, Friday
Last day for approved late drop/add
June 5, Friday
Classes end
June 19, Friday
Study days
June 20-21, Saturday-Sunday
Examination period
June 22-23, Monday-Tuesday

Summer Half-Term, 1998

LS&A Calendar

Disenrollment and registration fees
Beginning June 29, Monday
Orientation
June 24-26, Wednesday-Friday
Registration
June 25-26, Thursday-Friday
Classes begin
June 29, Monday
Late registration fee
Beginning June 29, Monday
Independence Day holiday
July 3, Friday
Last day to withdraw (100% tuition waiver less disenrollment and registration fees)
July 10, Friday
Last day for tuition adjustment for a reduced academic load
July 12, Sunday
Pass/fail deadline
July 12, Sunday
Last day for regular drop/add (no “W” for drop)
July 12, Sunday
Touch-Tone CRISP no longer available for Summer Term; authorization needed from Academic Advising to drop or add; ”W” posted for drops
Beginning July 13, Monday
Last day to withdraw from all classes with a 50% tuition waiver
July 17, Friday
Summer Half-term tuition and fees due
July 31, Friday
Last day for approved late drop/add
July 31, Friday
Classes end
August 14, Friday
Study days
August 15-16, Saturday-Sunday
Examination period
August 17-18, Monday-Tuesday

This calendar is subject to change.
LS&A Advising Resources

Academic Advising Center
1255 AH • 764-0332

The LS&A Advising Center is the focal point within Student Academic Affairs for providing academic services, information and support to students. The Center’s mission is four pronged: first to be more responsive to the growing needs of students for academic advising; second, to be more flexible in adapting to the changing needs of our students; third, to provide excellent specialized services to targeted student populations; and fourth, to create and maintain an environment in the Academic Advising Center in which students always come first.

The Advising Center consists of three service units: (1) First-Year Advising Programs; (2) General/Level Advising; and (3) Senior Services. The service units provide improved academic advising, greater operational efficiency within the office, a fuller understanding of our students’ needs, and better coordination of academic activities throughout the College.

The First-Year unit concentrates heavily in one-on-one advising and support for new students as they make the sometimes difficult transition to college. During their first year our students should learn how to navigate the University system and where to find the answers to their specific questions and any necessary resources for their individual success. The General/Upper-Level Advising unit focuses primarily on helping sophomores and juniors as they select degree programs and concentrations or consider professional degree requirements or other education beyond the bachelor’s degree or even graduation and employment. The Senior Services unit focuses on auditing for completion of degree requirements, Dean’s Letters of Recommendation, and preparation for life beyond LS&A.

At Orientation students are assigned an LS&A general advisor who will tailor advice to individual students’ needs. Students are encouraged to keep in close contact with their advisor throughout their undergraduate career and to get to know their advisor personally.

General Advisors
1255 Angell Hall • 764-0332
Available to discuss general degree requirements, rules, deadlines, procedures, academic plans and options, and study skills and strategies.

Concentration Advisors
Available to discuss particular requirements of each department’s concentration. Appointments are generally made through individual departments.

Bachelor in General Studies (BGS) Advisors
1255 Angell Hall • 764-0332
Available to discuss requirements and the design of a Bachelor in General Studies degree.

Individual Concentration Program (ICP) Advisors
1255 Angell Hall • 764-0332
Available to discuss the Individual Concentrations Program (a concentration specifically designed by the student).

Pre-Professional Advisors
1255 Angell Hall • 764-0332
Pre-law, pre-health professions, and pre-business advisors are available to discuss options and entrance requirements for these graduate programs.

Specialty Advisors
1255 Angell Hall • 764-0332
Pre-Business, pre-architecture, pre-engineering, School of Education, School of Music, and Study Abroad advisors are available to LS&A students who are interested in those programs.

Students’ Counseling Office (SCO)
G150 Angell Hall • 763-1553
The LS&A Students’ Counseling Office is staffed completely by undergraduates. Providing peer counseling, SCO presents students with an opportunity to share and receive experiences in an informal fashion. The office maintains such resources as course evaluations and examinations. SCO also stocks graduate catalogs from schools across the country as well as the latest in post graduation materials.

Residence Hall Advising
The Academic Advising Center maintains an advisor program in the residence halls. In most buildings, a general academic advisor maintains regularly scheduled office hours in the building throughout the academic year. Responsibilities include advising and meeting with students and in-residence staff on academic matters. The academic advisors also conduct small group informational meetings throughout the school year on numerous academic topics (e.g., discussions on the different distribution patterns, choosing an academic concentration, and general degree requirements for the College). Residence hall staff members are encouraged to contact academic advisors or refer students to an academic advisor and academic resources when they are aware that students on their corridor may be having academic difficulties or questions.

Residence Hall Academic Peer Advisors (APA)
The Academic Peer Advisor (APA) Program is another outreach effort to students in University housing from the LS&A Academic Advising Center. These student advisors have been trained extensively in College policies, procedures, and curricula and can be of valuable help in dealing with issues of academic difficulty or course planning. If they don’t have the answers, they are knowledgeable sources of referral. Feel free to stop by during the hours listed below and get acquainted with your APA.

E-Mail Advising
Advisors communicate with their students on a regular basis throughout the year via e-mail. You can contact your academic advisor via e-mail or message: ASK.LSA.Advising@umich.edu

Student Academic Affairs Website:
http://www.lsa.umich.edu/saa/

On-line information on degree requirements, resources, and programs.
Academic Advising Center

Advisor Directory

Academic Advising Center
(1255 AH) 764-0332

The Academic Advising Center serves LS&A undergraduates by:

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

General advisors maintain regular hours in the Academic Advising Center.

Pre-professional advising assistance also is available to LS&A students in the Academic Advising Center.

Director
Alice Reinarz (areinarz)
Associate Director, First-Year Advising
Virginia Reese (vjreese)
Associate Director, Upper-level Advising
Open position
Associate Director, Senior Services
W. Harry Marsden (hmars)
Coordinator of Residence Hall Advising
Susan Tepaske-King (stepaske)
Administrative Assistant
Jan Marten (jrmarten)

Academic Advisors
Cindy Barhyte (cbarhyte)
Chris Bass (cbass)
David Brawn (pasompe)
Jane Chung-Apley (geein)
Cathy Conway-Perrin (cconway)
Margaret Elias (melias)
Louise Freymann (pomona)
Susan Gass (sgass)
Jeffery Harrold (jharrold)
Gabe Keri (gkeri)
Jean Leverich (leverich)
Marty McClatchey (mmclat)
Toni Morales (weena)
Marsha Pumroy (mpumroy)
Dave Smith (dsmith)
John Stratman (jstratma)
Joe Summers (jsummers)
Wendy Woods (wwoods)

Specialty Academic Advisors
BGS, Tom Collier (tcollie)
BGS, Chalmers Knight (thinknow)
ICP, Jean Leverich (leverich)
Music-LS&A Joint Degrees, Robert Wallin (rdwallin)
Organizational Studies, Toni Morales (weena)

Pre-professional Advisors
Pre-business, Lisa Rubens (lmrubens)
Pre-education, Ina Bell (inabell)
Pre-engineering, Shawn Salata (ssalata)
Pre-law, Karen Wittkopp (kwitt)
Pre-health professions,
Nancy Anderson (sfelix)
Wendy Wyte (wwyte)

Standards Board
(1255 AH) 764-0311 or 764-0332

Members of the Academic Standards Board help students individualize their programs of study and may grant exceptions to College-level academic policies and degree requirements. A student may discuss with a member and, if necessary, petition in writing for a waiver or modification of College rules. They also administer academic discipline. The purpose of academic discipline is to help foster good performance and to protect a student’s chance of graduating from the College.

Director
Chuck Judge (cjudge)
Assistant to the Board
Carolyn McCullum (cmpurple)

Board Advisors
Jeffery Harrold (jharrold)
Helen Olson (hio)
Robin Stephens (robda)

Advisors’ uniqnames are indicated in parentheses. You may e-mail any advisor by attaching @umich.edu to an advisor’s uniqname. General questions also may be addressed to ask.lsa.advising@umich.edu.
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 most concentration advisors in their departmental offices.

- Afroamerican and African Studies  
  200 West Hall, 764-5513
- American Culture  
  G410 Mason, 763-0031
- Ancient Civilizations and Biblical Studies  
  3074 Frieze Building, 764-0314
- Anthropology  
  1020 LS&A Building, 764-7274
- Anthropology-Zoology  
  1020 LS&A Building, 764-7274
- Arabic, Armenian, Persian, Turkish & Islamic Studies  
  3074 Frieze Building, 764-0314
- Asian Studies  
  2099 Frieze Building, 764-3399
- Astronomy and Astrophysics  
  833 Dennison, 764-2857
- Biochemistry  
  1500 Chemistry, 647-2858
- Biology  
  1121 Nat. Sci., 764-2446
- Biochemistry  
  1500 Chemistry, 647-2857
- Biophysics  
  4204 Chemistry, 764-5280
- Biopsychology and Cognitive Science  
  1044 East Hall, 764-2580
- Cellular and Molecular Biology  
  1121 Nat. Sci., 764-2446
- Chemistry  
  1500 Chemistry, 647-2858
- Chinese Language and Literature  
  3068 Frieze Building, 764-8286
- Classical Archaeology  
  2160 Angell Hall, 764-0362
- Classical Civilization  
  2160 Angell Hall, 764-0362
- Classical Languages and Literatures  
  2160 Angell Hall, 764-0362
- Communication Studies  
  2020 Frieze Building, 764-0420
- Comparative Literature  
  2015 Tisch Hall, 763-2351
- Computer Science  
  1255 Angell Hall, 764-0332
- Dramatic Writing  
  2512 Frieze Building, 764-0147
- Economics  
  238 Lorch Hall, 763-9242
- English Language and Literature  
  3187 Angell Hall, 764-6330
- Environmental Geology  
  2534 C.C. Little, 764-0597 or 764-1435
- Film and Video Studies  
  2512 Frieze Building, 764-0147
- French and Francophone Studies  
  4108 Modern Languages Building, 764-5344
- Geographical Sciences  
  2534 C.C. Little, 763-2298 or 764-1435
- German  
  3110 Modern Languages Building, 764-3227
- Greek Language and Literature  
  2160 Angell Hall, 764-0362
- Hebrew and Jewish Cultural Studies  
  3074 Frieze Building, 764-0314
- History  
  1029 Tisch Hall, 764-6305
- History of Art  
  110 Tappan Hall, 764-5400
- Individual Concentration Program  
  (including Organizational Studies)  
  1255 Angell Hall, 764-0332
- Italian  
  4108 Modern Languages Building, 764-5344
- Japanese Language and Literature  
  3089 Frieze Building, 763-3556
- Judaic Studies  
  3032 Frieze Building, 763-9047
- Latin American and Caribbean Studies  
  1080 South University Suite 2607, 763-0553
- Latin Language and Literature  
  2160 Angell Hall, 764-0362
- Latina/Latino Studies  
  G410 Mason, 764-9934 or 763-0031
- Linguistics  
  1076 Frieze Building, 763-9177 or 764-0353
- Mathematics (Actuarial, Pure Math, Mathematical Sciences)  
  2072 East Hall, 763-4223
- Medieval and Renaissance College  
  1638 Haven Hall, 763-2066
- Microbiology  
  1121 Nat. Sci., 764-2446
- Middle Eastern and North African Studies  
  1080 South University Suite 4640, 764-0350
- Music  
  1255 Angell Hall, 764-0332
- Near Eastern Civilizations  
  3074 Frieze Building, 764-0314
- Oceanography  
  2534 C.C. Little, 764-0597 or 764-1435
- Philosophy  
  2215 Angell Hall, 764-6285
- Physics  
  2061 Randall Lab, 936-0659
- Physics (General)  
  2061 Randall Lab, 936-0659
- Plant Biology  
  1121 Nat. Sci., 764-2446
- Political Science  
  7602 Haven Hall, 764-6312
- Psychology  
  1044 East Hall, 764-2580
- Religion (Studies in)  
  445 West Hall, 764-4475
- Russian  
  3040 Modern Languages Building, 764-5355
- Russian and East European Studies  
  1080 South University Suite 4668, 764-0351
- Social Anthropology  
  3001 LS&A Building, 764-7239
- Sociology  
  3001 LS&A Building, 764-7239
- Spanish (Hispanic Literature, Hispanic Studies)  
  4108 Modern Languages Building, 764-5344
- Statistics  
  1439 Mason Hall, 764-4413
- Theatre and Drama  
  2550 Frieze Building, 764-5350
- Women’s Studies  
  234 West Hall, 763-20473074 Frieze Bld., 764-0314
College Requirements

Junior/Senior Writing

The College requires all students to complete the Junior/Senior component of the LS&A Writing Requirement. Students must have completed introductory composition and have at least 55 cumulative credits toward their program before they are eligible to complete this requirement. Students must enroll in an approved course or writing program, preferably in the student’s field of concentration or specific academic interest. Students must modify the course by means of the normal registration procedures. The course instructor must certify that the student has met the requirement at the end of the term.

Each term the English Composition Board provides a list of such approved courses. A course approved to meet the Junior/Senior part of the Writing Requirement one term is not necessarily approved in a subsequent term. The courses approved by the ECB for this term are listed below.

Spring Half-Term, 1998

Afroamerican and African Studies
Section 101 – Countryside and City in African Society. (Twumasi)

Communication Studies
Section 102 ONLY. (Wolfe)
Section 102 ONLY.

Economics
Section 101 – Economics, Life and Philosophy. (3 credits). (Kimball)

English
Section 101-103

Linguistics
350. Perspectives on Second Language Learning and Second Language Instruction. (2). (Excl).
(Madden)

Physics
498. Introduction to Research for Honors Students. (2-3). (Excl).
499. Introduction to Research for Honors Students. (2-3). (Excl).

Psychology
372. Advanced Laboratory in Psychopathology. (3). (Excl).
Section 101 ONLY

COLLEGE OF ENGINEERING

ONLY students in the LS&A/Engineering Joint Degree Program or Computer Science concentrators may use these courses to satisfy the JR/SR Writing Requirement. While these courses may be used to meet the JR/SR Writing Requirement, the credits are counted as NON-LS&A.

Technical Communication (Division 291)
Sections 110, 111, 120, 130, 140 ONLY.

Summer Half-Term, 1998

Economics
360. The Developing Economies. (3). (SS).
Section 201. (Thompson)

English
Section 201. (Lenaghan)
Section 202 – Big Ideas About Small Talk: Looking for the Roots of Literary Narrative in Everyday Chatter. (Melanson)

International Programs
Study Abroad 344. London Summer Program. (Arr). (Excl).
Section 201 – Contemporary British Women Writers.

Physics
498. Introduction to Research for Honors Students. (2-3). (Excl).
499. Introduction to Research for Honors Students. (2-3). (Excl).

Psychology
372. Advanced Laboratory in Psychopathology. (3). (Excl).
Section 201 ONLY
(NS).
(Pachella)

COLLEGE OF ENGINEERING

ONLY students in the LS&A/Engineering Joint Degree Program or Computer Science concentrators may use these courses to satisfy the JR/SR Writing Requirement. While these courses may be used to meet the JR/SR Writing Requirement, the credits are counted as NON-LS&A.

Technical Communication (Division 291)
Sections 220, 230, 240 ONLY.
The LS&A faculty added the Race & Ethnicity requirement in 1991 after long and thoughtful discussion. The faculty does believe that because racial and ethnic intolerance has fundamentally affected the development of contemporary American society and because its effects will continue to be felt well into the future, all students should take at least one course that deals on a fairly sophisticated level with topics such as the historical development of racism, and the social, political, and economic effects of racism and other types of discrimination.

In an article for the Spring, 1991 edition of LSAmagazine, LS&A Dean Goldenberg wrote that the faculty “agreed that racism is an urgent problem facing the University and society at large and that it is desirable that courses in the College address questions of race and ethnicity and teach students to think analytically and critically about such topics.... The aim [of the requirement] is to provide students with relevant information about an important social issue since the changing world and work-place the student will enter will require being better able to listen to and understand a diversity of voices.”

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

**Required content.** All courses satisfying the requirement must provide discussion, consistent with disciplinary approaches, of:

1. the meaning of race, ethnicity, and racism;
2. racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere;
3. comparisons of discrimination based on race, ethnicity, religion, social class, or gender.

**Required focus.**

1. Every course satisfying the requirement must devote substantial, but not necessarily exclusive, attention to the required content. Courses may meet this requirement by various means consistent with disciplines or fields of study, and faculty members from all departments are urged to think creatively about how their fields might contribute to the requirement.

2. Although it is hoped that many of these courses will focus on the United States, it is not required that they do so. Courses that deal with these issues in other societies, or that study them comparatively, may also meet the requirement.

Students who are new to the College of LS&A (that is, first time enrolled as an LS&A student) in the Fall Term of 1991, and thereafter, must (in any term before graduation) receive credit for one of the approved Race and Ethnicity (R&E) courses. Each term’s listing will vary as courses are added or deleted by the College of LS&A Curriculum Committee. The College offers several courses taught by a number of different departments each term. Although the list of courses that fulfill this requirement varies from term to term, all such courses are designed to give students exposure to questions focusing on the meaning of race and racism, racial and ethnic intolerance and resulting inequality, and comparisons with other types of discrimination.

The courses that have been granted blanket approval for meeting the requirement are:

**Afroamerican and African Studies**

448/Hist. 448. Africa Since 1850. (3). (SS).

**American Culture**

212. Introduction to Latino Studies – Social Science. (3). (SS).
213. Introduction to Latino Studies – Humanities. (3). (HU).
216. Introduction to Native American Studies – Social Science. (3). (SS).
217. Introduction to Native American Studies – Humanities. (3). (HU).
240/WS 240. Introduction to Women’s Studies. (4; 3 in the half-term). (HU).

**Cultural Anthropology**


**History**

448/CAAS 448. Africa Since 1850. (3). (SS).

**Linguistics**


**Romance Languages and Literatures**


**Sociology**

103. Introduction to Sociology Through Race and Ethnicity. (4; 3 in the half-term). (SS).

**Women’s Studies**

240/Amer. Cult. 240. Introduction to Women’s Studies. (4; 3 in the half-term). (HU).

Other courses are approved on a term-by-term basis. It is most important that you are careful to elect the section of the course taught by the faculty member whose name is listed with the course. Other sections of the course have not been approved to meet this requirement and may not be substituted. Courses meeting the R&E requirement may also help meet either distribution or concentration or composition requirements.

Advanced Placement credit can not be used to meet this requirement.
## College Requirements

### Race & Ethnicity

#### Spring Half-Term, 1998

#### Race & Ethnicity Courses

This list is subject to change by the College of LS&A Curriculum Committee.

### Afroamerican and African Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>303/Soc. 303</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
<td>(SS)</td>
<td>Honeycutt</td>
</tr>
</tbody>
</table>

### American Culture

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>304/Soc. 304</td>
<td>American Immigration</td>
<td>3</td>
<td>(SS)</td>
<td>Honeycutt</td>
</tr>
</tbody>
</table>

332/Hist. of Art 332. Art on Trial: American Public Monuments and Political Controversy. (3) (HU). (Root)


### Anthropology, Cultural


298. Topics in Cultural Anthropology. (3). (SS).

Section 101 – Racism and Violence in Cross-Cultural Perspective. (Lakein)

299. Topics in Linguistic Anthropology. Section 101 – Storytelling in Cross-Cultural Perspective. (Dickinson)

### History

368/Amer. Cult. 342/WS 360. History of the Family in the U.S. (3) (SS). (Morantz-Sanchez)

### History of Art

332/Amer. Cult. 332. Art on Trial: American Public Monuments and Political Controversy. (3) (HU). (Root)

### Judaic Studies

296/HJCS 296/Rel. 296. Perspectives on the Holocaust. (3) (HU). (Nysenholc)

### Near Eastern Studies

HJCS 296/Judaic Studies 296/Rel. 296. Perspectives on the Holocaust. (3) (HU). (Nysenholc)

### Religion

296/HJCS 296/Judaic Studies 296. Perspectives on the Holocaust. (3) (HU). (Nysenholc)

### Sociology

303/CAAS 303. Race and Ethnic Relations. (3) (SS).

304/Amer. Cult. 304. American Immigration. (3) (SS). (Honeycutt)

### Women's Studies

360/Hist. 368/Amer. Cult. 342 History of the Family in the U.S. (3) (SS). (Morantz-Sanchez)

#### Summer Half-Term, 1998

#### Race & Ethnicity Courses

This list is subject to change by the College of LS&A Curriculum Committee.

### Afroamerican and African Studies

303/Soc. 303. Race and Ethnic Relations. (3) (SS).

### American Culture

240/WS 240. Introduction to Women's Studies. (3) (HU).

### Anthropology

298. Topics in Cultural Anthropology. (3) (SS).

Section 203 – American Indians of Michigan: People of the Three Fires. (Jackson)

### Religion

296/HJCS 296/Judaic Studies 296. Perspectives on the Holocaust. (3) (HU). (Nysenholc)

### Sociology

303/CAAS 303. Race and Ethnic Relations. (3) (SS).

### Women's Studies

240/Amer. Cult. 240. Introduction to Women's Studies. (3) (HU).
College Requirements

Quantitative Reasoning

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

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

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

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

Advanced Placement (AP) courses may not be used to satisfy the Quantitative Reasoning requirement. Courses transferred from another college or university do not generally carry QR credit, except in the following circumstances: (1) QR is considered fulfilled for all science, math, and computer science concentrators who transfer in the prerequisites; (2) Transfer credit for Physics 125, 126, 140, 240 and any statistics course receive (QR/1) credit. Courses used to satisfy the QR requirement may also serve to satisfy other College requirements; e.g., students who are working towards an A.B. or B.S. degree may elect a QR course that also counts toward meeting the Area Distribution, Concentration, or other College requirement.

Spring Half-Term, 1998 Quantitative Reasoning Courses

This list is subject to change by the College of LS&A Curriculum Committee.

Astronomy


Chemistry

130. General Chemistry: Macroscopic Investigations and Reaction Principles. (3). (NS). (QR/2).

Economics


Mathematics


Physics

126. General Physics: Electricity and Light. (4). (NS). (QR/1).
140. General Physics I. (4). (NS). (QR/1).
240. General Physics II. (4). (NS). (QR/1).

Statistics

100. Introduction to Statistical Reasoning. (4). (MSA). (QR/1).
402. Introduction to Statistics and Data Analysis. (4). (NS). (QR/1).

Summer Half-Term, 1998 Quantitative Reasoning Courses

This list is subject to change by the College of LS&A Curriculum Committee.

Astronomy


Economics


Mathematics


Sociology


Statistics

100. Introduction to Statistical Reasoning. (4). (MSA). (QR/1).
402. Introduction to Statistics and Data Analysis. (4). (NS). (QR/1).
A.B/B.S. Requirements

Distribution Courses

Spring and Summer Half-Terms, 1998 Distribution Courses

Below, you will find courses that may be used to meet the distribution requirements in the areas of Humanities, Social Science, Natural Science, Mathematical and Symbolic Analysis, and Creative Expression. These lists show you that your choices are many and that some of your choices exist in not so obvious places. Use these lists, along with the descriptions in the Course Guide section, to begin planning the academic schedule that best meets your individual needs.

Spring Half-Term

Humanities

American Culture

201. American Values. (3). (HU).
204. Themes in American Culture. (3). (HU).
151. Art and Ideas East and West.

Judaic Studies

270/HJCS 270. Introduction to Rabbinic Literature. (3). (HU).
296/HJCS 296/Rel. 296. Perspectives on the Holocaust. (3). (HU).

Near Eastern Studies

Ancient Civilizations and Biblical Studies 121/Rel. 121. Introduction to the Tanakh/Old Testament. (3). (HU).
Hebrew and Jewish Cultural Studies 270/Judaic Studies 270. Introduction to Rabbinic Literature. (3). (HU).
Hebrew and Jewish Cultural Studies 296/Judaic Studies 296/Rel. 296. Perspectives on the Holocaust. (3). (HU).

Philosophy

344. Ethics and Health Care. (2). (HU).
359. Law and Philosophy. (2). (HU).

Religion

121/ACABS 121. Introduction to the Tanakh/Old Testament. (3). (HU).

Social Science

Afroamerican and African Studies

203. Issues in Afro-American Development. (3). (SS).

American Culture


Anthropology

Cultural 296. Topics in Archaeology. (3). (SS).
Cultural 298. Topics in Cultural Anthropology. (3). (SS).
Cultural 299. Topics in Linguistic Anthropology. (3). (SS).

Communication Studies


Economics


History

110. Medieval, Renaissance, and Reformation Europe. (3). (SS).
161. United States, 1865 to the Present. (3). (SS).

Linguistics

112. Languages of the World. (2). (SS).

Political Science


Psychology

111. Introduction to Psychology. (4). (SS).
125. Drugs, Culture, and Human Behavior. (3). (SS).
471. Marriage and the Family. (3). (SS).

Sociology

100. Principles of Sociology. (3). (SS).
### A.B/B.S. Requirements

#### Distribution Courses

**Psychology**

**Statistics**
- 402. Introduction to Statistics and Data Analysis. (4). (NS). (QR/1).

#### Mathematical and Symbolic Analysis

**Computer Science**
- 270/EECS 270. Introduction to Logic Design. (4). (MSA).

**Mathematics**

**Philosophy**
- 303. Introduction to Symbolic Logic. (3). (MSA).

#### Creative Expression

**English**
- 223. Creative Writing. (2). (CE).

**Film and Video Studies**
- 200. Introduction to Film, Video and Television Production. (3). (CE).

### Summer Half-Term

#### Humanities

**American Culture**

**Asian Languages and Cultures**
- Asian Studies 121/Hist. 121. Great Traditions of East Asia. (3). (HU).

**English**
- 239. What is Literature? (2). (HU).
- 240. Introduction to Poetry. (2). (HU).
- 367. Shakespeare’s Principal Plays. (3). (HU).

**Great Books**

**History**
- 121/Asian Studies 121. Great Traditions of East Asia. (3). (HU).

**Philosophy**

**Philosophy**

**Religion**
- 365/Phil. 365. Problems of Religion. (2). (HU).

**Romance Languages and Literatures**

#### Women’s Studies

- 240/Amer. Cult. 240. Introduction to Women’s Studies. (3). (HU). (R&E).

#### Theatre and Drama

A.B/B.S. Requirements

Distribution Courses

Social Science

Afroamerican and African Studies

American Culture
100. What is an American? (3). (SS).
206. Themes in American Culture. (3). (SS).

Anthropology

Cultural 298. Topics in Cultural Anthropology. (3). (SS).

Economics
360. The Developing Economies. (3). (SS).

Linguistics
112. Languages of the World. (2). (SS).
211. Introduction to Language. (2). (SS).

Political Science
111. Introduction to American Politics. (4). (SS).

Psychology
111. Introduction to Psychology. (4). (SS).

Psychology
447. Psychology of Thinking. (3). (NS).

Statistics
402. Introduction to Statistics and Data Analysis. (4). (NS). (QR/1).

Natural Science

Anthropology

Biological 161. Introduction to Biological Anthropology. (4). (NS).

Biological Sciences

Geological Sciences
116. Introductory Geology in the Field. (8). (NS).

Creative Expression

Courses in Non-LS&A Units offering courses with Creative Expression designation (Credits are counted as Non-LS&A)

Architecture and Urban Planning
Architecture (Division 005)
201. Introduction to Communication Skills. (non-LS&A).

Art and Design (Division 010)
111. Painting I. (non-LS&A).
116. Basic Drawing II. (non-LS&A).
126. Basic Design II. (non-LS&A).

School of Music
Performance – Piano (Division 639)
111. Performance. (non-LS&A).

Dance (Division 671)
102. Introduction to Modern Dance. (non-LS&A).
111. Introduction to Ballet. (non-LS&A).
112. Introduction to Ballet. (non-LS&A).
121. Introduction to Jazz Dance. (non-LS&A).
122. Introduction to Jazz Dance. (non-LS&A).

Ensemble (Division 672)
All Courses. (non-LS&A).

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

Foreign Literature and Culture

In the College of Literature, Science, and the Arts, courses in foreign literature and culture are taught in a number of departments and programs, and the courses work with texts in more than forty languages. These departments and programs also offer literature and culture courses which use texts translated into English in order to make these works available to all students.

The LS&A Office of the Associate Dean for Undergraduate Education has prepared the following list to assist students interested in electing courses that focus on foreign literature and culture in English translation. What follows is a list of such courses offered in LS&A for the Spring and Summer Half-Terms, 1998. Courses that earn Humanities credit are so designated. Please consult the departmental and program listings in this Course Guide for course descriptions and further information.

This list is subject to change by the Associate Dean for Undergraduate Education.

### Spring Half-Term, 1998

**Asian Languages and Cultures**


South & Southeast Asia 225/Rel. 225. Hinduism. (3). (HU).

**Classical Studies**


**Great Books**


**Religion**


**Residential College**

Humanities 485. Special Drama Topics. (1-2). (Excl).

### Summer Half-Term, 1998

**Asian Languages and Cultures**


**Great Books**

LS&A Course Guide
Spring Half-Term, 1998

College of Literature, Science, and the Arts
Courses in Afroamerican and African Studies (Division 311)

**Historical Perspectives**

333. Perspectives in Afro-American History. (3). (Excl).

Section 101 – Affirmative Action, Historically Considered. Our goal in this course is to examine, in historical perspective, the current national debate on affirmative action. The course includes four main parts. First, we advance the proposition that today’s affirmative action debate is the most recent phase of a centuries long debate over power, position, and access in American society. Next, we trace the concept historically beginning with its roots in post-Civil War Reconstruction. We continue by charting the legal contours of affirmative action from its New Deal precursors to its emergence as federal policy in the 1960s, and identify the components of the broader debate regarding it. We conclude the course by assaying the limitation of affirmative action as metaphor for race in America today, and by considering the implications of this debate for our understanding of power, marginality, and community in American life and culture. WL:1 (Woods)


This class will explore the history of African American women in the twentieth century. Covering the period of 1890 to the present, we will look at the social, economic, political, and community lives of African American women. Through examining the variety of Black women’s experiences, we will investigate the intersection of race and gender in American life to show the particularities of Black women’s experiences and to challenge the masculinizing of the Black experience and the whitening of the female experience in U.S. history and historiography. Cost:2 WL:1 (Theoharis)

**Politics, Economics, and Development**

203. Issues in Afro-American Development. (3). (SS).

Section 101 – History of Blacks and Cities. This course is an interdisciplinary exploration of Blacks in cities from the 1920s to the present. Using a range of texts – music, poems, novels, films, photographs, autobiographies, paintings, and architecture – we will investigate representations of Blacks in cities from the Harlem Renaissance to contemporary ‘ghettos’. We will also map the migrations of African Americans from the rural south to southern, northern, midwestern, and western urban centers, paying close attention to demographic and economic shifts. This course will be conducted in a lecture/discussion format. Full class participation is expected. Students will be required to write short (1-3 page) synopses of the materials we discuss each week. As a final project, students will offer their own analyses or representations of Black urban life – past, present, future, utopian, or dystopian. There will be one main book and a course pack. The course also includes weekly film screenings. Cost:1 WL:1 (McQuitter)

Independent Study and Special Topics


Section 101 – Colonial Power and African Resistance. For almost a century, most of sub-Saharan Africa was ruled by European countries. This course will consider the history of Africa under colonialism: the responses of peoples facing alien governments, transformations in African societies, what European countries hoped to gain through colonization, and the consequences of colonial rule. The societies conquered by the colonialists varied dramatically, from hunter-gatherers like the Kung San and the pygmies to huge empires like the Sokoto Caliphate and Asante. The consequences of colonization also varied, and forms of resistance ranged from strikes and protests across much of West Africa to full-scale wars in Kenya, Zimbabwe, Angola, and Mozambique. The course supposes no previous familiarity with African history. Readings include work by historians, anthropologists, and novelists. Students will be assigned the following written assignments: weekly commentaries on the readings, a map quiz, and a final paper. Students will also be expected to make an in-class presentation. Cost:2 WL:1 (Mattis)

410. Supervised Reading and Research. Permission of instructor. (1-6). (Excl).

(INDEP) May be repeated for credit with permission of the concentration advisor.

For students who can show appropriate preparation in courses previously taken, the Center for Afroamerican and African Studies offers course credit for independent study. A full-time faculty member must agree to supervise the undertaking and to meet with the student during the term. The proposed course of study may not duplicate the material of any course regularly offered by the Center. The reading and writing requirement should be comparable to that required in a regular course for the same number of credits; and all the work must be completed by the final day of class in the term. After consultation with and approval from a CAAS faculty member, applications for independent study along with statements describing the schedule of readings and of writing assignments must be filled out. Such applications must be signed by the faculty member involved and turned in before the end of the second week of the term. It is therefore advisable to submit applications (available in 200 West Hall) in advance of the beginning of the independent study term and, upon approval, an electronic override will be issued.

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

Section 101 – Countryside and City in African Society. This course attempts to illuminate the dynamics of politics in sub-Saharan Africa through a critical analysis of the nature and the changing patterns of the relationship between city-based elites and peasant producers. In the immediate post-independence years, African leaders strove to consolidate their power and to extend the authority of the state over populations scattered in the countryside. Much of the literature on African politics, therefore, tended to focus on ruling classes and the formal institutions of the state. One of the main objectives of this course is to seek to broaden the analytical focus of post-colonial politics to include peasant producers as relevant historical actors involved in complex relationships with city-based ruling coalitions. Texts include: Jonathan Baker, Peasant Farmers and the State in Africa, Gordon Hyde, Beyond Ujamaa in Tanzania. Cost:2 WL:4 (Twumasi)

510. Supervised Research. Graduate standing or permission of instructor. (1-6). (Excl).

(INDEP). May be repeated for credit with permission of the concentration advisor.

Arrangements may be made for adequately prepared students to undertake individual study under the direction of a departmental staff member. Students are provided with the proper section number by the staff member with whom the work has been arranged.

Courses in American Culture (Division 315)

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

201. American Values. (3). (HU).

This course is designed to explore a set of linked but distinct core “American Values,” those ideas that have acted as foundational notions and that continue to be reflected in emergent ideas of what “America” and “Americans” are about. It does this by examining the various ways Americans of different races, ethnicities, classes, genders, and religions, living in different time periods and regions, and under specific historical conditions, have formulated, understood, championed, transformed, and contested these values. Drawing on interdisciplinary sources and methods and framed by multi-cultural and feminist theoretical approaches, the course will offer students the opportunities to explore their own relationships to these historically-core American values and will encourage them to articulate their own understandings of them through a variety of in-class and take-home group and individual assignments. As a 200-level survey, it is intended to offer students a broad-based understanding of the place of these core values in American society and to help them understand historical relationships between them, rather than focusing in depth on one specific set of values, only one time period, or only one approach. The materials for the course encompass a wide range

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of primary and secondary sources from every period in American history and from across a number of textual, visual, and audio genres. Course requirements will include attendance at and participation in lectures and discussion sections, one group project, one 5-7 page analytical paper, a mixed-format in class midterm exam, and a take-home essay final exam. As well, there will be multiple short in-class individual response and group collective writing assignments, and occasional quizzes. (QuPuis)

204. Themes in American Culture. (3). (HU). Laboratory fee ($10) required. May be repeated for credit with permission of concentration advisor. Section 101 – Main Street U.S.A.; Small-Town America and Its Idioms. Main Street occupies an important place in the national symbolic order of the United States. In 1920 Sinclair Lewis quipped sarcastically that, ‘Main Street is the climax of civilization...such our comfortable tradition and sure faith. Would he not betray himself an alien cynic who should otherwise portray Main Street, or distress the citizens by speculating whether there may not be other faiths?’ In this we will be faithful cynics by questioning not the importance of Main Street, but its multivalent meaning in the history, literature, and geography of America. In this course we will examine a number of different kinds of social texts from a broad cross section of intellectual traditions, academic disciplines, literary genres, and representational forms. Readings will include Master's Spoon River Anthology, Anderson's Winesburg, Ohio, Main Street by Sinclair Lewis, Morrison's Sula, as well as Jane Smiley's A Thousand Acres. We will explore the American historical archive for representations of life in small-town America of the past and present. Assignments will include at least on short piece of analytical writing and a loosely defined final project, the form of which will be decided upon by students in individual consultation with the instructor. This final project may be a substantial term paper (10-15 pages), although students are encouraged to take some creative license when proposing their particular project. Projects dealing with literature, history, cultural geography, or the visual arts are all strongly encouraged. (Johnson)

210. Introduction to Ethnic Studies. (3). (SS). May be repeated with permission for a total of six credits. Martin Luther King, Jr. leading marches in Birmingham; armed Black Panthers patrolling the streets of Oakland; American Indians occupying Alcatraz; Asian Americans protesting the Vietnam War; Chicano students shutting down high schools and colleges. This course will examine the diverse ways that people of color built social movements for racial justice in the United States during the Civil Rights Era. Throughout the course, we will explore questions such as: What were the movements’ key ideas, strategies, actions, and demands? How were movements similar to and different from each other, and how did they evolve? We will also examine how these social movements created oppositional cultures that redefined the meaning of “race” in the U.S. Readings will consist of personal, historical, and literary accounts. In addition to readings, we will view and discuss selected videos. Written assignments will include daily reading responses, a midterm essay exam, and a final paper. (Maeda)


345. American Politics and Society. (3). (SS). As 2000 looms, U.S. voter participation is at an all-time low and political cynicism abounds. Yet, understood as the distribution and exercise of power, politics in fact permeates our private lives as well as our public institutions. Seminar participants will read an extensive course pack of history, social sciences, and current events. We'll first consider the apparent political “malaise.” Subsequent weeks will probe the political dimensions of such issues as poverty and welfare, immigration and affirmative action, homelessness and urban development. We'll also consider how “private” concerns such as health, marriage, and parenthood become politically contentious. The course requires meaty written responses to each week's assigned readings and a longer take-home essay exam. Students will lead some discussions. (Ackermann)

383. Junior Honors Reading and Thesis. Junior standing and grade point average of at least 3.0. (2). (Excl). (INDEPENDENT). Reading of selected works on American Culture. Conferences, written reports, and term papers.

388. Field Study. Sophomore standing. (1-4). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL). May be repeated for credit with permission. Field experience in organizations, institutions, and service agencies under such University of Michigan programs as the Washington and New York Internship Program and Project Community. Students must make individual arrangements with these programs.

389. Reading Course in American Culture. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission. An independent study course available to undergraduates who are interested in designing a reading list for the purpose of exploring new areas in the field of American studies. Each student makes individual arrangements with a faculty member in the student's area of interest.

489. Senior Essay. Senior concentrators and Amer. Cult. 350. (3). (Excl). (INDEPENDENT). This course is designed for concentrators who desire a more directed research experience with individual faculty at the end of their undergraduate career. It allows a senior concentrator in American Culture the opportunity to write a research paper under the direction of a particular faculty member.

493. Honors Readings and Thesis. Senior standing and a grade point average of at least 3.5 in honors concentration. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits. Independent interdisciplinary study supervised by two or more tutors leading to an original paper. This is a two-term course with 3 hours of credit each term; a grade is not posted until the end of the second term.

Courses in Biological Anthropology (Division 318)

297. Topics in Biological Anthropology. (3). (NS). (BS). May be repeated for a total of twelve credits. Section 101 – Neandertals: Brutish Cave People or One of Us? Since the recognition of the Neandertals as a distinct fossil population, they have been a continuous source of intrigue and controversy. This class is an introduction to the study of Neandertals. It focuses on the fossil and archaeological records and how they are interpreted. Emphasis is placed on hands-on experience with fossil and tool casts. The main topics to be covered are: (1) the historical and social foundations of the Neandertal debate; (2) their biological and cultural adaptations (e.g., language ability, diet, adaptations to cold and aridity); (3) their evolutionary origin and fate (e.g., are Neandertals our ancestors?); and (4) how the Neandertal debate is relevant to our understanding of science and society in general. Grades will be based on two short reaction papers, laboratory worksheets, one laboratory quiz, and a final project. The three scheduled labs are intended to give students a concrete basis for understanding the readings and lectures. Cost: $1 WL3 (Ahern)

398. Honors in Biological Anthropology. Senior standing and permission of instructor. (2). (Excl). (INDEPENDENT). May be repeated for credit twice. Seniors who choose to enter the honors program undertake a senior project under the supervision of a member of the faculty. Most often this takes the form of an original paper of greater scope than is possible in an ordinary term paper, and it gives the student experience in conducting and writing up his or her own research. Students who are interested in joining the senior honors program should consult with the departmental honors advisor for biological anthropology. Previous participation in the college honors program is not a prerequisite for joining the senior honors program.

471. Undergraduate Reading and Research in Anthropology. Permission of instructor. (1-3). (Excl). A maximum of three credits of independent reading may be included in a concentration plan in anthropology. (INDEPENDENT). May be repeated for a total of six credits. Laboratory training and work in the techniques used in various aspects of research in biological anthropology.
Courses are arranged by groups: Introductory Courses, Ethnology-Regional Courses, Ethnology-Theory/Method, Ethnology-Topical Courses, Linguistics, Archaeology, and Museum and Reading and Research Courses.

Introductory Courses

101. Introduction to Anthropology. Primarily for first- and second-year students. No credit granted to those who have completed or are enrolled in 222 or 426. (4). (SS). (R&E). This introductory course exposes and explores the structures of inquiry characteristic of anthropology and surveys the field’s four subdisciplines (biological, archaeological, cultural, and linguistic anthropology), providing a first glimpse of the field’s overall context, history, present status, and importance. The principal aim of the course is to help students develop a coherent view of the essential concepts, structures, and intellectual methods that typify the discipline. It stresses unifying principles that link the subdisciplines and thereby create anthropology’s comprehensive, holistic world view. It teaches students various ways of learning and thinking about the world’s many designs for living in time and space. It prepares them to interpret and inform interpretation, to evaluate conflicting claims about human nature and diversity, and to think critically. Topics covered include: the nature of culture and ethnicity, human genetics, evolution, and the fossil record, the concept of race, primate (monkey and ape) behavior, language and culture, systems of marriage, kinship and family organization, sex and gender roles, economics, politics, and religion in global perspective, the cultural dimension of economic development and contemporary social change, and globalization. Required readings may include an introductory text and various paperbacks. Lectures and discussion. Two objective exams (multiple choice and true or false questions) cover the two halves of the course. The second exam is given on the last day of class. There is no final exam and no term paper. Section leaders require quizzes and perhaps a short paper. Cost: 2 WL: 1, 3, 4 (Caspari)

296. Topics in Archaeology. (3). (SS). May be repeated for a total of twelve credits. Section 101 – The Archaeology of Everyday Life. This class will use archaeological, textual, and ethnographic evidence to reconstruct the daily life of the inhabitants of ancient Near Eastern cities and villages. Instead of the traditional archaeological focus on elites and their palaces and tombs, we will look at daily life and death for the non-elites in two ancient civilizations. Topics of study include the patterns of household activities (family life, craft and tool production, child rearing, diet, and furnishing), social interactions (between men and women and different social classes), and settlement composition (within villages, and cities). The geographical focus of the course will be Egypt and Mesopotamia. Lectures will be supplemented by films and discussions. Grades will be based on three short exams, a 4-6 page paper, and class participation. There will be two required textbooks and a course pack. There are no prerequisites. Cost: 2 WL: 4 (Rainville)

298. Topics in Cultural Anthropology. (3). (SS). May be repeated for a total of twelve credits. Section 101 – Racism and Violence in Cross-Cultural Perspective. The course will be divided into three sections: one on nation-building, political rights, and ‘racial’ violence in the United States in the 1880s-1920s; a second on WWII and National Socialism; and a third on contemporary issues, like the representation of the past in the present and the rise of right-wing violence in Germany and the U.S. in the 1980s and 1990s. The readings (relevant articles and book chapters), lectures and discussions will consider how questions of national identity, class, gender, and sexuality are intertwined in issues of ‘race.’ Furthermore, the class will examine the relationship between violent racial practices and other expressions of prejudice/racism. Requirements for the course will be weekly commentaries (1-2 pages) based on the readings, and a final paper (8-10 pages). Evaluation will be based upon class participation, commentaries, and final paper. WL: 4 (Lakein)

299. Topics in Linguistic Anthropology. (3). (SS). May be repeated for a total of twelve credits. Section 101 – Storytelling in Cross-Cultural Perspective. In this course we will examine the social and linguistic importance of stories and storytelling in different cultures, drawing on such diverse materials as myths and fairy tales, court testimony, jokes, life stories, and stories in conversation. Among the questions we will discuss are: What are stories, and what activities constitute storytelling? Are stories told in every culture? How are stories and storytelling similar or different across cultures? Can storytelling play a role in the building of group and individual identities? Course materials analyze storytelling by children and adults from numerous ethnic groups, in rural and urban settings from the U.S. and throughout the world, including Appalachia, Mississippi, New York, Arizona, Italy, Mexico, Ukraine, and Samoa. Class meetings will balance lectures, active discussion, group activities, and student presentations. Requirements for the course include five short field assignments in which students will collect and analyze stories, and two exams. Cost: 1 WL: 4 (Dixon)

Museum, Honors, Reading, Research, and Field Courses

398. Honors in Cultural Anthropology. Permission of instructor. (2). (Excl). (INDEPENDENT). May be repeated for a total of six credits with permission of concentration advisor.

Section 101 – Honors Ethnology. This honors course sequence in cultural anthropology is designed for undergraduate anthropology concentrators who are specializing in cultural anthropology and who have applied for senior honors in the Department of Anthropology. This course is divided into two parts. During this term, the students will meet once a week in seminar to read and discuss a selection of significant monographs and papers in ethnology, and a selection of readings on fieldwork methods and research strategies in ethnology. This seminar provides background for the students to define their own senior honors thesis project. By the end of the term, the students will have decided on a project, and begun preliminary work on it. In consultation with the honors advisor the student may request any member of the Anthropology Department to serve as a main thesis advisor or second reader. Section 102 – Honors Anthropology. This honors course sequence in anthropology is designed for undergraduate anthropology concentrators who are specializing in anthropology and who have applied for senior honors in the Department of Anthropology. In 398, the students will meet in seminar to discuss the construction of analytical models appropriate for archaeology and to analyze methods for solving problems. This seminar provides the intellectual and historical background to enable a senior honors thesis. In 399, students work on an original thesis topic. A student, in consultation with the honors advisor, may request any Department of Anthropology faculty member to serve as a thesis advisor. Periodically students convene to discuss their research progress. At the end of the term, each student completes a written honors thesis and presents a seminar summarizing it. Original field research, library sources, or collections in the Museum of Anthropology may be used for honors projects. Prior excavation or archaeological laboratory experience is not required for participation.

499. Undergraduate Reading and Research in Anthropology. Permission of instructor. (1-3). (Excl). A maximum of three credits of independent reading may be included in a concentration plan in anthropology. (INDEPENDENT). May be repeated for a total of six credits. Independent reading and research under the direction of a faculty member. Ordinarily available only to students with background in anthropology.

Asian Languages and Cultures

Note: The Department Waitlist policy for all courses is 2 – Go to the department office to get on a waitlist, and then attend the first class meeting. Policies and procedures for handling the waitlist will be explained there.

The Department of Asian Languages and Cultures offers intensive language instruction in Chinese and Japanese at the first-, second-, and third-year levels (Japanese 361, 362, 411; and Chinese 361, 362, 411, 421). These language courses are part of the Asian Summer Language Institute. They are officially listed as Summer Term courses, but PLEASE NOTE that they start several weeks before normal Summer Term courses (June 9 to August 15). South and Southeast Asia courses 365, 366, 369, 373, and 374 will run from June 26 until August 19.

See Summer Term section of this Course Guide for course descriptions. All students must apply for admission to the program. Contact the department at 936-3915 for more information.
Courses in Japanese (Division 401)

City (the area of the elites) on the west side and a ‘low city’ (the area of the less powerful) on the east side. We will pursue this geographical dichotomy in a variety of ways as we take up such themes as Tokyo as an artistic setting, the literary treatment of the pleasure quarters, Japan’s encounter with Western culture, modernization, bureaucratization, crime, and nostalgia for a vanishing culture. We will begin with Ihara Saikaku and his erotic tales of the pleasure quarters, read Chûshingura (one of the most entertaining plays ever written), then move on to such modern writers as Higuchi Ichyô, Tanizaki Jun’ichirô, and Nagai Kafû. We will read two recent novels, and also watch several films. Materials are all in English, so knowledge of Japanese is not necessary. Requirements: participation in discussions, three 2-3 page essays, and a short take-home final. (Van Compernolle)

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

Courses in Astronomy (Division 326)

Introductory Courses and Courses for Non-Concentrators

Astronomy 111 discusses our explorations of the solar system. Astronomy 112 deals with stars and the rest of the Universe beyond the solar system. Students in Astronomy 111 and 112 actively participate in a laboratory which meets in the evening each week. Neither of these courses is a prerequisite for the other. High school mathematics through plane geometry is useful. All students in each course will have opportunities for a planetarium visit and for evening observations with telescopes.

112. Introductory Astronomy: The Solar System. No credit granted to those who have completed or are enrolled in 101, 130, or 160. (4). (NS), (BS). (QR-2).

This course presents an introduction to the field of astronomy and astrophysics with an emphasis on the discoveries from space exploration. The first third of the course deals with understanding the history of astronomy, orbits, gravitation, optics and the properties of light and matter. The rest of the course explores the properties, origin and evolution of the major planets, asteroids, comets, the Sun and other components of the Solar System with particular emphasis on comparative aspects with respect to the Earth. The origin and formation of the Solar System and the origin of life will also be discussed. This course is intended for non-science concentrators with a basic high school math and science background. Astronomy 111 has an evening laboratory section every week. Course requirements include assigned reading, section meetings, homework, observations, quizzes, midterm, and a final examination. Laboratory sections include observations with telescopes.

Cost: 2 WL-4 (Sears)

112. Introductory Astronomy: Stars, Galaxies, and the Universe. No credit granted to those who have completed or are enrolled in 102, 130, or 160. (4). (NS), (BS). (QR-2).

This course is intended primarily for non-science concentrators, who wish to understand the phenomena and properties of the universe beyond our solar system. There are no astronomy prerequisites, and a basic high school math background (e.g., not calculus) will suffice. Students examine the widest possible range of interrelated natural phenomena, from sub-atomic particles to the Universe as a whole. Lectures inventory the different types of stars and examine how red giants, white dwarfs, black holes, supernovae, and people all fit together in one grand, remarkable scheme. The larger picture includes our Milky Way galaxy, less hospitable exploding galaxies, and enigmatic quasars. The present state of knowledge or speculation regarding the origin and ultimate fate of our universe will also receive special attention. It all came from somewhere, but where... and why? Course grades will be derived from scheduled quizzes or exams, and laboratory exercises. Laboratory sections will include planetarium demonstrations and observations with telescopes (weather permitting).

Cost: 2 WL-4 (MacAlpine)


Individual reading and study in astronomy under the guidance of the instructor.

399. Introduction to Research. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for credit.

For students in astronomy who are prepared to undertake a limited research project under the guidance of a member of the staff of the Department of Astronomy. Open to qualified students in other departments subject to approval by concentration advisors and members of the staff of the Department of Astronomy.

Courses in Biology (Division 328)

152. Introduction to Biology: Term A. Chem. 130, or Chem. 210 placement. No credit granted to those who have completed or are enrolled in Biol. 152/154. Credit is granted for a combined total of 12 credits elected in introductory biology. (4). (NS), (BS).

Laboratory fee (332) required.

First term of a two-term introductory sequence (152/154) intended for concentrators in biology, other science programs or preprofessional studies. Other suitably prepared students wishing detailed coverage of biology are also welcome. The aims of Biology 152/154 are: (1) to provide factual and conceptual knowledge; (2) to afford experience in obtaining and interpreting biological hypotheses; (3) to give an integrated overview of modern biology; and (4) to develop thinking and writing skills. Topics in Biology 152 are divided among four areas: (a) cellular and molecular biology, (b) genetics, (c) evolution, and (d) ecology. Students MUST: (1) attend three 2-hour lectures and two 3-hour lab/discussion sections each week; (2) ATTEND THEIR ASSIGNED LAB/DISC
MEETINGS EACH WEEK STARTING WITH THE FIRST WEEK OR THEIR SPACE MAY BE GIVEN TO SOMEONE ON THE WAITING LIST; and (3) RESERVE the times for the midterm and final exams (as specified in the Time Schedule) before enrolling. There are usually two midterm exams and a final exam. Students usually purchase a textbook, lab manual and course pack consisting of a syllabus and lecture notes. No other study guides or supplementary materials need be bought. For further information contact the Biology 152/154 office, 1039 Chem Bldg (764-1430). Cost:3 WL:2, but go to 1039 Chem.

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

This course is a continuation of Biology 152, and covers the following topics: (a) plant biology; (b) development; (c) animal structure and function; and (d) animal behavior. The aims and format are the same as those for Biology 152. Students MUST: (1) attend 3 lectures and one 3-hour lab/discussion section each week; (2) ATTEND THEIR ASSIGNED LAB/DISC MEETINGS EACH WEEK STARTING WITH THE FIRST WEEK OR THEIR SPACE MAY BE GIVEN TO SOMEONE ON THE WAITING LIST; and (3) RESERVE the times and dates for the midterm and final exams (as specified in the Time Schedule) before enrolling. There will be two midterm exams and a final exam. Students usually purchase a textbook, lab manual and course pack consisting of a syllabus and lecture notes. No other study guides or supplementary materials need be bought. For further information contact the Biology 152/154 office, 1039 Chem Bldg (764-1430). Cost:3 WL:2, but go to 1039 Chem.


In this field-oriented course students will learn to sight-identify selected families, genera and species of flowering plants common in Michigan during the spring. Conifers, ferns, and primitive vascular plants may also be covered. Students will learn to use keys for identification, a skill that will be useful anywhere the student goes in the future. Students will be expected to know the diagnostic characteristics of the plants learned, interpret structures of the vegetative body, flowers, fruits, and seeds, and learn some of the characteristics of exposure, soil moisture, and topography that help predict the occurrence of plant species in our area. Classes on Tuesdays and Thursdays will consist of a lecture followed by a lab; on Wednesdays the whole afternoon will be devoted to a field trip to a local natural area. Grades will be based on several exams plus frequent quizzes in the lab and the field. (Anderson)


Open to students concentrating in the natural sciences or intending to apply for graduate or professional study in basic or applied biology. This introduction to genetics includes the following sections: gene transmission in eukaryotes and prokaryotes, linkage and recombination, gene expression, mutation and recombination, DNA and chromosomes, recombinant DNA, gene regulation, developmental genetics, and population genetics. There are six hours of lecture each week and two discussion sections of one and a half hours each, directed by Graduate Student Instructors. The discussion sections introduce relevant new material, expand on and review lecture material, and discuss problem assignments. Grading is based on three exams covering lectures, discussions, reading assignments; exams include problems that test applications of basic concepts and genetic techniques. A practice problem set is available and is covered in discussion sections. Two demonstrations of living material and genetic tools are given during the term. Cost:2 WL:1 (Jeyabal)

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

Introductory Biochemistry is designed to be a general introduction to the chemistry of biological systems. This course will furnish basic information concerning the organization of chemical reactions in cells and will include information on the enzymes that catalyze these reactions as well as on the interactions between different pathways. Topics covered include: amino acid structure and nomenclature, protein structure and function, enzyme kinetics, nucleic acids, intermediary metabolism, photosynthesis, and regulation of metabolism. This is a lecture based course with supplementary discussion sections. (Nols)

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

Section 711. (May 17 to June 11 at the Biological Station). The study of the factors influencing the distribution and abundance of organisms in nature. Course topics include individual ecology (abiotic and biotic limiting factors), population ecology (population dynamics, competition, predation, and other species interactions), community ecology (species diversity, island biogeography, and succession), and ecosystem ecology (nutrient cycling and global climate change). Lecture and discussion will be supplemented by field laboratory exercises designed to test ecological questions in a variety of terrestrial and aquatic habitats. Students will conduct group research projects and present their results in a symposium at the end of the term. (Karowe and Heinen)


Section 711. (May 17 to June 11 at the Biological Station). Ethnobotany is the direct interaction between people and plants. Culturally, people name plan, classify, and use plants. Behaviorally, they collect, harvest, manipulate, and domesticate plants. Plants impose limitations because of their ecology, reproductive biology, population dynamics, physiology, anatomy, and biochemistry. Ethnobotany considers the human-plant equation as an integrated system. We will draw examples in lecture world-wide but concentrate on Native American cultures for our laboratory research problems and numerous field trips. In particular, we will consider their methods of plant management, critical aspects of indigenous plant uses, and ethical issues of intellectual property rights as we explore the ethnobotany of particular cultures. Native Americans from Northern Michigan will be class guests. (Ford)

Courses in Chemistry (Division 334)

The Chemistry Department has three types of courses available for students starting out 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.

For students interested in the sciences, engineering, or medicine, either Chem. 130 or Chem. 210/211 can be their starting point. Students who have had a strong course in high school (which may include AP credit in chemistry) are advised to start in Chem. 210 and 211, the laboratory course that accompanies it. Chem. 130 is recommended for all other students. Section 400 of Chem. 130 is reserved for students who would benefit from a smaller lecture section and more frequent contact with both senior faculty and teaching assistants.

Students who have had little or no laboratory work in high school should plan to elect Chem. 125 with Chem. 130. Other students electing Chem. 130 may postpone laboratory to a subsequent term.

125. General and Inorganic Chemistry: Laboratory. To be elected by students who are eligible for (or enrolled in) Chem. 130. No credit granted to those who have completed Chem. 211. (2). (NS). (BS). Laboratory fee ($80) required. This laboratory course can be elected with, or following, Chem. 130. It is intended that students planning to enroll in Chem. 130 that have had little or no previous chemistry laboratory enroll concurrently in Chem. 125. The focus of this guided inquiry laboratory is to foster critical thinking that allows students to design, perform, and interpret experiments. Students acquire technical skills that are required for further advancement in experimental sciences. Although an ability to collect and analyze data in a quantitative manner is developed, the emphasis of the course is to provide a qualitative understanding of the basic concepts of chemistry. This is accomplished by demonstrating that chemical principles are derived from experimental data. The goal is to provide students both with a more accurate picture of the scientific process and also with skills that are relevant to solving real life problems. Much of the course work is done as a member of a team. Student groups each explore the same problem with each group using different reagents and/or conditions. A networked computer system is used to collect, pool, and summarize the largely qualitative class data. Student groups address questions which require them to organize the class data using commercial graphing software. Group answers are presented in discussion. The format of the course is organized into three sections. Pre-laboratory reading and questions are completed prior to each multi-period project laboratory. A one-hour lecture provides support for the topics and problems that will be investigated in the laboratory. The second component is performance in the laboratory where team data are shared, analyzed, and evaluated. The third begins in the first hour following the completion of each multi-period project lab where groups communicate their findings during a student led discussion. There is one two-hour written examination that constitutes 30% of the grade. The remaining 70% of the grade is based
on the points acquired in laboratory. Cost:2 WL:2

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. Intended for students without AP credit in chemistry. (3). (NS). (BS). (QR-2).

This General Chemistry course is intended to fulfill the one term chemistry requirement for students interested in science, or as a natural science elective for non-science concentrators. This course may also be used as the first term in a four or more term chemistry sequence (probably 130, 210/211, 215/216, 260, 241/242, etc.) for science concentrators and pre-professional students.

Chemistry 130 provides an introduction to the major concepts of chemistry, including the microscopic picture of atomic and molecular structure, periodic trends in the chemical reactivity, the energetics of chemical reactions and the nature of chemical equilibria. Students will be introduced both to the fundamental principles of modern chemistry, the descriptive chemistry of the elements, and to the underlying theories that account for observed macroscopic behavior. In Chem. 130, students will learn to think critically, examine experimental data, and form generalizations about data as chemists do. Chem. 130 will meet three times each week in two hour lecture sections with senior faculty, and twice a week in small group discussion classes led by graduate teaching assistants. Lecturers and teaching assistants will have scheduled office hours for outside of class help, and computerized study aids will be available to all students. Course grades will be determined from discussion class evaluation, written assignments, and three term examinations. Cost:4 WL:2 (Weathers)


Chemistry 210 is the first course in a two-term sequence in which the major concepts of chemistry are introduced in the context of organic chemistry. Emphasis is on the development of the capacity of students to think about the relationship between structure and reactivity and to solve problems in a qualitatively analytical way. This course is a particularly good first course for students with AP credit in chemistry. Honors students, and other students with a strong interest in chemistry and biology. The course has three 2-hour lectures with the professor and two one-hour discussion sections with a teaching assistant per week. There are three hour examinations and a final examination. Cost:3 WL:2

NOTE: This course is linked to Chemistry 211. The recitation sections for Chemistry 210 and the corresponding laboratory sections for Chemistry 211 are listed together in the Time Schedule under Chemistry 210. Students must elect both Chemistry 210 (for 4 credits) and Chemistry 211 (for 1 credit).


Chemistry 211 is a laboratory introduction to methods of investigation in inorganic and organic chemistry. Students solve individual problems using microscale equipment and a variety of techniques such as thin layer chromatography, and spectroscopy. The course consists of a four-hour laboratory period with a teaching assistant under the supervision of the professor. Students keep laboratory notebooks, which also serve as laboratory reports. Grades are based on performance in the laboratory and the laboratory notebooks. Cost:1 WL:2 (Nolta)

NOTE: This course is linked to Chemistry 210. The recitation sections for Chemistry 210 and the corresponding laboratory sections for Chemistry 211 are listed together in the Time Schedule under Chemistry 210. Students must elect both Chemistry 210 (for 4 credits) and Chemistry 211 (for 1 credit).

215. Structure and Reactivity II. Chem. 210/211. To be taken with Chem. 216. (3). (NS). (BS). The emphasis on thinking about structure and reactivity started in Chemistry 210 is continued in Chemistry 215. A major part of the course deals with organic compounds (aldehydes, ketones, and carboxylic acid derivatives) and aromatic compounds. Emphasis is placed on functional-group transformations, mechanism and synthesis. If time permits, large molecules of biological importance such as carbohydrates and proteins will be covered. The course has three examinations and a final examination. Cost:1 WL:2 (Ashe)

NOTE: This course is linked to Chemistry 216. Laboratory sections for Chemistry 216 are listed in the Time Schedule under Chemistry 215. Students must elect both Chemistry 215 (for 3 credits) and Chemistry 216 (for 2 credits).


Chemistry 216 builds on the experimental approach started in Chemistry 211. Students participate in planning exactly what they are going to do in the laboratory by being given general goals and directions that have to be adapted to fit the specific project they will be working on. They use microscale equipment, which requires them to develop manual dexterity and care in working in the laboratory. They also evaluate the results of their experiments by checking for identity and purity using various chromatographic and spectroscopic methods. Students will be expected to keep a laboratory notebook that will serve as the basis for their laboratory reports. Cost:2 WL:2 (Koreeda)

NOTE: This course is linked to Chemistry 215. The laboratory sections for Chemistry 216 are listed in the Time Schedule under Chemistry 215. Students must elect both Chemistry 215 (for 3 credits) and Chemistry 216 (for 2 credits).

218. Independent Study in Biochemistry. Permission of instructor. For students with less than junior standing. (1). (Excl). (INDEPENDENT). May be repeated for a total of four credits.

This course provides an introduction to independent biochemistry research. Any faculty member whose project is in the biochemistry area. The Chemistry Department encourages students to get involved with undergraduate research as early as possible. The Advising Office, 1500 Chemistry Building, provides information and help to students in meeting with faculty members to discuss research opportunities. Emphasis is placed on functional-group transformations, mechanism and synthesis. If time permits, large molecules of biological importance such as carbohydrates and proteins will be covered. The course has three examinations and a final examination. Cost:1 WL:2 (Rasmussen)

230. Physical Chemical Principles and Applications. Chem. 215/216. No credit granted to those who have completed or are enrolled in Chem. 220/221. No credit granted to those who have completed Chem. 340. (3). (NS). (BS).

This General Chemistry course is intended as the fourth course in chemistry for science concentrators and pre-professional students, completing the two-year chemistry sequence required by, for example, the medical, dental, and engineering programs. Students who plan to continue beyond a fourth term in chemistry would typically enroll in Chemistry 340 instead of Chemistry 230; credit will not be given for both of these courses. Chemistry 230 explores the physical principles underlying some of the major topics of inorganic and analytical chemistry: the gas laws, acids, bases, and solid state transformations, solutions, electrochemistry, coordination complexes, spectroscopy and the principles of thermodynamics that explain observed chemical reactions and their equilibria. These topics will be treated from the viewpoint of the experimental scientist, with an emphasis on the application of chemical principles to a wide range of professions. Chemistry 230 will meet three times each week in 2-hour lecture sections with senior faculty and once a week in small 2-hour group discussion classes led by graduate teaching assistants. Lecturers and teaching assistants will have scheduled office hours for after class help, and computerized study aids will be available to all students. Course grades will be determined from discussion class evaluation, 3 one-hour examinations and a final examination. Cost:2 WL:2 (Rasmussen)
389. Undergraduate Research in Biochemistry. 

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

Elected starting in the junior or senior year, this course is an optional requirement for Biochemistry students and a requirement for Honors Biochemistry students, who must elect it for a total of four credits spread out over two or more terms. The student is expected to put in at least six hours a week of actual work for each credit elected in the half-term. At the end of each term, a written report evaluating the progress of the project is submitted; one copy to the faculty member, one copy for the Chemistry Advising Office (1500 Chemistry), and one copy for the student. Interim reports need not be lengthy, but the final report for Chemistry 389 is expected to be more detailed and longer than the reports in 218.

For a student to receive biochemistry credit for Chem 389, the student must work on a research project supervised by a member of the biochemistry concentration research faculty and the project must be approved by a biochemistry advisor. Final evaluation of the research effort and the report, as well as the grade for the course, rests with the biochemistry research faculty member. Cost:1 WL:3

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

Elected starting in the junior or senior year, this course is a requirement for B.S. Chemistry students, who must elect it for a total of four credits spread out over two or more terms. The student is expected to put in at least six hours a week of actual work for each credit elected in the half-term. At the end of each term, a written report evaluating the progress of the project is submitted; one copy to the faculty member, one copy for the Chemistry Advising Office, and one copy for the student. Interim reports need not be lengthy, but the final report for Chemistry 399 is expected to be more detailed and longer than the reports in 219.

For a student to receive Chemistry credit for Chemistry 399, the student must work on a research project supervised by a faculty member of the Chemistry Department, either alone, or in collaboration with a colleague within the department, from another department, or from another school. This collaboration must be an ongoing one, and the student must receive direct supervision by all of the faculty who have agreed to sponsor the project. Final evaluation of the research effort and the report, as well as the grade for the course, rests with the faculty member from the Chemistry Department. Cost:1 WL:3

463. Physical Chemistry II. Chem. 461/462. No credit granted to those who have completed Chem. 396 or 468. (3). (Excl). (BS). This is the third of the three term physical chemistry sequence Chemistry 260/461/463 and builds on material presented in both previous courses. The rigorous mathematical theory of classical thermodynamics will be developed, including applications to entropy, heat engines, solution properties, and phase and chemical equilibria. Modern theories of fundamental reaction rates will be used built on the phenomenological kinetics introduced in Chemistry 260. Methods for determining and understanding solid state structures will be discussed, building on group theory introduced in Chemistry 461.

498. Undergraduate Honors Thesis in Biochemistry. Chem. 398 and permission of instructor. To be elected in the term in which an Honors student presents a thesis on undergraduate research. (1). (Excl). (INDEPENDENT). To be elected in the term in which an Honors biochemistry student presents a thesis on undergraduate research. Cost:1 WL:3

499. Undergraduate Thesis. Chem. 399 and permission of instructor. To be elected in the term in which an Honors student presents a thesis on undergraduate research. (1). (Excl). (INDEPENDENT).

575. Chemical Thermodynamics. Chem. 461 (or 469). (3). (Excl). (BS). For Spring Term, 1998 this course is jointly offered with Chemistry 463.

Classical Studies

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.


Readings include selections from ancient writers in translation and from recent scholarship on topics in Roman history and society available in a course pack obtainable from AccuCopy at the corner of Maynard and East William, and books available from Shaman Drum. In the lectures we begin with some background on Roman religion and history and then consider the different social classes and their lifestyles; the second half of the course deals with the athletic events of chariot racing, gladiator fights, and wild beast hunts, and also includes activities at the baths. Grades will be based upon midterm and final examinations and upon computer assignments and participation in class. (Potter)

Latin Language and Literature (Division 411)

Elementary Courses

Two convictions are basic to the Elementary Latin Program of the Department of Classical Studies: (1) it is possible for every able-minded person to master the basic facts of a foreign language and (2) the learning experience leading to such a mastery is a privilege that is very specifically human and ought to be most satisfying. Essential facts of morphology, syntax, semantics, vocabulary, history and culture are taught, and a knowledge of these facts enables students to understand Latin written by the famous authors of the Golden Age. Since at least 50% of the vocabulary of an educated speaker of English is Latin in origin, English vocabulary improves as Latin stems and derivatives are learned. The program normally takes four terms to complete. A placement test may be taken at the beginning or end of a term, and a student may succeed in placing out of one or more courses in the introductory sequence.

In the Elementary Latin Program, the department is offering Latin 504. Latin 101 is for students with little or no previous Latin. A placement examination will determine the appropriate course for other students who enter the elementary sequence. Students with questions about which course to elect are encouraged to visit Professor Knudsvig in 2147 Angell Hall, 764-8297.

504. Intensive Latin. Permission of instructor. No credit granted to those who have completed 102, 193, or 502. (4). (LR). Intensive Beginning Latin. This course is designed to provide the student having little or no prior Latin with the skills necessary for reading Classical Latin. It covers the material presented in Latin 101 and 102, using Knudsvig, Seligson, and Craig, LATIN FOR READING. It is primarily intended for graduate students and upperclass undergraduates in fields requiring reading knowledge of Latin. For students seeking to meet a language requirement, successful completion of this course will permit entry into Latin 231. Grading is based on class participation, quizzes, hour examinations, and a final. Cost:1 WL:3 (Pennell-Ross)

Advanced Courses

421/EducationD 421. Teaching of Latin. Junior standing in Latin and permission of instructor. (2). (Excl). A workshop-type course designed to provide prospective secondary and college teachers with the skills necessary to analyze structures and texts and to design instructional materials and class presentations. The course will also introduce the students to those aspects of modern linguistic theories that have practical application to teaching and learning Latin. Cost:1 WL:3 (Knudsvig)

426. Practicum. Junior or senior standing, and permission of instructor. (2). (Excl). Permission of the instructor is required to elect Latin 426. Students must submit a plan for a project related to the teaching of Latin. The course is
Courses in Communication Studies (Division 352)

101. The Mass Media. (4). (SS). This course is designed to provide an introductory overview of contemporary mass media systems and an examination of the various factors – historical, economic, political, and cultural – that have shaped their development. The course begins with a description of present print and electronic media and examines their evolution. Attention is given throughout to the legal and ethical implications of mass communication systems and to comparisons between American media systems and those elsewhere in the world. Finally, it considers the probable future course of the media and examines possible alternatives. Cost: 2  WL:1

102. Media Processes and Effects. (4). (SS). This course introduces students to the contemporary research on mass communication processes and effects. Basic processes involved in the production, dissemination, reception, and impact of media messages are examined. The course investigates a variety of effects on individuals’ knowledge, attitudes, and behaviors, as well as influences on the functioning of larger social systems. It proceeds in general from investigations of individual-level to societal-level impact. Critical reading and evaluation of research on media processes and effects, and of its application to social policy debates, is encouraged and developed. Cost: 2  WL:1

111. Workshop on Managing the Information Environment. (1). (Excl). Hands-on workshop intended to develop student mastery of the rapidly developing and expanding electronic information environment. Skills developed include the use of electronic communication systems, data base searching, word processing, data management, and various research uses of public computer networks and the information superhighway. The course introduces students to a range of campus computing resources, including local area networks and available software, and remote access to the Internet and the World Wide Web. Problem-solving assignments are designed to teach strategies used in finding information and evaluating its validity and utility. Cost: 2  WL:1

321(450). Undergraduate Internship. Junior standing, concentration in communication studies, and permission of instructor. Internship credit is not retroactive and must be prearranged. No more than eight credits combined of Comm. Studies 321 and 322 may be elected. (1-3). (Excl). Offered mandatory credit/no credit. May not be used to satisfy communication studies electives in a communication studies concentration plan. (EXPERIENTIAL). May be repeated for a total of six credits. Communication Studies concentrators who have reached junior standing may receive some amount of experiential course credit for an internship. Student assessment will be based on the academic merit of the work and evaluation of the final paper. Internship credit is not retroactive and must be pre-arranged. Internship credit cannot be used to satisfy Communication Studies electives in the concentration plan. No more than 3 credits can be earned in a single semester, and no more than 6 credits total can be received through any combination of internships (CS 321) or practica (CS 322). Registration is by permission of instructor only. Cost: 1  WL:3

322. Practicum. Permission of department. Practicum credit is not retroactive and must be prearranged. No more than eight credits combined of Comm. Studies 321 and 322 may be elected. (1-3). (Excl). Offered mandatory credit/no credit. May not be used to satisfy communication studies electives in a communication studies concentration plan. (EXPERIENTIAL). May be repeated for a total of six credits. The practicum is designed to provided Communication Studies concentrators limited credit for appropriate practical experience gained in other than an employment setting. Student evaluation is based on satisfactory completion of an analytical evaluation (e.g., research-based paper) of the experience, under direction of the practicum supervisor. Practicum credit is not retroactive and must be pre-arranged. Practicum credit can not be used to satisfy communication electives in the concentration plan. No more than 6 credits total of combined internships/practicum course work is permitted. Registration is permitted only with approved faculty supervision. Registration is permitted only with approved faculty supervision. Cost: 1  WL:3

371. Media, Culture, and Society. Comm. Studies 101 or 102 strongly recommended. (4). (SS). This course focuses on the historical origins and evolution of the relationships between the mass media, cultural practices and values, and society. We will review different theoretical conceptions of the audience and of the powers of the mass media. We will consider the debates over whether mass culture has been a negative or positive influence in American culture. Examples of the mass media that we will study include advertising, the news, television programming, and popular music. Our goal is to provide you with a sense of the history of the mass media in America, and to provide you with the critical tools and language to deconstruct their assumptions and techniques. Cost: 2  WL:1  (Wolfe)

381. Media Impact on Knowledge, Values, and Behavior. Comm. Studies 101 or 102 strongly recommended. (4). (SS). Critically evaluates scholarship focused on the impact of mass communication across a variety of topics. Media impact is treated in both theoretical and applied (research) terms. The research examined spans levels of analysis, including effects on individuals as well as society at large. Topics to be covered include media impact on: beliefs about the world, social values and norms, political thought and behavior, violence and aggression, race and sex stereotyping, mood, health, and self-esteem, social behavior, and children as a special audience. Research on the use of mass communication in public information campaigns is also reviewed, as is the role of media research in providing guidance for social policy makers and media professionals.

439. Seminar in Journalistic Performance. (1-4). (Excl). May be repeated for a total of eight credits. Section 101 – Media Coverage of the Supreme Court. (3 credits). This course will evaluate media coverage of the U.S. Supreme Court, in the context of long-range factors affecting the ability of news media to function in a democracy. This seminar will examine the scope and content of news reporting on major cases before the court. How accurately, fairly and adequately do news organizations cover the cases as they proceed through the legal system? Do the media help the American public gain a broad public impact of evidentiary case? In addition to an overview of media coverage of the major current and recent cases, each student will select one new case under consideration by the court this term and study in detail how well it is being covered by the different media. Cost: 2  WL:1  (Collings)

441. Independent Reading. Permission of department. (1-8). (Excl). No more than four credits may be included in a Communication concentration. (INDEPENDENT). Comm. 441 and 442 may be repeated for a combined total of eight credits. Comm. 441 and 442 may be repeated for a combined total of eight credits. Intended for individualized instruction in subject areas not covered by scheduled courses. Must be arranged with the faculty member. Cost: 2  WL:1

442. Independent Research. Permission of department. (1-8). (Excl). No more than four credits may be included in a Communication concentration. (INDEPENDENT). Comm. Studies 441 and 442 may be repeated for a combined total of eight credits. Comm. 441 and 442 may be repeated for a combined total of eight credits. Intended for individualized instruction in subject areas not covered by scheduled courses. Must be arranged with the faculty member. Cost: 2  WL:1


Courses in Comparative Literature (Division 354)

496. Honors Thesis. Comp. Lit. 495 and Honors concentration in comparative literature. (3). (Excl). (INDEPENDENT). In the Honors Thesis course the Honors student typically develops the seminar work done in Comparative Literature 495 (Senior Seminar) into a longer, more thorough study under the auspices of a faculty thesis director. Students who need help in arranging for a thesis director should contact the Comparative Literature office, 2015 Tisch, 763-2351.

498. Directed Reading. Permission of instructor. (1-4). (Excl). (INDEPENDENT). This course is intended for Comparative Literature concentrators. It offers a student the opportunity to work closely with a faculty member associated with Comparative Literature on a comparative topic.
chosen by the student in consultation with the professor. Together they will develop a reading list; establish goals, meeting times, and credit hours (within the range); and plan papers and projects which the student will execute with the tutorial assistance of the instructor. The student will be required to submit a written proposal of his or her course to the Program office. For further information, contact the Program in Comparative Literature, 2015 Tisch.

Courses in Computer Science (Division 353)

Introduction to Computing Courses

CS 100 is an intro class intended for students who plan to concentrate in Computer Science, Computer Engineering, or Electrical Engineering. It is not a class for students who are looking for a good general introduction to computing.

Computer Science does offer two classes intended for non-concentrators: CS 181, Introduction to Computing and CS 183, Elementary Programming Concepts. These classes are much more appropriate for entering LS&A students who plan on concentrating in areas other than Computer Science.

What should I take for my first computing course?

1. CS 181 – learn how to use basic computer software packages like word processors, spreadsheets, simple graphics and databases, etc. (not programming). Does not count for the computing requirement in Electrical Engineering or Computer Engineering – free elective only.

2. CS 183 – learn the fundamentals of C++ programming (including C programming). Usually taken by LS&A students who do not plan to concentrate in computer science (CS) or computer engineering (CE). Assumes no prior programming experience. Does not count for the computing requirement in Electrical Engineering or Computer Engineering – free elective only.

3. Engineering 101 – learn the fundamentals of C programming plus engineering applications of computing, including MATLAB. Usually taken by engineering students who do not plan to concentrate in Electrical Engineering, Computer Engineering, or Computer Science. This course replaces the former Engineering 103, 104, 106, 107 courses. Assumes no prior programming experience.

Note: this course is counted as non-LS&A credit. (There is a limit of 12 credits in the 120 required for an LS&A degree.)

4. CS 100 – recommended first course for those who intend to concentrate in electrical engineering, computer science or computer engineering. It assumes no prior programming experience. Half the course is devoted to computer hardware components and the second half to the basics of programming using C. If you take EECS/CS 183 or Engineering 101 and then decide later you want to be an Electrical Engineering, Computer Engineering, or Computer Science concentrator, you can take a bridge course to pick up the hardware half of EECS/CS 100 for one credit; you do not have to take all of EECS/CS 100.

5. If you already have C experience and want to jump to the next programming course, you need to take the EECS/CS 100 bridge course (for Fall 1997 it is listed as EECS/CS 284 – Section 003), and then enroll in EECS/CS 280.

QUESTIONS?

If you are interested in becoming an Electrical Engineering or Computer Engineering concentrator, contact the EECS Counseling Office at 763-2305, 3415 EECS Building.

If you are interested in becoming a Computer Science concentrator, contact the LS&A Academic Advising Center at 764-0332, 1255 Angell Hall.

If you are undecided about which of these three options to choose, please contact the College of Engineering Freshman Counseling Office at 647-7106, 1009 Lurie Engineering Center.

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

Undergraduate Counseling Office
EECS Department
3415 EECS
University of Michigan
Ann Arbor, MI 48109-2122
telephone: (313) 763-2305
electronic mail: csdegree@eeecs.umich.edu

183/EECS 183. Elementary Programming Concepts. This course is not intended for computer science, electrical engineering, or computer engineering concentrators. Credit is granted for only one course among CS 183, Engin. 103, and Engin. 104. (4). (MSA). (BS).

Introduction to a high-level programming language, top-down analysis, structured programming, testing, and program correctness. Program language syntax and static and runtime semantics. Scope, procedure instantiation, recursion, abstract data types, and parameter passing methods. Structured data types, pointers, linked data structures, stacks, queues, arrays, records, and trees. (Saylor)

Courses in Economics (Division 358)

A. Introductory Courses

101(201). Principles of Economics I. No credit granted to those who have completed or are enrolled in 400. (3). (SS). (QR2).

Economics 101 is the first part of the two-term introduction to economics. Both 101 and 102 are required as prerequisites to the concentration and to upper-level courses in economics. Economics 101 concentrates on the microeconomics of the modern economy: how markets function under competitive conditions as well as with various other types of market organization; the distribution of income and wealth; the public sector; socialism; and related topics of current interest. Grades are based largely on course-wide hour tests and the final exam, but there will also be quizzes in the sections.

102(202). Principles of Economics II. Econ. 101. No credit granted to those who have completed or are enrolled in Econ. 400. (3). (SS). (QR2).

Economics 101 and 102 are required as prerequisites to the concentration and to upper-level courses in Economics. In Economics 102, the fundamental concepts and theories of macroeconomics are developed and used to analyze problems of current interest. The major concerns of this course are the determinants of GNP, unemployment, inflation, international trade, and economic growth. The section meetings are limited to 35 students.

B. Economic Theory and Statistics


This course deals with the theoretical analysis of consumers, firms, markets, and price determination. The analysis is rigorous, using the tools of algebra,
Courses in English Composition Board (Division 360)

Assessment
Placement in ECB Writing Practicum is determined by portfolios, which students are required to submit prior to their orientation. All entering LS&A students and all students required by their program must submit a portfolio. After evaluating the portfolio, the ECB notifies academic units of their students’ placements, and the academic unit counselors convey the information to the students. Students may receive the following placements: Writing Practicum, Introductory Composition, Introductory Composition with Writing Workshop, Exempt with Writing Workshop or Exemption. Students who receive placements that include Writing Workshop must come to the ECB Writing Workshop, 1111 Angell Hall, during their first term of enrollment to receive writing instruction before being certified. No student with a Writing Workshop placement may graduate without certification.

Students are welcome to visit the ECB office at 1111 Angell Hall to schedule an appointment to discuss their writing assessment or to ask for course information.

Writing Practicum
Those students placed in Writing Practicum courses must enroll in an ECB Writing Practicum as the first part of their writing requirement. No substitute will satisfy the College writing requirement.

ECB Practicum courses meet for 4 hours a week in sections of 18 students. In addition, each student has a required weekly half hour conference with the instructor. Any student who fails to attend the first class meeting and has not notified the instructor or department in writing may be dropped from the class by action of the instructor or department. At the same time, students are responsible for their own schedules and must process all drops through Touch Tone Registration.

Junior/Senior Writing Requirement
See the introduction to this Course Guide for information about the LS&A Junior/Senior Writing Requirement and for a list of those courses approved by the ECB for satisfaction of that requirement.

104. Writing Practicum. ECB Assessment. (2). (Excl). Offered mandatory credit/no credit. (TUTORIAL). May be elected for a total of four credits for any combination of ECB 100-105. ECB Practicum 104 is a (2) credit course. Students place into Pracitcum on the basis of their portfolio. The writing instruction is designed to meet individual needs. At the end of the Practicum, each student prepares a portfolio of his/her writing which is read and evaluated by at least two ECB lecturers. On the basis of writing skills demonstrated in the portfolio, Practicum students are assigned to the appropriate level of the College writing program.

Courses in English Language and Literature (Division 361)

A complete up to date listing of English Department course descriptions can be found on the World Wide Web at http://www.umich.edu/~engldept.

For all English classes, registered students must be present at each of the first two meetings to claim their places. Any student who does not meet this requirement may be dropped from the course.

NOTE: If you must miss a class due to religious observances, contact the instructor or leave a message for the instructor with the department (764-6330).

WRITING COURSES:
After taking or placing out of Introductory Composition, students may elect either English 224 or 225 for further practice in the fundamentals of expository and argumentative prose. English 325 offers the opportunity for work in argumentative and expository prose at a more advanced level.

Several sections of English 223, the beginning course in creative writing, are available each term. The work is multi-generic, and two of the following will be covered in each section: fiction, poetry, and drama, or you may take English 227 (Introductory
Playwriting). A more advanced course for creative writers is English 323 (Fiction or Poetry), which is available after completion of the prerequisite, English 223. More experienced writers may apply for admission to specialized sections of English 327 (Playwriting), English 423 (Fiction), English 427 (Advanced Playwriting), and English 429 (Poetry). Admission to these advanced courses is by permission of the instructor, who may require writing samples.

INDEPENDENT STUDY:

Independent study in English must be elected under one of the following numbers: 226 (Directed Writing, 1-3 hours), 299 (Directed Reading, 1-3 hours), 426 (Directed Writing, 1-4 hours), 499 (Directed Reading, 1-4 hours). There is a limit to the total hours that may be taken under any one number. Students interested in independent study should obtain an application from the English Department office on the third floor of Angell Hall. Independent study proposals must be approved by a supervising professor and by the Undergraduate Chair of the department. The deadline for Independent Study in the Spring Term 1998 is May 15.

125. College Writing. ECB writing assessment. (4). (Introductory Composition). No one ever finishes learning to write, so this course focuses on helping students further develop their unique potentials as writers, readers, and thinkers. By analyzing texts from a variety of academic disciplines, students will come to understand the conventions writers follow to present their ideas effectively to their chosen audiences. What rhetorical strategies are common in different disciplines – and why? How and when might we use those strategies in our own writing? For instance, what writing strategies would we call upon for a lab report, and would we use any of those strategies for a philosophical speculation, a history exam, a love letter? Throughout the term, students will work to identify the writing skills they most need to develop, and they'll invent and refine a personal style of expression that can be adapted to different audiences and purposes. Course requirements include at least 40 pages of writing, including at least 20 pages of revised, polished prose.

223. Creative Writing. Completion of the Introductory Composition requirement. (2). (CE). May not be repeated for credit.

All sections of 223 teach the writing of two of the following three genres: fiction (including personal narrative), drama, and poetry. Different sections will emphasize the individual genres to varying degrees. Classwork involves the discussion of the process of writing and the word of a few published authors. Students will do exercises meant to develop a sensitivity to language and a facility with evocative detail, voice, form, and so forth. Most classroom time, however, is devoted to reading and discussion of student writing. A final portfolio of revised finished work of 35-50 manuscript pages may be required.

225. Argumentative Writing. Completion of the Introductory Composition requirement. (3). (HU). This course furthers the aim of English 124 and 125 in helping writers to analyze the various claims of a given issue and to develop ways of exploring and defending positions, ideas and beliefs. Careful attention will be paid to the process of reasoning, the testing of assumptions and claims, the questioning of beliefs, and the discovery of ideas and evidence through analysis and rhetorical articulation. The course will also focus on considerations of style, formal strategy techniques, and revision as integral to precision in making points and developing argumentative ideas for the purposes of both individual reflection and of audience persuasion.

239. What is Literature? Prerequisite for concentrators in the Regular Program and in Honors. (2). (HU). This class is designed to stimulate your thought about issues that should prove central to all your subsequent engagements with literature, inside and outside the classroom. The course is designed to help you formulate productive questions about the nature of literary study and the changing meanings of "literature" itself. Often ranging over a wide variety of genres and historical periods, sometimes including the study of film or other visual arts, 239 asks students to consider texts in a comparative, analytical light. Sections of 239 often devote some time to talking about the social and historical forces that shape a culture's ideas of what constitutes literature. Students in 239 also often address questions of literary value and evaluation. Though discussions often prove theoretical in nature, they are usually tied to particular texts. 239 is designed to help students develop skills that will be crucial to further work in the English concentration: discussion, writing papers about texts, reading critically and with an eye for detail.

"What is literature?" It's what we study in literature departments. As you read, discuss, and write about works by Flannery O'Connor, Nathaniel Hawthorne, Emily Dickinson, Langston Hughes, William Shakespeare, and August Wilson, you can decide whether my rather flip response to the question posed by this course's title holds up. You'll also get to ask many more questions about literature and try on a number of critical personas. While we'll focus on the work of the authors listed above and a few others, you'll have a considerable amount of freedom to choose what you read during the term as you select from among the many other writers in the course text and/or "bring in" the work of writers not included in the text. Expect plenty of reading – but it's great (I mean this subjectively) stuff – and regular "in-class" assignments. Also, I'll ask you to write two short papers. (Kassner)

240. Introduction to Poetry. Prerequisite for concentrators in the Regular Program and in Honors. (2). (HU). Poetry? Poet-free. Everything we love and hate about it. It stores the language of the heart, the psyche, the mind in dreaming contact with every living thing. What is sacred, what redundancies, what voices carry us across time? We'll read poetry from a wide historical range to discover its power to speak in all languages of what matters, its tendency to shape shift and spill into new forms, and its capacity for infinite beauty and strife. We will meet live poets and dead ones, too. We will read, write, talk, and perform poetry. There will be several short papers. (Agee) Primarily for Juniors and Seniors

301. The Power of Words. (3). (Excl). Students will explore various uses of words in writing descriptive, analytic, and persuasive pieces, with a focus on types of writing that will be useful in professional life beyond the university. Since we gather vocabulary and writing patterns from observing, reading, and listening, the writing will be based on a diverse array of materials. To clear up any lingering grammatical and mechanical problems with students' work, each class will feature a brief lecture on an issue such as comma usage, sentence variety, or pronoun agreement.

319. Literature and Social Change. (2). (HU). May be repeated for credit with department permission. Section 101 – The Beat Generation. I saw the best minds of my generation destroyed by madness, starving hysterical naked, dragging themselves through the negro streets at dawn/looking for an angry fix . . . That's how Allen Ginsberg described his Beat Generation. The innovations of the 1950s Beat writers were paralleled by Action Painters and Bebop jazz musicians. We will explore these three outsider art worlds, listen to recorded jazz, poetry and fiction, and look at documentary photographs of the major players – while reading On the Road, Howl, Naked Lunch, etc., and viewing slides of Abstract Expressionist paintings. Students are encouraged to attend a live jazz performance. This course incorporates multimedia video and audio presentations. Designed to appeal both to non-concentrators and to students who think they might dig being English majors. This course meets the American Literature requirement for English concentrators. (Tillinghast)
Courses in Film and Video Studies (Division 368)

200. Introduction to Film, Video and Television Production. (3). (CE), Laboratory fee ($50) required. This course will provide students with a basic introduction to hands-on production in film, video, and television. Pre-production, production, and post-production (from basic script format to directing to editing) are all covered, and the differences as well as the similarities of these three related media are explored. Cost:3 WL2 (Sarris)

300. Filmmaking I. Film-Video 200. (3). (Excl). Laboratory fee required. This is the introductory 16mm motion picture production course. This laboratory-workshop course is designed to give students a solid understanding of how film technique can be used to communicate ideas in narrative, documentary, and experimental expression. Working in small groups, students script, shoot and edit exercises built around these three types of film. In creating their short motion pictures, students learn master-shot/coverage procedures, screen direction continuity, and artificial and available lighting techniques. Lectures and exercise critiques engage students in theoretical/aesthetic discussions of the relationship between film idea and film form. Evaluation: production assignments, midterm test, final project. Text: Cinematography by Kris Malkiewicz. Cost:4 WL2 (Beaver)

310. Screenwriting. Film-Video 200. Completion of the introductory composition requirement: (3). (Excl). Laboratory fee required. This course teaches students to write a feature-length screenplay in acceptable format. Students will learn to develop an idea first into a written "concept," then into a "treatment," "step outline," and finally into a full script. The class will focus on such subjects as screenplay structure, plot and subplot, characterizations, shots, scene, sequence, dialogue, thinking visually, and soundtrack. Students will also learn the importance of rewriting their work. As part of the process, the class will study selected screenplays, then view the films which were made from these scripts. Students will also read and discuss each other's work. Given this "workshop" approach, attendance is critical. Students can expect to write between five and ten pages a week. Cost:2 WL2 (Winsten)

399. Independent Study. Permission of instructor. (1-4). (Excl). Does not count toward concentration requirements. Laboratory fee required. (INDEPENDENT). May be repeated for credit. Independent study on a subject to be determined by student in conjunction with a faculty member. Does not count toward concentration requirements. Must be approved by Program in term prior to enrollment. In exceptional cases, students can petition for enrollment during current term.

455. Topics in Film Studies. (3). (Excl). Laboratory fee ($35) required. May be repeated for a total of nine credits. Section 101 – Sexual Politics in Film Noir. Through screenings, lectures, and in-class discussion, this course will examine the sexual politics in film noir, its figuration of fantasy and the pervasive tenor of its vision of hetero- and homo-social and sexual relations. Emerging in American films most forcefully during the 1940s, film noir is associated with an elaborate visual style and cynical world view, but also by an explosive sexuality that emerges as the catalyst for crime or psychotic behavior. We will explore how and why sexual paranoia animates this genre and why it continues to influence "neo-noir" filmmaking into the 1990s. Films to be screened will likely include White Heat, Kiss Me Deadly, Kiss the Blood Off My Hands, The Big Combo, Murder My Sweet, The Maltese Falcon, Pitfall, Taxi Driver, Raging Bull, Angel Heart, In a Lonely Place. Readings will include two novels from which films are adapted. There will be a midterm exam, final exam, and one paper. Cost:3 (Studlar)

Section 102 – The Horror Film. This course focuses on the horror film as a specific genre of motion picture, discussing a number of films from diverse perspectives. The class studies: (1) the psychological impact of these films (why certain motifs continue to be popular and how they affect the viewer); (2) their cinematic techniques (how directors use certain kinds of setting, lighting, shots, and editing to achieve particular effects); (3) their cultural background (the history of certain character types and subject matter in fiction, poetry, and painting); (4) their social background (variation and change according to the contemporary scene); and (5) their place in the history of the genre. These films are a starting point for an examination of what people fear and how they handle their fears through ritual, religion, and art. The class will view such classics of the genre as The Haunting, King Kong, Bride of Frankenstein, Horror of Dracula, Psycho, The Exorcist, Halloween, and Alien, while reading the novels, Castle of Otranto, Dr. Jekyll and Mr. Hyde, Frankenstein, and Dracula. (Konigsberg)

480. Internship. Concentration in Film and Video Studies. (2). (Excl). Offered mandatory credit/no credit. May not be included in a concentration in Film/Video. EXPERIMENTAL. May be repeated for a total of six credits. This course is restricted to Film/Video concentrators who work, under careful supervision, in some part of the film or video industry. Students will work in some aspect of preproduction, production, or postproduction, in the creative or business areas of film and video, documenting their experiences and learning in a journal that must be submitted for final credit.

500. Directed Study in Film and Video. Permission of instructor. (1-4). (Excl), Laboratory fee required. (INDEPENDENT). May be repeated for a total of six credits. Advanced course permitting intensive study of film and/or video subject under supervision of a Film/Video faculty member.

Courses in Geological Sciences (Division 377)

A. Introductory Courses and Courses for Non-concentrators

G.S. 100-115 are short (half-term) courses. They consist of detailed examinations of restricted geologic topics. The department lists the specific courses from this series in the Time Schedule. These courses are designed primarily for students with no prior geologic training and they are open to all interested persons. G.S. 100-115 are offered on the graded pattern (optional pass/fail).

113. Planets and Moons. No credit granted to those who have completed or are enrolled in GS 204 or 278. (1). (NS). (BS).

This minicourse provides an overview of the evolution of the solar system and the present day geology and climates of the planets and their moons. Topics include history of planetary science, formation of the solar system, Earth as a planet, differences and similarities between Earth and other planets, and modern planetary exploration. The approach to this topic will be descriptive and no previous knowledge of geology is required. The grade is determined by a number of quizzes and a final multiple-choice examination. Cost:1 WL3 (Van Keken)

411. Geology of Michigan. No credit granted to those who have completed or are enrolled in GS 283. (3). (Excl). (BS).

This course surveys the geologic evolution of Michigan and the surrounding Great Lakes region in the context of modern geologic theory. The course can be taken by students with no background in geology, although a background in high-school level science and math is necessary. It begins with a review of important basic geologic principles and uses this foundation to illustrate more advanced geologic concepts in the context of the geologic evolution of the Great Lakes region. This approach permits the course to deal with problems that are of present research interest to geoscientists, such as processes of formation of the early crust, evolution of important crustal features such as the Michigan Basin and its oil reserves, and the Mid-Continent Rift and its copper deposits, as well as preservation of evidence of glaciation in the recent and distant past. The course consists of lectures and take-home exercises involving map interpretation that are designed to illustrate the points being made in class. A book is recommended for the course and a course pack is required. Cost:2 WL4 (Kesler)
Germanic Languages and Literatures

Courses in Dutch (Division 357)

readings with reports, or it may be a research project and long paper. Courses in the past covered different areas like Dutch-Indonesian literature, the language of Rembrandt and his contemporaries, Dutch between English and German, etc. Courses must be supervised by a faculty member and the student must have the faculty member’s agreement before electing the course. Cost: 1 WL: 2

German Courses (Division 379)

100. Intensive Elementary Course. No credit granted to those who have completed or are enrolled in 101, 102 or 103. (4). (LR)
This is an intensive introductory course equivalent to the first two terms of college German. The course will systematically introduce students to the basic grammatical and communicative structure of German, focusing on the development of the four fundamental language skills (listening, speaking, reading, and writing), as well as the development of analytic skills and strategies crucial to language learning and success in other academic fields. The course will include guest lectures on topics in German culture aimed at the cognitive and intellectual level of adult language learners. As part of the “intensive” experience, students will be expected to participate in activities such as regular language tables, movie screenings, and excursions. Regular attendance is imperative. Cost: 2 WL: 1

102. Elementary Course. German 101. No credit granted to those who have completed or are enrolled in 100 or 103. (4). (LR)
German 102 is the continuation of German 101. The course continues to focus systematically on the development of the four basic language skills (listening, speaking, reading, and writing), while emphasizing content and meaning at all levels of the language acquisition process. The course will include guest lectures on topics in German culture aimed at the cognitive and intellectual level of adult language learners. Students will practice conversational skills, drill grammar, discuss reading selections in German, and participate in a variety of activities that stretch linguistic ability, as well as intellectual curiosity. By the end of the term students have a firm foundation in the fundamentals of German grammar and are able to understand and respond appropriately to a variety of texts and conversational situations. Cost: 2 WL: 1

111. First Special Reading Course. Undergraduates must obtain permission of the department. (4). (Excl)
The objective of this course is to teach students to read simple German expository prose. Students are introduced to the essentials of German grammar, syntax, and vocabulary, both in class lectures and in texts. The class is taught in English, and students are required to read but not write and speak German. This is a fast-paced course with a substantial workload, intended for students with some experience in language learning, and is therefore recommended only to graduate students who wish to meet a German foreign language requirement and to advanced undergraduates who have already met the LS&A foreign language requirement. Course requirements include daily assignments, quizzes, a mid-term on grammar and vocabulary, and a final examination requiring the translation of sight passages without the aid of a dictionary. The course does not satisfy the LS&A foreign language requirement. This course is offered as part of the University’s Summer Language Institute (SLI). There are no special enrollment procedures for University of Michigan students. Cost: 1 WL: 1

206. Conversation Practice. German 102 or 103. Students previously enrolled in a 300- or 400-level conversation course may not register for 205 or 206. (1). (Excl). Offered mandatory credit/no credit.
The unwritten German class! In this course, you will dramatize everyday situations that ask for spontaneously expressing an opinion or formulating an argument. The topics that nourish our discussions are both inclusive and inconclusive: current cultural events, German etiquette, popular magazines. By cross-analyzing various resources, you will hone your conversation skills while you learn simultaneously about German cultural institutions. Although far from being exclusive, this class may address in particular those of you who are currently enrolled in German 231 or 232 and those who intend to participate in the junior-year-abroad program. Course requirements are: active clan participation, thorough preparation, and oral presentations. Cost: 1 WL: 1

231. Second-Year Course. German 102 or 103, or the equivalent (placement test). No credit granted to those who have completed or are enrolled in 230 or 231. (4). (LR)
In this course, grammar and vocabulary from the first year will be reviewed and extended. Greater emphasis will be placed on reading German texts and talking and writing about them in German. The textbook will be supplemented by a course pack containing additional exercises and readings, and by a series of videos. Readings include both short literary works and non-fictional texts from a variety of fields ranging from history to science and the arts, intended to get students prepared for and interested in the special-topics 232 courses, LAC courses and the expanding German Studies program. Course requirements include daily homework assignments (reading, writing, learning vocabulary, etc.), regular attendance, video assignments, regular quizzes, and midterm and final examinations. Cost: 2 WL: 1

232. Second-Year Course. German 221 or 231 or the equivalent (placement test). No credit granted to those who have completed or are enrolled in 230 or 236. (4). (LR): All sections of German 232 address special topics, e.g., music, philosophy, science, current political issues, etc. Second course of a two-term sequence in intermediate German. The second-year program is designed to increase students’ proficiency in understanding, speaking, writing, and reading German. Students are expected to increase the level of accuracy at which they can understand German texts and express themselves in their area of interest. The language of instruction is German. The special topic and course requirements for this term’s section are listed below:

Section 101 – German Crime Stories: Literature and Popular Culture. We will examine the representation of crime in various texts and genres, with a view to establishing some characteristic features of these genres. In particular, we will try to establish what sets “serious” crime “literature” apart from “popular” crime fiction and crime journalism, so that this course will constitute a serious and entertaining introduction to the question “What is literature?” Friedrich Dürrenmatt’s novel Der Richter und sein Henker will constitute the main part of this course. We will read stories by other “serious” and “popular” writers from Germany, Austria, and Switzerland. We will read newspaper articles and compare their approaches to crimes that caught people’s attention. Towards the end, we will discuss several movies. Be prepared to read, write, and talk a lot. Two brief presentations, three short essays, one midterm, one final, some grammar, some fun! Please note that the subject matter of this course requires us to deal with material that has violent and sexual content. Cost: 1 WL: 1

306. Conversation Practice. German 232; concurrent enrollment in a 300-level course is encouraged but not necessary. Students who have previously participated in a 400-level conversation course may not register for 305 or 306. (1). (Excl). Offered mandatory credit/no credit.
The goal of this course is to increase students’ confidence in speaking on any topic and, therefore, the course will focus on a variety of topics ranging from practical language situations to current cultural events to areas of students’ academic interests. Students will work on expanding vocabulary, finding synonyms and understanding using varying spoken styles, which are necessary to appreciate life in German-speaking communities. The materials for the class will come from German websites as well as various materials from the instructor. Course requirements are: energetic class participation, thorough preparation, e-mail in German with the instructor and fellow students, and oral presentations. Cost: 1 WL: 1

Independent study for students who need work in a certain area to complete their degrees and are unable to acquire it from a regularly scheduled course.

Scandinavian Courses (Division 471)
Courses in Great Books (Division 382)

201. Great Books of the Ancient World. No credit granted to those who have completed or are enrolled in Gt. Bks. 191 or Classical Civ. 101. (4). (HU).
Readings in the major works of Western civilization from the Greek and Roman period. Readings typically include works chosen from among those by Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, Plato, and Vergil.

Courses in History (Division 390)

394. Reading Course. Open only to history concentrators by written permission of instructor. Only 12 credits of History 394, 395, 396, 397, 398, and 399 may be counted toward a concentration plan in history. (1-3). (Excl). (INDEPENDENT). May be repeated for credit.
This course serves the needs of students who wish to develop special topics not offered in the Scandinavian Studies curriculum. It may be a program of directed readings with reports, or it may be a research project and long paper. Either must be supervised by a faculty member, and the student must have the faculty member’s agreement before electing the course. This course is also used by concentrators for developing preliminary research and a prospectus for the senior thesis.

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

110. Medieval, Renaissance, and Reformation Europe. (3). (SS).
What civilization did our European ancestors create? How did they render it so powerful? And why is it so different from its neighbors? This course, with lectures, slides, cinema, and class discussion, addresses these matters topically. You may expect to read and view a number of original sources (biographies, travel accounts, monumental art, and doodles) in order to study the rise and rivalry of Christianity and Islam; changing notions of the hero from swordsman to scientist; comparative treatments of minorities (Jews) and majorities (women); the relationship between church and state; the management of loyalty and love; shipping, printing, and technological superiority; why Columbus reached Japan and Galileo discovered Neptune; the relation between art and autobiography; and other topics that illustrate European history. There will be one hour examination in addition to the final. Cost:2 WL:4 (Lindner)

161. United States, 1865 to the Present. (3). (SS).
This course is an undergraduate survey of American history from 1865 to the present. It examines the major social, political, and economic events that shaped America after the Civil War (Reconstruction, Industrialization, Progressivism, the New Deal, WWI and II, McCarthyism, Feminism, the Civil Rights Movement, the Turbulent Sixties, Great Society Liberalism, Reagan Republicanism, etc.). This course surveys students with the urban, labor, African-American, and women’s history of this period through both primary and secondary sources. Cost:3 (Thompson)

300-Level Courses and Above are for Juniors and Seniors

The aim of this course is to provide a comprehensive critical introduction to European society, culture, and politics since the Second World War. Lectures and readings will cover both Eastern and Western Europe, the international arena and the national histories of particular countries, and social and cultural life as well as political developments. The course aims to explore the shaping of the contemporary world and to introduce students to societies and political cultures which are both structurally similar and fundamentally different from their own. Instruction will be via lectures and ad hoc discussion, evaluation via midterm exam and end-of- term essay. No special background is required; prejudices and preconceptions about European societies are enough. Cost:3-4 WL:4 (Eley)

This course aims to help students gain a perspective on the contemporary family by studying the development of this important institution in the American past. Particular emphasis will be placed on changing attitudes towards and experiences of gender, roles, sexuality, childcare, work patterns, and relationships between men, women, and children. We will explore: race, ethnicity, and class; cover economic developments as well as shifting conceptions of the role of the state; and ask about the impact of these factors on family life. We will want to examine how much the family has changed over time and try to project, on the basis of historical evidence, whither the family is going. Cost:3 (Morantz-Sanchez)

395. History Colloquium. History concentrators are required to elect Hist. 396 or 397. Only 12 credits of History 394, 395, 396, 397, 398, and 399 may be counted toward a concentration plan in history. (3). (HU). May be repeated for a total of twelve credits.
Section 101 – Poverty in Modern America. This course will examine the changing profile of poverty in modern America and it will analyze the ways in which poverty has been responded to by those with power in society and those without. Students will meet twice weekly to critically discuss the assigned readings. Students are also expected to consider how different readings may be connected. There will be a series of student presentations on the readings as well as a five and a ten page paper assignment. (Thompson)

Section 102 – Travel in History, Literature, and Art. In this seminar we shall read, look at, and discuss some of the vast resources on travel, that is, the evidence of our ancestors and ourselves experiencing and reconstructing distant lands and their populations. The work for class will consist of reading original sources, beginning in the 1250s and continuing down to the present. These sources include travel narratives, artistic depictions recalling sights the artist experienced, and a few films. Some materials will come from the history of discovery and exploration, others from tourism, others from mountaineering, and as an interesting control, one or two travel accounts from the genre of science fiction. This seminar requires a good deal of reading and is not for those who seek entertainment alone. (Lindner)

Section 103 – U-M Contributions to Community Building. Harvard, Yale, and Princeton take great pride in what their alumni, faculty, students and staff have contributed to the making of the American nation. The University of Michigan, in contrast, tends not to salute such efforts by those associated with it. This course, after some readings on the evolution of volunteerism and into the history of U-M, thus invites students to do primary research into efforts at community-building. (Achenbaum)
Courses in History of Art (Division 392)

History of Art 101, 102, 103 and 108, while covering different areas, are all considered equivalent introductions to the discipline of art history. These four introductory survey courses consider not only art objects as aesthetic experiences but also the interactions among art, the artist, and society. The lecture and discussion sections explore the connections between the style and content of works of art and the historical, social, religious, and intellectual phenomena of the time. Attention is also given to the creative act and to the problems of vision and perception which both the artist and his/her public must face.

Although it would be logical to move from History of Art 101 to History of Art 102, this is not required. One course in European/American art (101 or 102) and one course in Asian or African art (103 or 108) serve as a satisfactory introduction to the history of art for non-concentrators (concentrators should see the department’s handbook for more information on requirements). The introductory courses are directed toward students interested in the general history of culture and are especially valuable cognates for students in the fields of history, philosophy, literature, and musicology as well as the creative arts.

Course requirements and texts vary with individual instructors, but an effort is always made to introduce students to works of art in the collections of the university as well as in the museums of Detroit and Toledo. Photographic material is available for study in the Image Study Gallery, G026 Tisch Hall. Examinations usually include short essays and slides which are to be identified, compared, and discussed.

Open to All Undergraduates; Not Open to Graduate Students.

151. Art and Ideas East and West. (3). (HU). Laboratory fee ($15) required. In this course a comparative study is made of eastern and western cultural forms, ideas, and values as these are reflected in examples of painting, sculpture, and architecture as well as in poetry, music, and other forms of creative expression. This course also compares western and eastern attitudes toward significant cultural themes such as time, nature, death, God, love, and action. Cost:2 WL:4 (Spink)

332/Amer. Cult. 332. Art on Trial: American Public Monuments and Political Controversy. (3). (HU). This course probes political controversy in American public art, particularly around representations of gender and race. Unit I introduces the set of issues at stake through study of a monument close to home: the bronze "Dream Plaques" by Michigan sculptor Marshall Fredericks adorning the LS&A Building. These sculptures have been the subject of heated campus debate periodically since their installation shortly after World War II. Much concern has focused on the perceived male-chauvinist essentializing characterization of the "girl" and her dream and the perceived racist ethno-class exclusivity of the nostalgic WASP pioneer fantasy. Students will investigate these sculptures (which have not yet been published analytically) via their specific historical context first of initial design and second of ultimate casting and installation – with reference to biographical features of the artist as well as circumstances of the commission by the University of Michigan. Skills of first-hand analysis and archival research will be emphasized in Unit I. In Unit II, the course will view the "Dream Plaques" in the context of issues of race, class, and gender in American public art of the 1930s and 1940s much more broadly. Here, skills of critical reading of historical case studies will be emphasized along with skills of comparative analysis of stylistic, narrative, and symbolic features of various New Deal art works that raise focal issues of race, class, and gender. In Unit III the class explores selected readings on recent public art controversies in the U.S. relating particularly to the focal issues of the course. Site and museum visits within Ann Arbor as well as to Chelsea and Detroit, lively class discussion, slide lectures, films, and guest speakers will all play an important part in this experience. Basis of Evaluation: Short paper in Unit I; Midterm in Unit II; Group project to devise, deploy, and interpret a public opinion poll on the Dream Plaques in Unit III. Participation in discussions. Books (paperback) for purchase and on course reserve in Fine Arts Library. Cost:2, Lab fee: $20 WL:4 (Root)

Courses in Judaic Studies (Division 407)

270/HJCS 270. Introduction to Rabbinic Literature. (3). (HU). See Hebrew and Jewish Cultural Studies 270. (Steinfeld)

296/HJCS 296/Rel. 296. Perspectives on the Holocaust. (3). (HU). See Hebrew and Jewish Cultural Studies 296. (Nysenholc)

Latina/Latino Studies (see American Culture)

Courses in Linguistics (Division 423)

112. Languages of the World. (2). (SS). Language is a central concern of humankind and with good reason. As the conduit for most communicative and expressive needs as well as other tasks, it pervades virtually every aspect of human existence. Few realize, however, how truly rich the linguistic universe is until they consider the variety of distinct linguistic devices and practices employed by speakers of the 5000+ individual languages that have been identified to date. Appreciating and being able to explain the range of variety of spoken and written language among various peoples of the world is an essential key to understanding human culture and diversity. This course systematically addresses many of the questions which most fascinate us about language, thus widening our intercultural horizons, and enhancing our sophistication about our own language and culture. It therefore serves those who wish to learn about both our own and other societies, particular languages or regions of the world, and the nature of the human mind. (Lindemann)

119. Conversation. (2). (SS). At the core of contact between humans is face-to-face interaction. In recent years there has been substantial scholarly interest in conversation from scholars in anthropology, communication, education, linguistics, psychology, and sociology. This grows out of the recognition that conversation is not merely a conduit for information but a site for the expression of institutional identities, gender, and power. This course introduces students to principles for the study of conversation. The course will cover such topics as cultural uses of silence and talk, politeness, how we save face through talk, gender, race, and ethnicity as factors in communication, talk in institutions (doctors and patients, the classroom and the court) and causes and consequences of miscommunication. We will also consider how research on conversation has been translated into advice on how to catch a man or keep a mate. The course incorporates the regular use of video data and film for the analysis of conversation. (Keller-Cohen)

350. Perspectives on Second Language Learning and Second Language Instruction. Ling. 210 or 211. (2). (Excl). The purpose of this course is to explore past and current directions in both theoretical and practical aspects of second/foreign language learning and teaching. The course will examine a number of language learning and teaching paradigms and focus on the changing forms and functions of methodology, technique and approach as the emphasis of language pedagogy has shifted from teacher directed, drill and pattern practice to learner focused, task based instruction. Students will have an opportunity to reflect upon and analyze their own language learning experiences and begin to critique and understand the instructional needs of varying language learning populations. Undergraduates should register for 350 and graduates for 450. Both courses will meet together, with additional work for 450 credit. (Madden)

385. Experiential Practice. Permission of instructor. (1-6). (Excl). Offered mandatory credit/no credit.
Courses in Mathematics (Division 428)

**Elementary Courses.** In order to accommodate diverse backgrounds and interests, several course options are available to beginning mathematics students. All courses require three years of high school mathematics; four years are strongly recommended and more information is given for some individual courses below. Students with College Board Advanced Placement credit and anyone planning to enroll in an upper-level class should consider one of the Honors sequences and discuss the options with a mathematics advisor.

Students who need additional preparation for calculus are tentatively identified by a combination of the math placement test (given during orientation), college admissions test scores (SAT or ACT), and high school grade point average. Academic advisors will discuss this placement information with each student and refer students to a special mathematics advisor when necessary.

Two courses preparatory to the calculus, Math 105 and Math 110, are offered. Math 105 is a course on data analysis, functions and graphs with an emphasis on problem solving. Math 110 is a condensed half-term version of the same material offered as a self-study course through the Math Lab and directed towards students who are unable to complete a first calculus course successfully. Election of Math 110 is by recommendation of a Math 115 instructor and override only. A maximum total of 4 credits may be earned in courses numbered 110 and below. Math 103 is offered exclusively in the Summer half-term for students in the Summer Bridge Program.

Math 127 and 128 are courses containing selected topics from geometry and number theory, respectively. They are intended for students who want exposure to mathematical culture and thinking through a single course. They are neither prerequisite nor preparation for any further course. No credit will be received for the election of Math 127 or 128 if a student already has received credit for a 200- (or higher) level mathematics course.

Each of Math 112, 115, 185, and 295 is a first course in calculus and generally credit can be received for only one course from this list. Math 112 is designed for students of business and the social sciences who require only one term of calculus. It neither presupposes nor covers any trigonometry. The sequence 115-116-215 is appropriate for most students who want a complete introduction to calculus. One of Math 215, 285, or 395 is prerequisite to most advanced courses in Mathematics. Math 112 does not provide preparation for any subsequent course.

Students planning a career in medicine should note that some medical schools require a course in calculus. Generally either Math 112 or 115 will satisfy this requirement, though most science concentrations require at least one year of calculus. Math 112 is accepted by the School of Business Administration, but Math 115 is prerequisite to concentration in Economics and further math courses are strongly recommended.

The sequences 156-255-256, 175-176-285-286, 185-186-285-286, and 295-296-395-396 are honors sequences. All students must have the permission of an Honors advisor to enroll in any of these courses, but they need not be enrolled in the L&SAA Honors Program. All students with strong preparation and interest in mathematics are encouraged to consider these courses; they are both more interesting and more challenging than the standard sequences.

Math 185-285 covers much of the material of Math 115-215 with more attention to the theory in addition to applications. Most students who take Math 185 have taken a high school calculus course, but it is not required. Math 175-176 assumes a knowledge of calculus roughly equivalent to Math 115 and covers a substantial amount of so-called combinatorial mathematics (see course description) as well as calculus-related topics not usually part of the calculus sequence. Math 175 and 176 are taught by the discovery method: students are presented with a great variety of problems and encouraged to experiment in groups using computers. The sequence Math 295-396 provides a rigorous introduction to theoretical mathematics. Proofs are stressed over applications and these courses require a high level of interest and commitment. Most students electing Math 295 have completed a thorough high school calculus course. The student who completes Math 396 is prepared to explore the world of mathematics at the advanced undergraduate and graduate levels.

Students with strong scores on either the AB or BC version of the College Board Advanced Placement exam may be granted advance credit and advanced placement in one of the sequences described above; a table explaining the possibilities is available from advisors and the Department. In addition, there are two courses expressly designed and recommended for students with one or two semesters of AP credit. Math 119 and Math 156. Both will review the basic concepts of calculus, cover integration and an introduction to differential equations, and introduce the student to the computer algebra system MAPLE. Math 119 will stress experimentation and computation, while Math 156 is an honors course intended primarily for science and engineering concentrators and will emphasize both applications and theory. Interested students should consult a mathematics advisor for more details.

In rare circumstances and with permission of a Mathematics advisor, reduced credit may be granted for Math 185 or 295 after one of Math 112 or 115. A list of these and other cases of reduced credit for courses with overlapping material is available from the Department. To avoid unexpected reduction in credit, students should always consult an advisor before switching from one sequence to another. In all cases a maximum total of 16 credits may be earned for calculus courses Math 112 through Math 396, and no credit can be earned for a prerequisite to a course taken after the course itself.

Students completing Math 116 who are principally interested in the application of mathematics to other fields may continue either to Math 215 (Analytic Geometry and Calculus III) or to Math 216 (Introduction to Differential Equations) – these two courses may be taken in either order. Students intending to take more advanced courses in mathematics, however, must follow the sequence 116-215-217-316. Math 217 (or the honors version, Math 513) is required for a concentration in Mathematics; it both serves as a transition to the more theoretical material of advanced courses and provides the background required for optimal treatment of differential equations in Math 316. Math 216 is not intended for mathematics concentrators.

**NOTE:** WL:2 for all courses. A maximum total of 4 credits may be earned in Mathematics courses numbered 110 and below. A maximum total of 16 credits may be earned for calculus courses Math 112 through Math 396, and no credit can be earned for a prerequisite to a course taken after the course itself.

115. Calculus I. Four years of high school mathematics. See Elementary Courses above.

**Background and Goals.** The sequence Math 115-116-215 is the standard complete introduction to the concepts and methods of calculus. It is taken by a majority of students intending to concentrate in mathematics, science, or engineering, as well as students heading for many other fields. The emphasis is on concepts and solving problems rather than theory and proof. All sections are given two uniform exams during the term and a uniform final exam. Content. The course presents the concepts of calculus from three points of view: geometric (graphs), numerical (tables), and algebraic (formulas). Students will develop their reading, writing, and questioning skills. Topics include functions and graphs, derivatives and their applications to real-life problems in various fields, and definite integrals.

Text: Calculus by Hughes-Hallett and Gleason. Students will need graphing calculators and should check with the Mathematics Department office to find out what is currently required.


**Background and Goals.** See Math 115. Content. The course presents the concepts of calculus from three points of view: geometric (graphs), numerical (tables), and algebraic (formulas). Students will develop their reading, writing, and questioning skills. Topics include the indefinite integral, techniques of integration, introduction to differential equations, infinite series. Text: Calculus by Hughes-Hallett and Gleason. Students will need graphing calculators and should check with the Mathematics Department office to find out what is currently required.


**Background and Goals.** See Math 115. Content. Topics include vector algebra and vector functions; analytic geometry of planes, surfaces, and solids; functions of several variables and partial
Background and Goals. For a student who has completed the calculus sequence, there are two sequences which deal with linear algebra and differential equations, 216-417 (or 419) and 217-316. The sequence 216-417 emphasizes problem-solving and applications and is intended for students of engineering and the sciences. Math concentrators and other students who have some interest in the theory of mathematics should elect the sequence 217-316. Content. After an introduction to ordinary differential equations, the first half of the course is devoted to topics in linear algebra, including systems of linear algebraic equations, vector spaces, linear dependence, bases, dimension, matrix algebra, determinants, eigenvalues, and eigenvectors. In the second half these tools are applied to the solution of linear systems of ordinary differential equations. Topics include: oscillating systems, the Laplace transform, initial value problems, resonance, phase portraits, and an introduction to numerical methods. This course is not intended for mathematics concentrators, who should elect the sequence 217-316.

333. Directed Tutoring. Math. 385 and enrollment in the Elementary Program in the School of Education. (1-3). (Excl). (EXPERIMENTAL). May be repeated for a total of three credits.

An experiential mathematics course for elementary teachers. Students will tutor elementary (Math. 102) or intermediate (Math. 104) algebra in the Math. Lab. They would also participate in a weekly seminar to discuss mathematical and methodological questions.

385. Mathematics for Elementary School Teachers. One year each of high school algebra and geometry. No credit granted to those who have completed or are enrolled in 485B. (3). (Excl).

Background and Goals. This course, together with its sequel Math 489, provides a coherent overview of the mathematics underlying the elementary and middle school curriculum. It is required of all students intending to earn an elementary teaching certificate and is taken almost exclusively by such students. Concepts are heavily emphasized with some attention given to calculation and proof. The course is conducted using a discussion format. Class participation is expected and constitutes a significant part of the course grade. Enrollment is limited to 30 students per section. Although only two years of high school mathematics are required, a more complete background including pre-calculus or calculus is desirable. Content. Topics covered include problem solving, sets and functions, number systems, whole numbers (including some number theory), and integers. Each number system is examined in terms of its algorithms, its applications, and its mathematical structure. The material is contained in Chapters 1-6 of Krause. Recent Text(s): Mathematics for Elementary Teachers (Krause).


417. Matrix Algebra I. Three courses beyond Math. 110. No credit granted to those who have completed or are enrolled in 217, 419, or 513. (3). (Excl). (BS).

Background and Goals. Many problems in science, engineering, and mathematics are best formulated in terms of matrices – rectangular arrays of numbers. This course is an introduction to the properties of and operations on matrices with a wide variety of applications. The main emphasis is on concepts and problem-solving, but students are responsible for some of the deriving theory. Diversity rather than depth of applications is stressed. This course is not intended for mathematics concentrators, who should elect Math 217 or 513 (honors). Content. Topics include matrix operations, echelon form, general solutions of systems of linear equations, vector spaces and subspaces, linear independence and bases, linear transformations, determinants, orthogonality, characteristic polynomials, eigenvalues and eigenvectors, and similarity theory. Applications include linear networks, least squares method (regression), discrete Markov processes, linear programming, and differential equations.


Background and Goals. This course introduces students to useful and interesting ideas of the mathematical theory of probability and to a number of applications of probability to a variety of fields including genetics, economics, geology, business, and engineering. The theory developed together with other mathematical tools such as combinatorics and calculus are applied to everyday problems. Concepts, calculations, and derivations are emphasized. The course will make essential use of the material of Math 116 and 215. Content. Topics include the basic results and methods of both discrete and continuous probability theory: conditional probability, independent events, random variables, jointly distributed random variables, expectations, variances, co-variances, central limit theorem. Different instructors will vary the emphasis. The material corresponds to most of Chapters 1-7 and part of 8 of Ross with the omission of some sections of 1.6, 2.6, 7.7-7.9, and 8.4-8.5 and many of the long examples. Recent Text(s): A First Course in Probability (Ross, 3rd ed.).


Background and Goals. This course has two complementary goals: (1) a rigorous development of the fundamental ideas of calculus, and (2) a further development of the student's ability to deal with abstract mathematics and mathematical proofs. The key words here are “rigor” and “proof;” almost all of the material of the course consists in understanding and constructing definitions, theorems (propositions, lemmas, etc.), and proofs. This is considered one of the more difficult among the undergraduate mathematics courses, and students should be prepared to make a strong commitment to the course. In particular, it is strongly recommended that some course which requires proofs (such as Math 412) be taken before Math 451. Content. The material usually covered is essentially that of Ross’ book. Chapter I deals with the properties of the real number system including (optionally) its construction from the natural and rational numbers. Chapter II concentrates on sequences and their limits, Chapters III and IV on the application of these ideas to continuity of functions, and sequences and series of functions. Chapter V covers the basic properties of differentiation and Chapter VI does the same for (Riemann) integration culminating in the proof of the Fundamental Theorem of Calculus. Along the way there are presented generalizations of many of these ideas from the real line to abstract metric spaces.


Background and Goals. This course is devoted to the use of Fourier series and other orthogonal expansions in the solution of boundary value problems for second-order linear partial differential equations. Emphasis is on concepts and calculation. The official prerequisite is ample preparation. Content. Classical representation and convergence theorems for Fourier series; method of separation of variables for the solution of the one-dimensional heat and wave equation; the heat and wave equations in higher dimensions; spherical and cylindrical Bessel functions; Legendre polynomials; methods for evaluating asymptotic integrals (Laplace’s method, steepest descent); Fourier and Laplace transforms; applications to linear input/output systems, analysis of data smoothing and filtering, signal processing, time-series analysis, and spectral analysis.


This course is an introduction to the theory of complex valued functions of a complex variable with substantial attention to applications in science and engineering. Concepts, calculations, and the ability to apply principles to physical problems are emphasized over proofs, but arguments are rigorous. The prerequisite of a course in advanced calculus is essential. Differentiation and integration of complex valued functions of a complex variable, series, mappings, residues, applications. Evaluation of improper real integrals, fluid dynamics. Math 596 covers all of the theoretical material of Math 555 and usually more at a higher level and with emphasis on proofs rather than applications. Math 555 is prerequisite to many advanced courses in science and engineering fields.

561/5MS 518 (Business Administration)/IOE 510. Linear Programming I. Math. 217, 417, or 419. (3). (Excl). (BS).

Formulation of problems from the private and public sectors using the mathematical model of linear programming. Development of the simplex algorithm; duality theory and economic interpretations. Postoptimality (sensitivity) analysis; applications and interpretations. Introduction to transportation and assignment problems; special purpose algorithms and advanced techniques. Students have opportunities to formulate and solve models developed from more complex case studies and use various computer programs.
Near Eastern Studies

121(ABS 120)/Rel. 121. Introduction to the Tanakh/Old Testament. (3). (HU).
This course is designed to introduce the student to the modern study of the Old Testament or Tanakh (no prerequisites). Lectures and readings will focus on ancient Israel's religion, literature, and history and their contribution to modern Western civilization. The approach will be literary, historical, and critical, using methods employed by scholars of different religious persuasions. ACABS 121 is designed to challenge the student with a series of questions and issues often ignored or neglected in spite of the widespread use of the Bible today. The course grade will be based upon daily assignments, attendance, and quizzes (20%), two major examinations (a midterm (40%), and a final (40%); the exams are NOT cumulative). The required texts are the “Revised Standard Version” of the Old Testament or the Jewish Publication Society’s “Tanakh,” and a course pack.
Cost:2 WL:1 (Schmidt)

291. Topics in Ancient Civilizations and Biblical Studies. (3). (Excl).
Section 101 – The Age of Moses and Ramesses. We shall discover and explore the beginnings of our own Western culture (the invention of the alphabet and spread of literacy, the idea of “progress,” etc.) and religion (Judaism, Christianity, and Islam), including the Bible, in the period ca. 1300-1200 BC, when the powerful Ramesses II reigned over Egypt and Moses the Egyptian was leader and teacher of a group of Egyptian slaves. We shall examine topics such as, Is the Biblical Moses a historical person?, Did Moses and Joshua really lead slaves out from Egypt?, Was there a Joshua and did he fight the Battle of Jericho? There will be a midterm and a final examination. A primary textbook will be Hershel Shanks, The Rise of Ancient Israel (Biblical Archaeology Society: Washington, DC 1992). Other readings in photocopy will be assigned. (Krahmalov)

Section 102 – Paul and Revelation. Have you ever wondered what the life and career of Paul, one of the first Christian missionaries, must have been like? Have you ever considered what challenges the early Christians faced as they spread the word of their savior throughout the Roman Empire? Have you ever read the Revelation to John and wondered how it relates to Paul's writings or the other books of the New Testament? In this course, we will concentrate on the life settings of both Paul and John in an attempt to understand their respective writings in their historical contexts. To achieve this understanding, we will learn and apply modern interpretative techniques to these influential works. There will be two papers (4-6 p), a midterm and a final exam.
Cost:2 WL:4 (Sullivan)

Arabic, Armenian, Persian, Turkish, and Islamic Studies (APTS) (Division 325)

291. Topics in Arabic, Persian, Turkish and Islamic Studies. (3). (Excl).
Section 101 – Islam in America, I: The Immigrant and Expatriot Experience. This course will review the history, geography, and sociology of Muslim immigration and settlement in America (whether temporary or permanent). Fundamentals of Muslim belief and practice and the nature of the Muslim Umma or community will be surveyed. Special attention will be given to redefinitions of the Islamic Umma in America (tension between Islam as a unified socio-economic, religious, and political entity, versus the separation in the U.S. of “church” and state); Islam's changing religious and social institutions in America (masjid or mosque and Islamic center, Islamic educational and professional organizations, and the role of the American Imam or religious leader); the struggle for individual/social identity regarding traditional gender roles (male honor/female modesty), raising children and

preserving the Muslim family in a non-Muslim environment, and the culture and economical Islamic Law in business and the workplace. American sectarian developments will also be discussed: The breakdown of traditional sectarian barriers or distinctions (between Sunni and Shi'i communities), the popularity of charismatic and ecumenical Islamic teachings (such as Sufism and the Ahmadiyas), and the development of entirely new forms of Islamic community (such as Rashad Khalifa's United Submitters International). Readings will be in English with some Arabic terminology, supplemented by regular presentations of Islamic music and films on Islam in the modern world and Islam in the West. (O'Connor)

Section 102 – Authority in Islam: From Medieval to Modern Age. This course introduces students to the controversial issue of who should lead the Islamic community. Conducted as a reading course in Islamic history, students will study how religious, cultural, political, and historical influences impacted on the institutions of church and state in Islam. Besides studying historical events and individual views, students will learn the "vocabulary of power," focusing on terms specific to the Islamic context. The course will cover from the rise of Islam to the modern period, spending one week for each "period" (i.e., the rise of Islam and the early caliphate, the Abbasids, the Ottoman empire, and the modern era.) Run as a seminar, there will be brief lectures followed by student discussion of the readings for each class. Grading is based on participation, weekly summaries, two oral presentations, and a book review. The readings are in English, and although some knowledge of Islamic history would be helpful, it is not required. (Hanne)
See: http://www-personal.umich.edu/~ehanne/authority.html

Hebrew and Jewish Cultural Studies (HJCS) (Division 389)

270/Judaic Studies 270. Introduction to Rabbinic Literature. (3). (HU).
For about 2,000 years, up to the eighteenth century in Europe and to the twentieth in Africa and Asia, the vast majority of Jews lived according to religious law. This is still the way of life of many Jews. It is based on the "oral law," which is an elaboration and interpretation of the Mosaic law. The course surveys the character and development of the oral law, beginning with the activities of Anshei Knesset Hagdolah (Men of the Great Assembly), the Sanhedrin and the Hillel Patriachate. We examine the literary forms, composition and redaction of the Mishna, Tosefta, Babylonian and Jerusalem Talmud, and the Midrashi Halacha and Aggada. The course will go beyond the "classical" rabbinic period and examine the rabbinic schools (yeshivot) and major rabbinic authorities in their geographical and historical settings.
Cost:1 (Steinfield)

291. Topics in Hebrew and Judaic Cultural Studies. (3). (Excl).
Section 101 – Developing Conversational and Oral Skills in Hebrew. This course will concentrate on development of conversational skills and vocabulary. There will be discussions on current topics of interest. Students will be expected to do short oral presentations on a weekly basis on a final project. (Sacerdotti)

Section 102 – Satire for Kids? Society and Politics in Israeli Children's Literature. Addressing both children and adults, Israeli children's literature acts as a social and a political whip. This literature as other cultural and social entities mirrors the turmoil the Israeli society is going through. The lecture/discussion introduces an alternative approach to children's literature and its role in the political arena while focusing on political satire written by two prominent Israeli authors, Meir Shalev and Efraim Sidon.

Reading will include a wide selection of recent scholarly works on children literature, political satires and Israeli children books. Appropriate for all class levels. The course requirements include a midterm, two short (6 pp) papers and a final paper. (Sacerdotti)

296/Judaic Studies 296/Rel. 296. Perspectives on the Holocaust. (3). (HU).
As "an event at the limits," the Holocaust has signified the bankruptcy of Western values held since the Enlightenment and has forced us to reconsider comfortable assumptions about ethics, aesthetics, human progress, modernity, and the positive power of language. In this course, we will explore questions concerning the perpetrators' motivations, the victims' responses, and the forms and functions of post-Holocaust remembrances. Our overarching questions will be: How to understand? How to live after? And how best to remember? The course consists of two parts: "history" and "memory." The
Courses in Philosophy (Division 442)

Philosophy is about as broad a subject as one can find in a university curriculum. It addresses a wide array of questions, some quite familiar (Does God exist? Why be moral? What is art?), others less so (What is a thing? Is space a substance?). It also falls within philosophy to examine the methods and practices of virtually all academic disciplines. Because of this breadth, a person can study philosophy in ways involving the styles and techniques of thought of most other fields of inquiry. For example, the work of a philosopher concentrating in logic is much like that of the student of mathematics. A philosopher primarily interested in the philosophy of religion will often be doing much the same things as a theologian or a student of the history of religion. Political philosophy is regarded by some as including political activity itself. Many other such examples exist. In addition, philosophy examines the practices of other activities, such as the fine arts, that are sometimes thought of as different from typical academic disciplines. However, for the most part the activities characteristic of philosophy are peculiar to the discipline. The only way to know what it's really like is to give it a try.

In the Spring Term, the Department offers a number of courses that do not carry prerequisites — Philosophy 181, 303, 340, 344, and 359. Philosophy 181 is a general introduction designed to acquaint students with a representative sample of philosophical problems concerning the nature of reality, knowledge, the self, morality, religion, and society. Philosophy 303 is an introduction to symbolic logic, and meets a requirement for the concentration. Philosophy 340 addresses the relationship between mind, consciousness, and intelligence to matter and the brain. Philosophy 344 addresses ethical issues that arise in connection with the practice of modern medicine. Philosophy 359 focuses on philosophical issues that arise in the law. Spring offerings are limited to 50 students, and sometimes enroll as few as 20.

181. Philosophical Issues: An Introduction. No credit granted to those who have completed or are enrolled in 182, 202, 231, 232, 234, or 297. (2). (HU).

This course examines problems drawn from a number of branches of philosophy. After introducing students to some basic tools and methods of philosophy, the course will consider the following questions: (1) Are there good reasons for believing that God exists or does not exist? (2) If human actions are causally determined by heredity and environment, is there any free will or moral responsibility? (3) In light of the challenges raised by (1) and (2), are we forced to conclude that morality is nothing but a social convention, or is it still possible to ground morality in something more objective? We will examine competing answers to each of these questions, drawing from ideas proposed by both contemporary and historical philosophers. The aim will be for students to think critically about these proposed answers, so that they may come to know first-hand what is required of a well-reasoned response to the course's questions. Class will include both lecture and discussion; requirements will include short papers and a final exam. WL:4

303. Introduction to Symbolic Logic. No credit granted to those who have completed or are enrolled in Phil. 203, 296 or 414. (3). (MSA). (BS).

One particularly good form of reasoning is a "valid inference": if an inference is valid, the conclusion is guaranteed to be true if the premises are true. In this course, we shall use formal, mathematical techniques to determine which forms of inference are valid. In particular, we shall use two systems of formal logic: first, the propositional calculus will be employed to assess inferences involving the sentence operators "not", "or", "and", "if ... then ...", and "if and only if"; and, second, the predicate calculus will be used to assess inferences involving the quantifiers "all" and "some." Part of the course will concern "metatheory": it will be proven that the propositional calculus is a good instrument for detecting validity — the calculus classifies as "valid" all the valid inferences and only the valid inferences. For this part of the course, students will have to master proofs by mathematical induction. There will be regular homework assignments, assigned weekly, as well as a midterm examination and a final. (P. Gibbard)


The scientific worldview seems to tell us that reality, at the fundamental level, is a realm occupied by an inanimate kind of stuff — matter — whose antics are governed by the laws of nature. But where do minds fit into this picture? I know I have a mind since I am a conscious being (I'm even self-conscious). If matter is inanimate, then where does consciousness come from? Must we think of minds as composed of something other than matter — a non-physical, non-material sort of stuff? Would that place minds "outside" of the physical world, perhaps beyond the reach of science? Are minds supernatural, perhaps what sometimes get called "souls"? Maybe we can fit minds into the scientific view by thinking of them as a kind of software program running on the hardware (or perhaps "wetware") known as the brain. How literally should we take this suggestion? Wouldn't it require us to think of ourselves as nothing but complex (biological) machines/computers? If this were true, then the line between us and other machines would be pretty thin. It might even be possible for us to make a non-biological computer complex enough to run a program that qualified as a genuine mind, an artificial intelligence. Could such a machine achieve genuine consciousness (or self-consciousness?), or would it only be able to mimic consciousness? Does this distinction make any sense, or is there nothing more to being conscious than being an indistinguishable "mimic" of something conscious? (Woodbridge)

344. Ethics and Health Care. Interflex 101, 201, or 301, or an introductory philosophy course. (2). (HU).

This course is an introduction to philosophical reasoning about central topics in contemporary medical ethics. We will begin by exploring several standard theories in normative ethics (including utilitarianism and deontology) and then consider their application to questions arising in the practice of medicine, medical research and technology. Topics will include some of the following: termination (abortion, impaired infants, euthanasia); rights (mandatory AIDS testing, medical experimentation and informed consent); controls (genetics, reproductive control); and resources (organ distribution, the claim to health care). Students will be encouraged to supplement lectures with a discussion of their own views on these topics throughout the course. There will be both papers and exams. No previous background in philosophy is required. (Diller)

359. Law and Philosophy. (2). (HU).

This course aims to explore aspects of law that have, not surprisingly, attracted considerable philosophical attention. We'll look closely at questions such as the following: Do we have an obligation to obey the law? (And might our answer vary depending on the particular law we face?) Is there any necessary connection between law and morality? Can a system of sanctions be justified? We'll be reading some case law to frame the issues, but even then our inquiries will be philosophical rather than legal. Assignments will likely consist of two short papers and a final examination. (Frohock)

Courses in Physics (Division 444)

The Physics Department discourages students from changing midstream from Physics 140 to Physics 125 or from Physics 240 to Physics 126, so it is important that students choose the first course of a physics sequence with care. Prospective engineers, physicists, and chemists should elect Physics 140/240 rather than Physics 125/126 because concentration programs in these areas require the Physics 140/240 sequence. In the case of some departmental concentration programs (e.g., biology) or in special individual circumstances, students can elect or are encouraged to elect the Physics 125/126 sequence. Some advisors will advise all students who have had calculus to elect Physics 140/240. Physics 140/240 can be elected by all students who have had calculus, but it should be elected only by students who enjoy solving difficult problems and who think that they will be good at it. Physics 145 is a three-credit version of Physics 140. The difference between Physics 140 and Physics 145 is that Physics 140 meets in two lectures and two discussion sessions per week, while Physics 145 has three lectures per week and no discussion sessions. The same topics are covered in both courses, and the final exam is common for Physics 140 and Physics 145. Physics 145 is primarily intended for students in the College of Engineering who have a limit on their number of credit hours, although it is not restricted to Engineering students.

Note: If the Waitlist code on a Physics course is WL:5, then both sign on the waitlist through Touch-tone Registration and contact the department office.
125. General Physics: Mechanics, Sound, and Heat. Two and one-half years of high school mathematics, including trigonometry. Phys. 125 and 127 are normally elected concurrently. No credit granted to those who have completed or are enrolled in 140, 145, or 160. (4). (NS). (BS). (QR/1).

Phys. 125 and 126 constitute a two-term sequence offered primarily for students concentrating in the natural sciences, architecture, pharmacy, or natural resources; and for preprofessional students preparing for medicine, dentistry, or related health sciences. Phys. 125 and 126 are an appropriate sequence for any student wanting a quantitative introduction to the basic principles of physics but without the mathematical sophistication of Physics 140 and 240. Strong emphasis is placed on problem solving, and skills in elementary algebra and trigonometry are assumed. While a high school level background in physics is not assumed, it is helpful.

PHYSICS 125 covers classical mechanics (laws of motion, force, energy and power) and mechanical wave motion (including sound waves). The final course grade is based on three one-hour examinations, class performance and a final examination. Cost:3 WL:5

126. General Physics: Electricity and Light. Phys. 125. Phys. 126 and 128 are normally elected concurrently. No credit granted to those who have completed or are enrolled in 240 or 260. (4). (NS). (BS). (QR/1). See Physics 125 for a general description of this introductory sequence of courses.

Physics 126 is a continuation of Physics 125; it covers electricity and magnetism, the nature of light, and briefly introduces atomic and nuclear phenomena. The final course grade is based on three one-hour examinations, class performance, and a final examination. Cost:3 WL:5

127. Mechanics, Heat, and Sound Lab. Concurrent election with Phys. 125 is strongly recommended. No credit granted to those who have completed or are enrolled in Phys. 141. (1). (NS). (BS). Laboratory fee ($25) required. Phys. 127 is a laboratory course intended to accompany Physics 125 and provide a perspective on physics as an experimental science. Macintosh computers are used for data acquisition and analysis. Evaluation is based on participation and performance in the laboratory classes, and on written laboratory reports and quizzes. Cost:2 WL:5

128. Electricity and Light Lab. Concurrent election with Phys. 126 is strongly recommended. No credit granted to those who have completed or are enrolled in Phys. 241. (1). (NS). (BS). Laboratory fee ($25) required. Phys. 128 is a laboratory course intended to accompany Physics 126 and provide a perspective on physics as an experimental science. Evaluation is based on participation and performance in the laboratory classes, and on written laboratory reports and quizzes. Cost:2 WL:5

Courses in Political Science (Division 450)

Primarily for First and Second Year Students

101. Introduction to Political Theory. (4). (SS). An overview of some classic texts of political thought, including Homer, Plato, Machiavelli, Locke, Rousseau, Burke, Mill, Marx, and Rawls. We will explore and evaluate these theorists' answers to questions such as: What's the point of politics? What makes state power legitimate? What is the proper relation between the individual and the state? What's Appealing and what's lamentable about democracy? The course will include both lectures and discussions each week. Cost:2 WL:1 (Mazie)

160. Introduction to World Politics. (4). (SS). This course will introduce students to the fundamental issues of international relations. It will familiarize the students with the main theories that help us to understand the behavior of states in the international arena. We will discuss and criticize the major theories, or explanations, of conflict and cooperation and will simultaneously apply these theories in a critical and logical manner to the major topics of international politics. Some of the more specific topics that we will be analyzing are the end of the Cold War and the new international environment, nuclear deterrence, and the role of the United Nations in the international system. Cost:2 WL:1 (Lopez)

Primarily for Juniors and Seniors

412. The Legal Process. Two courses in political science. (3). (Excl).
Legal Process will examine a host of different issues pertaining to legal theory and legal organizations. Among them, we’ll ask: (1) What is the difference between law and politics and why is that distinction worth investigating? Is politics simply an arena where the most powerful person wins whereas law exists to uncover truth? (2) How can one justify the law, in all its myriad manifestations, as autonomous and “logical”? What are the implicit assumptions in these theories that allow them to justify the authority and autonomy of law? By exposing these latent assumptions, can we still view law, in principle, as impartial and infallible? (3) Is law really neutral with regard to the identities of members in society, or does it reflect the individual interests of certain groups? Do the theoretical underpinnings of law affect the marginal members of society the same way as the powerful? (4) Does law differ from morality? If so, what’s at stake in such a distinction? That is, what do we gain and lose as a matter of theory by thinking of the two as different? Can judges ever refrain from introducing their own personal morality into their decision-making process? We’ll read court cases, articles, and a few books as we embark on our journey to answer these questions. (Kang)

423. Politics of the Metropolis. Two courses in political science. (3). (Excl). This course will examine the development and current state of local politics in the United States. The course will focus upon the distribution of power and influence in urban America. Throughout the course we will discuss the historical developments and other realities that shape politics in American cities, including suburbanization, the global economy, intergovernmental relations, and issues of race and class. We will also consider recent attempts to increase citizen participation in local government. Cost:2 WL:1 (Schuckman)

440. Comparative Politics. Any 100-level course in political science or upperclass standing. (3). (Excl). Section 101 – The Other Europe: Russia, Eastern Europe, and Turkey in the Twentieth Century. Prerequisites: Political Science 101, 140, or 160 desirable, but not necessary. There are many good reasons to study Russia, Eastern Europe, and Turkey. For one, the study of comparative politics has largely ignored these regions in favor of the advanced industrial democracies of Western Europe. Yet the less wealthy and democratic countries of eastern Europe and the Mediterranean arguably have more to teach us that is relevant to the rest of the developing world. Second, over the last decade these countries have been democratizing their authoritarian governments and radically liberalizing their economies. Because these reforms have succeeded in some of these countries but not in others, we can learn what conditions are conducive to democracy and free markets. Third, Turkey is a U.S. ally, a member of the NATO, and a country with a predominantly Muslim population. In coming decades Islam is projected to surpass Christianity as the world’s most practiced religion. In addition, these countries are also central to post-empire International Politics. Russia possesses the world’s second largest nuclear arsenal and occupies the center of the “Eurasian heartland,” bordering many countries in Europe, the Middle East, and Asia. Its location makes it extremely important diplomatically and militarily. Second, the region contains several ethnic conflicts, most notably in Yugoslavia where the U.S. has peace-keeping troops deployed. This course will examine the Yugoslav and Bosnian civil wars in some detail. Finally, the Russian Revolution of 1917 was far and away the most important event of the twentieth century. The communist form of government which it created spread to much of the world and still exists today in Vietnam, North Korea, Cuba, and the world’s next superpower, China. Hence, understanding twentieth-century history requires knowledge of what the Russian Revolution created.

460. Problems in World Politics. Any 100-level course in political science. (3). (Excl). May be elected for credit twice with permission of the instructor. Section 101. Students study both theories of World Politics and how to theorize in general. While we study familiar theories, such as Realism, Marxism, or rational choice, the course emphasizes both the philosophy of science behind theories and hands-on experience working with them. Students write several problems sets and complete in-class worksheets that provide practice in both inductive and deductive reasoning as well as hypothesis testing in several settings. Both what we know and how we got to know it are central to the course. Cost:2 WL:1 (Pahre)


The course focuses on the process by which officials make national security decisions, and it introduces complementary explanations of national security affairs, including rational choice, bounded rationality, and prospect theory. In the forest of East-West politics, the West slew a dying Soviet bear. Thereafter, the United States perceives itself in a jungle teeming with additional beasts—fresh threats to the Washington-dominated post-Cold War world. Viewed through an American prism, they are the rogue elephants of the international system.

Students should have taken an introductory course in international politics, such as PS 160. There are a midterm and final paper. Students will be evaluated regarding the quality and quantity of their participation in a computer conference—Conferencing on the Web. (COW). The course meets at a computer site in order to access the Internet. Cost:3 WL:1 (Tanter)

See: http://www.lib.umich.edu/libhome/Docu

491. Directed Studies. Two courses in political science and permission of instructor and the Director of Undergraduate Studies. (1-6). (Excl). No more than four credits of directed study credit may be elected as part of a concentration program in Political Science. (INDEPENDENT). Political Science 491 and 492 may be elected for a total of eight credits. Political Science 491 and 492 may be elected for a total of eight credits. No more than four credits of directed study credit may be elected as part of a concentration program in Political Science. A directed study on any subject agreed upon by a student and an advising instructor that does not duplicate a regular course offering. Students wishing to enroll for a directed study course are urged to work out the details of the course before the start of the term. Cost:1 WL:1

Courses in Psychology (Division 455)

The Department of Psychology offers two regular introductory courses: Psychology 111 and Psychology 112. Psychology 112 is offered as a natural science and stresses experimental psychology. Psychology 111 is approved for social science distribution but treats both perspectives with about equal weight. Students may not receive credit for both Psychology 111 and Psychology 112. Either of the two courses meets the prerequisite requirement for secondary education and serves as a prerequisite for advanced courses. Honors students and others with permission of the instructor may take Psychology 114 or 115. Psychology 115 is offered as a natural science course and stresses experimental psychology. In Psychology 114 the coverage of basic material is rapid, leaving some time for specialized topics.

111. Introduction to Psychology. Psych. 111 serves, as do Psych. 112 or 113, as a prerequisite for advanced courses in the department and as a prerequisite to concentration. No credit granted to those who have completed or are enrolled in 112, 113, 114, or 115. (4). (SS). Psych. 111 may not be included in a concentration plan in psychology. Students in Psychology 111 are required to spend five hours outside of class participating as subjects in research projects. This course provides a broad introduction to the field of psychology. During the term we will cover such topics as personality, development, perception, learning, physiology, and clinical and social psychology. In addition, we will look at some of the theories and principles that have guided attempts to solve psychological problems in both academic and applied settings. Cost:1 (Behling)

125. Drugs, Culture, and Human Behavior. May not be used as a prerequisite for the psychology concentration. (3). (SS). May not be included in a concentration plan in psychology. An introductory survey of psychoactive drugs and plants, toxins, and other chemicals that alter human behavior with an emphasis on their use in various cultures. Following a historical introduction and an overview of drug action mechanisms of the nervous system, attention is paid to the role of drugs in society. Complementary explanations of national security affairs, including rational choice, bounded rationality, and prospect theory. In the forest of East-West politics, the West slew a dying Soviet bear. Thereafter, the United States perceives itself in a jungle teeming with additional beasts—fresh threats to the Washington-dominated post-Cold War world. Viewed through an American prism, they are the rogue elephants of the international system.

Students should have taken an introductory course in international politics, such as PS 160. There are a midterm and final paper. Students will be evaluated regarding the quality and quantity of their participation in a computer conference—Conferencing on the Web. (COW). The course meets at a computer site in order to access the Internet. Cost:3 WL:1 (Tanter)

See: http://www.lib.umich.edu/libhome/Docu

204. Individual Research. Introductory psychology and permission of instructor. (1-6). (Excl). May not be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits. Arrangements may be made for adequately prepared students to undertake individual research under the direction of a member of the staff. Students are provided with the proper section number by the staff member with whom the work has been arranged. Students are responsible for properly registering for this course.

206. Tutorial Reading. Introductory psychology and permission of instructor. (1-6). (Excl). May not be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits. Arrangements may be made for adequately prepared students to undertake individual plans of study under the direction of a member of the staff. Students are...
305. Practicum in Psychology. Introductory psychology. (1-4). (Excl). A total of six credits of Psychology letter-graded experiential courses may be counted for concentration. This 305 must be taken for at least three credits to count as an experiential lab in the psychology concentration. (EXPERIENTIAL). May be repeated for a total of six credits. Section 101 – Field Work in Multicultural Communities. (3 credits). This is an experiential field course involving two visits per week to an African-American, Arab-American or Latino community in Detroit. Students will be assigned to work with community-based organizations on projects to improve the well being of children and families. Projects involve such activities as tutoring, developing outreach activities, participating in child care settings, and working in community education projects. Internships will be supervised by the instructor and program staff. Transportation will be provided. Students will also attend a seminar meeting once a week to integrate theory with practice. That seminar time will be arranged at a time convenient to the students and the instructor.

Section 102 – Community Issues in Latino/Latina Schools. (3 credits). The purpose of the proposed course is first, to expose students to Latino youth and their Southwest Detroit community (a poor multi-ethnic neighborhood); second, to educate students about cultural aspects of human development, mental health, and contrasting theoretical approaches to social change; finally, to help the students analyze their practices against this theoretical framework. The overall goals of the course are to educate students to be able to envision themselves working in an urban community setting and to become motivated to work for social change in their academic and professional careers. This course will be a field course, involving two visits per week to a Southwest Detroit community. In this course, the instructors themselves will supervise the field experience. Neighborhood walks will be planned and led by the instructors to make students aware of the cultural diversity of the neighborhood, its economic base, and its interesting history. (José)

Section 103 – Michigan Mentorship Program. (2-3 credits). This experiential learning course is designed to provide mentoring experiences for students in the Ann Arbor Public Schools who are regarded at risk for low achievement. We will pair college students with elementary and high school students in order to help students with homework, to encourage effective learning strategies, to set goals, and to help them develop appropriate coping strategies. College students who are willing to engage in frequent and regular contact with younger students’ concerns are a tremendous resource for their learning and motivation. Conversely, college students can learn a great deal from children and adolescents as they work through issues. The course will provide a personal relationship and useful academic information in order to help grade school students become more successful and more motivated in school. University students will be expected to participate in mentoring a minimum of six hours per week, read related background information, keep a weekly journal, and write a 5-10 page paper. Students will meet in seminar, weekly (Tues. evening) to discuss the experiences. This course is by application only. Email Dr. Quart at equart@umich.edu for application procedures. students who take the course for two credits cannot use it as the 305 as an experiential lab. Cost: 1 WL: 3 (Quart)


340. Introduction to Cognitive Psychology. Introductory psychology. (4). (NS). (BS). The topics to be covered include various aspects of the psychology of human perception, attention, memory, thinking (including problem solving and reasoning), and consciousness. The material will include data and theory about the relationship between cognition and brain function. The course will emphasize not only the content material represented by these topics, but also the process by which researchers develop theories and collect evidence about relevant issues. Students are required to have taken an introductory psychology course that included material on psychological experimentation. Performance will be evaluated via objective examinations that will stress knowledge of the material and understanding of the relationship between theory and data. Readings will be drawn from a text and several primary sources. The course will include lecture, discussion, demonstrations, in class experiments, and practice on problem-solving exercises. Cost: 2 WL:1 (Patalano)

351. Advanced Laboratory in Developmental Psychology. Stat. 402 and Psych. 350. (3). (Excl). Satisfies a Psychology research-based laboratory requirement. This course is designed to provide students with training in the skills necessary for designing, conducting, evaluating, and presenting research on human development. The class is a combination of lecture and discussion of research issues and methodology, activity-based laboratory sessions, and the implementation of individual and class research projects. Students are provided with “hands-on” research opportunities interviewing school-age children and conducting observational studies. The class meets the Psychology Laboratory course requirement. (Myers)

361. Advanced Laboratory in Organizational Psychology. Psych. 360. (4). (Excl). Satisfies a Psychology research-based laboratory requirement. This advanced laboratory will cover several theoretical, empirical and applied approaches to enhancing individual, group and organizational effectiveness and well-being. We will focus on organizational research methodology, role analyses, group planning and decision making, workplace diversity, leadership styles, competencies of an effective consultant and examine other hot topics in human resource management and organizational behavior/development. The instructor will introduce each topic to class by giving an overview of the topic, framework and models to provide some first-hand experience with the concepts and phenomena under study. Subsequently, the class will reflect on the presentation, participate in simulations, review films and discuss relevant readings and assignments. Finally, students will conduct field research projects, deliver oral presentations and complete written reports which will be delineated in class. The goals/objectives of the lab are: (1) To provide a basic familiarity with methods of analyzing and improving individual, group and organizational effectiveness. (2) To obtain the undergraduate experience of group and organizational process with the opportunity to see organizational phenomena through several theoretical and empirical models/frameworks. (3) To explore the relationship between organizational effectiveness and the well being of organizational members in the context of each major topic. (4) To provide students with the forum and feedback to develop and/or refine effective written and oral skills of an organizational researcher and an external or external consultant with the opportunity to apply theoretical and empirical knowledge. (Beale)

370. Introduction to Psychopathology. Introductory psychology. (4). (SS). This course covers such problems in living as substance abuse, anxiety, depression, and schizophrenia – their psychological explanations and treatments. Weekly lectures. Grades are based on three multiple-choice and short-answer exams administered during regularly-scheduled lecture times. Textbook and a course pack are required reading. Sample exams and lecture notes are available as options. Class limit: 200 students. There is no waitlist for the course. The course can be used in addition to the 305 as an experiential lab. Cost: 1 WL: 3 (Patalano)
372. Advanced Laboratory in Psychopathology. Psych. 370. A basic statistics course (e.g., Stat 402) is recommended although not required. (3. (Excl). Satisfies a Psychology research-based laboratory requirement.

Section 101. This is a tentative description; instructors not yet determined: this writing-intensive course provides an overview of the how’s and why’s of research in psychopathology. Final grades are based on ‘objective’ exams over terms and concepts covered in class, readings and written assignments. Each written assignment is weighed more-or-less by its page length. Attendance is not graded but is required: A student cannot pass this course without participating in lab activities and exercises. Class is limited to ~20 students. There is no waitlist for the course; do not ask for overrides. The course can be added via CRISP if and when students drop the course. Cost:1

Section 110 – Alcoholism and Other Behavior Disorders in Community Settings. I. This course offers undergraduates the opportunity to participate in an ongoing community-based research program. The project involves detailed screening for alcohol problems among older adults attending primary health care clinics throughout Southeast Michigan. The study hopes to provide a better understanding of whether brief interventions for elderly patients with alcohol problems are effective. Also, we will attempt to determine which specific characteristics of individuals predict who will change their drinking behavior as a result of this intervention. In addition to 1.5 hours of class time each week, work involves participation in several aspects of the data collection phases of the project. The project requires approximately nine hours of time commitment per week. Ideally, students involved in this work should be able to enroll for a two-term sequence, taking Psychology 372 in Spring and Psychology 305 in Summer. Completion of both 372 and 305 will satisfy the Psychology Lab requirement. For further information, contact either Dr. Zucker or Dr. Blow at 998-7952. (Zucker)

390. Introduction to the Psychology of Personality. Introductory psychology. (4. (SS). A selective overview of major theories of personality. The orientation is systematic rather than critical. The goal of instruction is to provide students with a mastery of the various concepts and their interrelationships within each theory as well as with an appreciation of their empirical bases and their heuristic values and limitations. The major applications of personality theory are presented and discussed. (Larsen)

404. Field Practicum. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390; and permission of instructor. (1-12. (Excl). Offered mandatory credit/no credit. May be used as an experiential lab. Credits may not be used toward either psychology concentration. (EXPERIENTIAL). May be repeated for a total of twelve credits. Students may make arrangements to work in field settings where psychological principles may be observed and utilized. Information about procedures for electing Psychology 404, 405, and 409 is obtained at 1044 East Hall (764-2980).

405. Field Practicum. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390; and permission of instructor. (1-12. (Excl). Offered mandatory credit/no credit. May be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIENTIAL). May be repeated for a total of twelve credits. Students may make arrangements to work in field settings where psychological principles may be observed and utilized. Information about procedures for electing Psychology 404, 405, and 409 is obtained at 1044 East Hall (764-2980).

406. Field Practicum in Research Techniques/Natural Science. Psychology 330 or 340 or 350 or 360 or 370 or 380 or 390. (1-4. (Excl). Offered mandatory credit/no credit. Credits do not count for the concentration, but the course may be used for an experiential lab if taken for three credits. (EXPERIENTIAL). Credit is granted for a combined total of twelve credits of Psychology 404, 405, 408 and 409, and for a maximum of three credits for Psychology 211, 404, 405, 408 and 409. This course may be taken for a maximum of two terms and/or four credits with the same instructor. This field practicum course offers an opportunity to integrate experimental and academic work within the context of a field setting. Students make their own arrangements to work in a psychology research lab; meet regularly with a faculty sponsor and research group to discuss their experiences; read materials which are relevant to the research topic and techniques being used; and create some form of written product that discusses the research and the student’s participation in the research process. Students may obtain a list of faculty sponsors offering research experience in the Undergraduate Office, 1044 East Hall. An override from a Psychology Department faculty member is required to register.

409. Field Practicum in Research Techniques. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390; and permission of instructor. (1-4. (Excl). Offered mandatory credit/no credit. This course may be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIENTIAL). May be repeated for a total of twelve credits. Credit is granted for a combined total of twelve credits of Psychology 404, 405, 408 and 409, and for a maximum of fifteen credits of Psychology 211, 404, 405, 408, and 409. May be elected for a maximum of ten terms and/or four credits with the same instructor. The course provides experience and education in research techniques. The student works with the instructor on various aspects of psychological research, completes readings, keeps a journal and participates in group meetings to discuss the readings and experiences in the research setting.

417. Mind and Brain: Historical and Cultural Issues. Introductory Psychology or Introductory Biology or Junior Standing. (3. (Excl.) What are the influences now and in the past that determine an accepted view of the biological basis of “human nature”? This course examines the interaction of historical, philosophical, sociopolitical, technological, and personal factors that determine modern theories and studies of normal and abnormal behaviors. Contemporary issues include an analysis of genetics and behavior; psychopharmacology; biological explanations of crime, mental illness, race, gender differences, etc.; bias in biology and psychology and its role in determining social policy; and cross-cultural differences between Western and Eastern illness and treatment systems. This course encourages you to think critically and often radically different as an intellectual exercise. The instructor assumes no particular background in psychology or biology and non-psychology concentrators are welcome. Grades will be based on a midterm, class reports, and a final paper. (Rose)

418/Religion 448. Psychology and Spiritual Development. (3. (Excl). See Religion 448. (Mann)

471. Marriage and the Family. Introductory psychology. (3. (SS). An intensive introduction to the clinical and research literature on the family in contemporary American society. Designed especially for students interested in clinical work with families, the course will examine family process, assessment, and intervention from the conceptual vantage point of general systems theory. Students will be expected to attend weekly lectures and discussion. (S.Olson)

505. Faculty Directed Advanced Research. Permission of instructor and one of the following: Psychology 330, 340, 350, 370, 380, or 390. (1-6. (Excl). May be used as an experiential lab by faculty petition to the Committee on Undergraduate Studies. A combined total of six credits of Psych. 505 and 507 may be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits. Arrangements may be made for adequately prepared students to undertake individual research of their own design under the direction of a member of the staff. The work of the course must include the collection and analysis of data and a written report, a copy of which must be given to the undergraduate office. Students are provided with the proper section number by the staff member with whom the work has been arranged. Students are responsible for being properly registered for this course.

507. Faculty Directed Advanced Tutorial Reading. Permission of instructor and approval of the Department of Psychology Committee on Undergraduate Studies; and one of the following: Psychology 330, 340, 350, 370, 380, or 390. (1-6. (Excl). A combined total of six credits of Psych. 505 and 507 may be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits. Arrangements may be made for adequately prepared students to further explore a topic of interest in psychology under the direction of a member of the staff. The course requires a final paper, a copy of which must be given to the undergraduate office. Students are provided with the proper section number by the staff member with whom the work has been arranged. Students are responsible for properly registering for this course.

Independent Study/Directed Reading

The department of psychology offers several options for independent study/directed reading.

204. Individual Research and 206. Tutorial Reading. Arrangements may be made for adequately prepared students to undertake individual research or plans of study under the direction of a member of the staff. Students are provided with the proper section number by the staff member with whom the work has been arranged. Students are responsible for properly registering for this course.

505. Individual Research and 507. Tutorial Reading. Arrangements may be made for adequately prepared students to undertake individual research or plans of study under the direction of a member of the staff. Work in 505 must include the collection and analysis of data and a written report. Work in 507 provides an opportunity for further exploration of a topic of interest in Psychology. Faculty present a proposal for student work to the Department’s Committee on Undergraduate Studies, which approves projects prior to registration.

The field practicum courses (Psych 404, 405, 408, and 409) offer an opportunity to integrate experiential
and academic work within the context of a field setting. Students make their own arrangements to work in various community agencies and organizations; meet regularly with a faculty sponsor to discuss their experiences; read materials which are relevant to their experiences; and create some form of written product that draws experiences together at the end of the term. Obtain materials as early as possible as it generally takes students some time to meet requirements necessary to register for the course. An override from a Psychology Department faculty member is required to register. Credits do not count for the concentration although courses may be used for experiential labs. PSYCHOLOGY 409 IS RESERVED FOR RESEARCH PRACTICA. Field Practicums and Psych 505, 507 have prerequisites of one of the following: Psychology 330, 340, 350, 360, 370, 380, or 390; and permission of instructor. A combined total of 6 credits of Psych. 505 and 507 may be included in a concentration plan in psychology. The following limitations apply to Experiential and Directed Reading/Independent Study credit:

1. A maximum 15 credits of Experiential courses may be counted toward a degree; a maximum 8 credits may be earned from one project, and only one such Experiential project may be elected each term.
2. A combined total 30 credits of Experiential and Directed Reading/Independent Study courses may be counted in the 120 credits required for a degree.
3. Experiential and Independent courses are excluded from area distribution plans.
Courses in French (Division 371)

listening and speaking. Authentic documents are used to develop reading skills and culture. Cultural awareness and listening skills are further developed through listening and video materials. Classes meet four hours per week in sections of 20-25 students. Daily homework assignments involve studying vocabulary and grammar, writing exercises or short compositions, and practice in listening comprehension. There are several quizzes and tests, as well as midterm and final examinations and speaking tests. Class participation is graded. (Cost $3 per week; see statement above.

102. Elementary French, Continued, French 101. No credit granted to those who have completed 101 or 103. (LR). See French 101. French 102 is NOT open to students who have begun instruction at the high school level. College or university transfer students who have received credit for one term are encouraged to enroll in French 103. (4). (LR). Students whose last French course was NOT at University of Michigan, Ann Arbor must take the placement test. The sequence French 231/232 is built upon the work done in French 101/102. It presents intensive and comprehensive grammar review, study of finer points of French grammar structure, and the reading of journalistic prose, short stories, and literary excerpts. Both courses include the use of French movies and video. The proficiency gained by the end of French 232 should enable students to express themselves in French on subjects of intellectual interest, to understand conversation on such topics. Classes meet four times per week in sections of 20-25 students. Since communicative skills are emphasized daily, regular attendance and active participation are essential. Homework consists of grammar study, writing exercises, and laboratory work, both audio and video. There are comprehensive course-wide tests as well as midterm and final examinations.

Courses in Italian (Division 399)

Students completing the course will speak in short spontaneous conversations involving everyday topics, understand the gist of one-way communications like radio and television, read for practical information, and write simple correspondence and compositions on familiar topics.

101. Elementary Italian. Students with any prior study of French must take the Placement Test. Credit is not granted for more than two courses from French 101, 102, and 103. (4). (LR). The sequence of French 101/102 presents the essential elements of French grammar, vocabulary, and culture which are needed in everyday life to understand French spoken at a moderate speed and to be understood by sympathetic native speakers. Vocabulary and structures are practiced in class primarily through communicative activities stressing oral and written, and (4) weekly quizzes. Grading is based on quizzes, class participation, midterm, and a final examination.

102. Elementary Italian. No credit granted to those who have completed 101 or 103. (LR). Introduction to the Spanish language and culture; oral and written, and (4) weekly quizzes. Grading is based on quizzes, class participation, midterm, and a final examination.

101. Second-Year Italian. Italian 102, or permission of course supervisor. No credit granted to those who have completed 112 or 230. (4). (LR). This course reviews grammar, introduces students to standard modern Italian through the reading of short stories, plays and poetry, and increases student facility in writing and speaking Italian. Text, workbook, and lab manual required. Compositions are required and are based upon reading or other topics of interest. Class discussions and oral report center on readings or current events. Grading is based on class participation, compositions, quizzes, a midterm, and a final examination.

Courses in Spanish (Division 484)

Students who intend to continue a language begun in high school must take the Placement Test to determine the language course in which they should enroll. Spanish 102 is NOT open to students who have begun instruction in high school. It is strongly recommended that students who began Spanish at another college or university also take the placement test. Students must check with the Course Coordinator for any exceptions to the Placement Test level.

100. Intensive Elementary Spanish. No credit granted to those who have completed 101, 102, or 103. (LR). Introduction to Spanish language and culture with emphasis on communication: content-based approach integrates grammar with functional use. Students completing the course will speak in short spontaneous conversations involving everyday topics, understand the gist of one-way communications like radio and television, read for practical information, and write simple correspondence and compositions on familiar topics.

101. Elementary Spanish. For students with little or no previous study of Spanish. Course Objectives: the first part of an introduction to the Spanish language and culture; task- and content-based approach integrates grammar in a functional use through listening.
Courses in Russian and East European Studies (REES) (Division 468)

301. Directed Reading. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits. Independent study, under the guidance of a faculty member, of a specialized topic in Russian, Soviet, or East European studies.

Slavic Languages and Literatures

Courses in Russian (Division 466)

102. First-Year Russian, Continued. Russian 101. No credit granted to those who have completed or are enrolled in 103, 111, or 112. (4). (LR).

In this course, the sequel to Russian 101, students complete their introduction to Russian grammar, expand their vocabulary and learn to express themselves in Russian about topics of interest, including Russian culture. Prior to the course, students would have covered the following topics: the alphabet (printed and cursive), vowel reduction, intonation patterns, noun gender and adjectival agreement, and hard/soft noun endings. Familiarity with the following case endings for nouns, adjectives, and pronouns is assumed: nominative (singular and plural), accusative (singular and inanimate plural), prepositional (singular), and genitive case. For verbs, students would know past, present, and future tenses of imperfective and perfective aspect. In addition, students should have covered such conversational topics as introductions, expressions for greetings and farewells and getting acquainted. The course meets ten hours/week and requires at least two hours/week listening to cassettes and approx. 25 hours/week for homework. Text: Russian Stage One, 2nd ed., Birekchina, Davidson, Dorofeyeva, Fedyanina. Cost: $3 WL: 4

Literature


Courses in Ukrainian (Division 494)

421. Directed Reading in Ukrainian Literature. Open to non-concentrators. A knowledge of Ukrainian is not required. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits. Reading of works by major Ukrainian authors. Program can deal with either the old or the modern period and includes weekly one hour discussion meetings and several short papers. Reading can be done in Ukrainian or English.
Courses in Sociology (Division 482)

Introductory Courses

100. Principles of Sociology. Open to first- and second-year students. Juniors are strongly encouraged to enroll in Soc. 400. Seniors must elect Soc. 400. No credit granted to those who have completed or are enrolled in 195 or 400. No credit for seniors. (3). (SS).

Section 101 – Exploration of Life Histories. The primary aim of this course will be to understand the precursors to and conditions under which genocide occurs. The course will be structured around several orienting questions: What is genocide? In what ways has the term “holocaust” been adopted to address many of the atrocities committed against humans in modern society? What is the role of hatred, race, gender, religion, and, most importantly, POLITICS in the commission of genocide? What makes some nations remain quiet while others try to help those in imminent danger? In what ways does the media perpetuate stereotypes and prejudices that inhibit aid? The course will begin with an investigation into the sociological relationship between politics and aggression and will delve deeply into the definition of genocide in several international realms, including Burundi, Iraq, Israel, North America, Sri Lanka, Germany (the Nazi Holocaust), Armenia, and South Africa. We will consider the roles of religion, race, culture, and gender in instigation and perpetuation of genocidal activities. The second half the course will be devoted to the nomenclature associated with genocide, focusing specifically on the use of the term “holocaust”. The course will culminate with an examination of the victims of genocide and the politics of remembrance. (Brown)

202. Contemporary Social Issues I. (3). (Excl). Credit is granted for a combined total of eight credits elected through Soc. 102, 202, 203, and 401, provided that the course topics are different.

Historically the question of culture and history has been at the center of research on Black family life. Sheding light on such issues as the influence of African culture, Black families in slavery, and Black family structures. These themes continue to define contemporary work, however, the current context of this work has led to important theoretical developments and methodological transitions. The political push for “a return to family values”, welfare reform and marriage rates among Blacks have incited work on single parent households, the role of Black men in families, male/female relationships and adaptive family strategies. This course aims to focus on these, and other, recent trends in Black family research. The goals of this course is to examine critically some of the literature published in the last five years in order to situate them theoretically and methodologically in the field. This course will attempt to address such questions as: How has sociological research on Black families changed in the last 20 years? What gaps have the recent literature filled? What issues do the recent literature leave unresolved? Although there is a strong contemporary emphasis in the course, the aim is to draw connections to classic research and the sociohistorical context. (Brown)

For Undergraduates Only


What do Benjamin Franklin and David Duke have in common? Would you identify Dean Cain or Keanu Reeves as a person of color? Is there a difference between race and ethnicity? Why is the American society so fascinated with race and issues around race? Does race matter, as well as ethnicity, in what ways? Race is continuously defined as a category that is concrete and essential as well as conceptual and contextual; through historical experiences of people of color in the U.S., as well as contemporary issues and debates, this course will examine the role that the social construction of race has played, and continues to play, in shaping and organizing our society, structure, institutions, identities, and everyday lives. (Kim)


Almost everyone in the U.S. today is either an immigrant or a descendant of immigrants – a fact often forgotten in contemporary battles over immigration policy. In this course we will explore the experiences of immigrant groups, including those from Europe, Africa, Asia, and South America. We will also examine the impact of immigrants on the U.S. both historically (e.g., the impact on Native Americans) and in the contemporary period. We will pay particular attention to the historical context in which immigrant groups entered America and what that context, as well as the resources they brought with them, meant to their success (or lack thereof). In addition, we will discuss current immigration controversies including California’s Proposition 187, English-only laws, debates over what immigration and refugee policy should be, and inter-ethnic conflict. Discussion will be an integral part of the course and will be worth 20% of the final grade. Other course requirements: in-class midterm (20%), research paper (30%), and in-class final exam (30%). (Honeycutt)

For Undergraduates and Graduates

415. Economic Sociology. One of the following: introductory economics, psychology, or political science. (3). (Excl).

Economic sociology is concerned with the social basis of economic behavior. It is one of the newest and most vibrant areas of sociology. While the field is in its infancy, some of the most interesting work in the social sciences is done by sociologists and economists who work at the intersection of the two fields. One goal of this course is to survey the literature that already exists and to develop a systematic conception of this developing field. We shall begin the course with a discussion of the differences between sociological and economic approaches, followed by samples of the classic works in both fields. We shall then discuss the rise of large corporations, focusing on both sociological and economic explanations. In the next unit, we shall examine the internal workings of the firm, business, and society and then move toward macro-level discussions of the relationship between business and society. Finally, we shall use economic sociology to address some social problems, such as ecological degradation. Other topics covered in the course include such issues as corporate control; the social meaning of money, production, and financial markets; mergers and divestitures; the role of national cultures in shaping economic behavior; and fundamental questions about the distribution of wealth and income, particularly in the context of trade globalization. (De Gannes)


This course examines social inequalities based on gender. It addresses competing theories of sex and gender, as well as explanations of gender inequality. We will study women’s and men’s experiences of unequal gender relations by focusing on several sites of gender inequality, including the family, the workplace, interpersonal relations, and the state. The course explores the way gender is socially constructed, as well as explanations to which other social categories such as class, race, and sexuality shape the meaning of gender. Throughout the course we ask critical questions of the scholarship we study and attempt to understand what is unique about sociological interpretations of gender. (Cunningham)


This course offers a critical look at political insurgencies in the Americas. We will study various 20th century social movements, including the Civil Rights Movement in the US and the Latin American Women’s Movement. Our project will be to explore the how and why of social movement mobilization. How did people become movement activists? How successful were these movements? Why did people join the movement? These questions will guide lecture, class discussion, and writing assignments. The texts will include biographies of movement participants, scholarly journal articles, video news footage and film documentaries. Students will write weekly memos organized around an assigned question or topic. Two midterms and a final exam will test understanding of concepts, terms, and theories presented in the course. (Deerman)


The term “inequality” is used often, and with many different meanings behind it. In this course we will explore various forms of this phenomenon in the social world. Obviously this must begin by attempting to define what we mean by “social inequality”. Who is unequal to whom? Is inequality measured economically? Is it about power? How do we measure that power?


This course is an introduction to the sociological analysis of juvenile delinquency, a multi-dimensional social problem. Emphasizing a structurally-situated life course approach, the course explores the sociological origins of “delinquency”, the politics of “punishment” and historical development of the American juvenile justice system, and the problem of recidivism among former youthful offenders. Throughout the course we will examine and discuss key theoretical contributions, empirical studies, juvenile offender biographies, and artifacts of popular culture which can enhance our understanding of these and other related issues. The objective of this course is to provide students with an opportunity to develop their “sociological imaginations” and critical thinking skills in the process of exploring the complexity of juvenile delinquency and juvenile justice. (Ward)

468. Criminology. (3). (SS).

This course will be organized around the following themes: (1) how do legal and sociological definitions of crime differ? (2) How do race, class, and gender shape the criminal justice system; (3) What are the main theoretical traditions by which criminologists understand why people commit crimes?; (4) How can
Courses in Statistics (Division 489)

100. Introduction to Statistical Reasoning. No credit granted to those who have completed or are enrolled in Soc. 210, Stat. 265, 311, 402, 405, or 412, or Econ. 404 or 405, (4). (MSA). (BS). (QR/1).

This course is designed to provide an overview of the field of statistics. Course topics include methods of analyzing and summarizing data, statistical reasoning as a means of learning from observations (experimental or sample), and techniques for dealing with uncertainties in drawing conclusions from collected data. Basic fallacies in common statistical analyses and reasoning are discussed and proper methods indicated. Alternative approaches to statistical inference are also discussed. The course emphasis is on presenting basic underlying concepts rather than on covering a wide variety of different methodologies. The course format is six hours of lecture per week and two hours of laboratory per week. Cost:2 WL:3

402. Introduction to Statistics and Data Analysis. No credit granted to those who have completed or are enrolled in Econ. 404 or 405, or Stat. 265, 311, 405, or 412. (4). (NS). (BS). (QR/1).

In this course students are introduced to the concepts and applications of statistical methods and data analysis. Statistics 402 has no prerequisite and has been elected by students whose mathematics background includes only high school algebra. Examples of applications are drawn from virtually all academic areas and some attention is given to statistical process control methods. The course format includes six hours of lecture per week and three hours of laboratory per week. The laboratory section deals with the computational aspects of the course and provides a forum for review of lecture material. For this purpose, students are introduced to the use of a micro-computer package and the Macintosh computer. Cost:2 WL:3


This course is designed to give a student “hands on” experience in implementing quantitative research by using several SAS or SPSS computing packages.

Courses in Women's Studies (Division 497)


See Afroamerican and African Studies 336. (Theoharis)


See History 368. (Morantz-Sanchez)

483. Special Topics. WS 240, (3). (Excl). Degree credit is granted for a combined total of seven credits elected through WS 481, 482, 483, and 484. Section 101 – Women’s Health Practicum. The field of women’s health is vast and varied. Therefore this course was developed to address the many ways in which one could plan for a career in women’s health. To allow students to gain perspectives on the fields, the course will offer lectures from women’s health professionals, discussion forums, as well as a two hour a week practicum component. The goals of this course are: (1) to work on a multi-disciplinary women’s health topic that will have: community outreach, advocacy, clinical research, and patient education components; (2) to place students in hands-on learning environment to explore areas of women’s health; (3) to initiate community service learning and foster community consciousness and commitment among future health professionals; and (4) to encourage students to explore women’s health through experiential learning. The course will include discussion, guest speakers, and readings. Requirements include active class participation, progress reports, midterm paper/project, final paper/project, and a project presentation.

Independent Study/Directed Reading

The Program in Women's Studies offers several options for independent study/directed reading.

Directed Reading. Women's Studies 385, 386, 387

1-3). (Excl). (INDEPENDENT).

Offer advanced Women's Studies students an opportunity to purpose independent, interdisciplinary projects.

385 has prerequisites of Women’s Studies 100 or 240, one 300-level Women’s Studies course, and permission of instructor. 386 has prerequisite of Women's Studies 385. 387 has prerequisite of Women's Studies 386.


Prerequisite: Women’s Studies 240. Prepares second term junior Women’s Studies concentrators to write an honors thesis. Students choose a thesis topic before beginning this tutorial. They then work independently with an appropriate faculty member to develop the research skills specific to their topics (e.g., analytic, library, or computer skills). By the end of the term students should have a well-defined research design and the skills to carry it out. Requirement: a short written thesis prospectus.


Prerequisite: Senior honors Women's Studies concentrators. Provides Women's Studies honors concentrators an opportunity for independent study under close supervision from their faculty advisor while preparing an honors thesis.
LS&A Course Guide

Summer Half-Term, 1998

College of Literature, Science, and the Arts
Courses in Afroamerican and African Studies (Division 311)

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

100. What is an American? (3). (SS).
In this lecture/discussion course, we will investigate key episodes of this perennially contentious debate. One hundred years ago, for example, politicians and social activists strove to “Americanize” the “new immigrants” from southern and eastern Europe, often while ignoring the second-class (at best) status of Native Americans, Mexican-Americans, and African-Americans already present and rationalizing the near-total exclusion of Asians. Today, we struggle over a common definition of national identity since programs affecting millions of people, Americans or not, depend on it. Course readings will emphasize autobiographical narratives, both contemporary and historical, by Americans who claim—or dismiss—such an identity; we will also study legal documents, popular magazine articles, songs, photographs, and films, as well as critical works exploring the values at stake in this controversy. Assignments will include two short (2-3 page) reaction papers, a midterm exam, and a 5-7 page term paper. (Dalgaga)

206. Themes in American Culture. (3). (SS). May be repeated for credit with permission of concentration advisor.
Section 201 – Are Cities Obsolete? Detroit and the Politics of History and Culture. Detroit is notorious for its image as an urban disaster. Words like “tragedy” and “decline” have come to characterize the city in the national imagination while near-by towns and suburbs have worked to distance themselves from their neighbor. How does a city assume such a powerful national persona and what are the consequences of this kind of characterization? Clearly, Detroit is a far more complicated place than this image of urban decay would have us believe. Residents consistently contest the meanings of the city, some by simply living their multi-faceted lives inside of its borders and others through public art, music, community organizations and blatant acts of defiance. Detroit is home to over a million people and to a unique political culture. In this class, we will examine this political culture, paying careful attention to its historical roots. We will read sociological, historical, anthropological, fictional and poetic accounts of the city, and will watch movies and documentaries about Detroit. This will provide students with an interdisciplinary study of Detroit and of urban space more generally. (Miller)

240/WS 240. Introduction to Women’s Studies. (3). (HU) (R&E). See Women’s Studies 240.

301. Topics in American Culture. (1-3). (Excl). May be repeated for credit with permission.
Section 201 – Hollywood Renaissance: American Cinema, 1967–1977. (3 credits). Hollywood Renaissance focuses on the “New American Cinema” which emerged in the late 1960s in the context of the Civil Rights Movement, Women’s Liberation, Anti-War protests and an emergent counter-culture. A primary pedagogical goal of the course is to challenge students to make historical arguments about popular cultural texts. The syllabus integrates discussion of cinematic technique, film theory, the film industry, and historical contextualization in approaching this popular cultural medium. This is an interdisciplinary course in which students will be asked to engage with approaches to American culture drawn from film studies, gender studies, African-American studies, and history. Readings include primary and secondary sources. Course themes include: the myth of the West; American notions of “freedom”; violence in cinema; masculinity; religious iconography; gender theory; gender and “gaze” theory; ideology and star images/acting styles; documentary-style cinema; heroism; rock music and the new cinema; the “carnivalesque”; and spector identification. (Brent)


Section 001 – Farmworker Outreach. (3 credits). For Summer Term, 1998, this section is offered jointly with Psychology 305.202. (Nerenberg)

383. Junior Honors Reading and Thesis. Junior standing and grade point average of at least 3.0. (2). (Excl). (INDEPENDENT). Reading of selected works on American Culture. Conferences, written reports, and term papers.

388. Field Study. Sophomore standing. (1-4). (Excl). Offered mandatory credit/no credit. (EXPERIENTIAL). May be repeated for credit with permission. Field experience in organizations, institutions, and service agencies under such University of Michigan programs as the Washington and New York Internship Program and Project Community. Students must make individual arrangements with these programs.

389. Reading Course in American Culture. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be repeated for credit with permission.
An independent study course available to undergraduates who are interested in designing a reading list for the purpose of exploring new areas in the field of American studies. Each student makes individual arrangements with a faculty member in the student’s area of interest.

489. Senior Essay. Senior concentrators and Amer. Cult. 350. (3). (Excl). (INDEPENDENT). This course is designed for concentrators who desire a more directed research experience with individual faculty at the end of their undergraduate career. It allows a senior concentrator in American Culture the opportunity to write a research paper under the direction of a particular faculty member.

493. Honors Readings and Thesis. Senior standing and a grade point average of at least 3.5 in honors concentration. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits. Independent interdisciplinary study supervised by two or more tutors leading to an original paper. This is a two-term course with 3 hours of credit each term; a grade is not posted until the end of the second term.
Anthropology

Courses in Biological Anthropology (Division 318)

161. Introduction to Biological Anthropology. (4). (NS). (BS). Biological anthropology is a subfield of anthropology dealing with human biology and evolution. This course presents a survey of the major topics in the subfield: evolution and human genetics, human adaptation and other aspects of human variation, and the fossil record for human evolution. Special emphasis will be placed on how all these issues relate to both social and biological concepts of race. Grading will be based on two one-hour exams. No special background knowledge is required or assumed. (Merriwether)

201. Vodou and Spirit Possession. (3). Starting

202. Cannibalism in the Past & Present: An anthropological analysis. Cannibalism is one of the oldest and most emotionally charged topics in the anthropological literature. It is the consumption of human tissue, and evidence for it occurs when skulls are crushed or reduced to small fragments, long bones are broken or split, ribs are broken into small pieces, cut-marks are present primarily on long bones and vertebrae, and some portion of the bones may be burned. Skeletal evidence suggesting cannibalism will be evaluated in the archaeological, ethnographical, and ethnohistorical records of Africa, Europe, Melanesia, and North America. Arguments by various scholars accepting and refuting this evidence, and written accounts on cannibalism will also be discussed. The time period that will be covered is from 2 million years to recent history. In evaluating this evidence for cannibalism, we’ll attempt to answer the question, “why cannibalism?” Is cannibalism triggered by a change in, what can be considered, a group’s equilibrium? Or, is the cannibalism hypothesis totally wrong and we are observing other behaviors such as secondary burial/mortuary practices or witch executions? The method of instruction is discussion. Grades will be based on a midterm and a final exam, and participation. Texts: course pack available at AccuCopy (at the corner of William and Maynard). WL:4 (Quintyn)

398. Honors in Biological Anthropology. Senior standing and permission of instructor. (2). (Excl). (INDEPENDENT). May be repeated for credit twice. Seniors who choose to enter the honors program undertake a senior project under the supervision of a member of the faculty. Most often this takes the form of an original paper of greater scope than is possible in an ordinary term paper, and it gives the student experience in conducting and writing up his or her own research. Students who are interested in joining the senior honors program should consult with the departmental honors advisor for biological anthropology. Previous participation in the college honors program is not a prerequisite for joining the senior honors program.

471. Undergraduate Reading and Research in Anthropology. Permission of instructor. (1-3). (Excl). A maximum of three credits of independent reading may be included in a concentration plan in anthropology. (INDEPENDENT). May be repeated for a total of six credits. Laboratory training and work in the techniques used in various aspects of research in biological anthropology.

Courses in Cultural Anthropology (Division 319)

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

Introductory Courses

297. Topics in Cultural Anthropology. (3). (NS). (BS). May be repeated for a total of twelve credits. Section 201 – Vodou and Spirit Possession. Starting in the 16th-century, millions of Africans were carried as slaves to the expanding colonies of the Americas. On the plantations and in the towns of the Caribbean, North America, and South America, they brought together a variety of African traditions to create new religions. These religions, forged out of slavery and slave resistance, have had an enduring cultural and social impact and they continue to be practiced widely throughout the Americas. This course will explore these religions through an examination of rituals of possession. The focus of the course will be a historical and ethnographic exploration of Haitian Vodou, but we will also examine Cuban Santería, Brazilian Candomblé and Rastafarianism. We will also study the West African roots of the religions. The course will cover the syncretism between African and Christian practices and theology, gender and sexuality in ritual, and the ways in which the religions invoke and challenge past and present oppression. We will use ethnographic accounts, film, photography, and music to understand the experience and meaning of rituals of possession. Requirements will include regular class participation in the seminar, one class presentation, and a research paper. WL:4 (Dubois)

Section 202 – The Anthropology of Human Rights. Female circumcision, abortion, torture, the death penalty ... whose responsibility is it to criticize a society’s practices? Are there universally agreed-upon human rights? Do anthropologists have a special responsibility to protect the people with whom they work from human rights abuses? This course begins with a survey of how anthropological ethics and principles of cultural relativism have developed in relation to human rights issues. We will then focus on specific human rights issues related to indigenous people, children, women, fetuses/newborns, and state violence. Through the consideration of high-profile cases we will critically examine both the ethical obligations of anthropologists and the ethnocentric biases reflected in the popular media coverage of human rights. The course will be organized around class and small group discussions, short lectures, films, and group exercises. Evaluations will be based on class participation, weekly commentaries, and a final paper. Cost:2 WL:4 (Hastings)

Section 203 – American Indians of Michigan: People of the Three Fires. Long before Europeans ever “discovered” the region that is now the State of Michigan, American Indian societies thrived here. This course introduces the Anishnaabe people (Chippewa, Ottawa, and Potawatomi) of Michigan, focusing on: the traditional culture of the indigenous peoples; the history of interactions between Native people and people of European descent; and the contemporary issues that concern present-day Indian people in Michigan. Furthermore, we will consider how American Indians have been defined by European-Americans in terms of “race,” and how Indian people are seeking to define themselves in terms of their unique cultural heritage, or “ethnicity.” There are no prerequisites for this course, and no previous knowledge of anthropology or Native American studies will be expected or necessary. Grades will be based on a mix of quizzes, take-home assignments, a 10-page paper, and a final exam. WL:4 (Jackson)

398. Honors in Cultural Anthropology. Permission of instructor. (2). (Excl). (INDEPENDENT). May be repeated for a total of six credits with permission of concentration advisor. Section 201 – Honors Ethnology. This honors course sequence in cultural anthropology is designed for undergraduate anthropology concentrators who are specializing in cultural anthropology and have applied for senior honors in the Department of Anthropology. This course is divided into two parts. In 398, the students will meet once a week in seminar to read and discuss a selection of significant monographs and papers in ethnology, and a selection of writings on fieldwork methods and research strategies in ethnology. This seminar provides background for the students to define their own senior honors thesis project. By the end of the term, the students will have decided on a project, and begun preliminary work on it. In consultation with the honors advisor the student may request any member of the Anthropology Department to serve as a main thesis advisor or second reader. In 399, the students will convene periodically in seminar with the honors advisor to discuss their research projects and get feedback from the group, as well as staying in contact with the honors advisor and second reader. By the end of the term, each student should have completed the research and write-up for their thesis so that they can make a formal summary presentation of it to the group. Original field research or library work may be used for honors projects.

Section 202 – Honors Archaeology. This honors course sequence in archaeology is designed for undergraduate anthropology concentrators who are specializing in archaeology and who have applied for senior honors in the Department of Anthropology. In 398, the students will meet in seminar to discuss the construction of analytical models appropriate for
archaeology and to analyze methods for solving problems. This seminar provides the intellectual and historical background to enable a senior honors thesis. A student, working on an original thesis topic, may request any Department of Anthropology faculty member to serve as a thesis advisor. Periodically students convene to discuss their research progress. At the end of the term, each student completes a written honors thesis and presents a seminar summarizing it. Original field research, library sources, or collections in the Museum of Anthropology may be used for honors projects. Prior excavation or archaeological laboratory experience is not required for participation.

499. Undergraduate Reading and Research in Anthropology. Permission of instructor. (1-3). (Excl).

A maximum of three credits of independent reading may be included in a concentration plan in anthropology. (INDEPENDENT). May be repeated for a total of six credits. Independent reading and research under the direction of a faculty member. Ordinarily available only to students with background in anthropology.

Note: The Department Waitlist policy for all courses is 2 – Go to the department office to get on a waitlist, and then attend the first class meeting. Policies and procedures for handling the waitlist will be explained there.

The Department of Asian Languages and Cultures offers intensive language instruction in Chinese and Japanese at the first-, second-, and third-year levels (Japanese 361, 362, 411; and Chinese 361, 362, 411, 421) and also offers Korean at the first-year level (Korean 361). These language courses are part of the Asian Summer Language Institute. They are officially listed as Summer Term courses, but PLEASE NOTE that they start several weeks before normal Summer Term courses (June 9 to August 15). South and Southeast Asia courses 365, 366, 369, 373, and 374 will run from June 26 until August 19. Contact the department office for an application and information at 936-3915.

Courses in Chinese (Division 339)

Language Courses


An introductory course in modern spoken and written Mandarin Chinese. The course is aimed at the acquisition of basic structural skills through aural-oral exercises, carefully graded reading practice, and the use of videotapes. At the end of the course, students will have learned 350 characters and accompanying combinations. Students should practice with language tapes for two hours for each class hour. Texts: Beginning Chinese, by J. DeFrancis; Beginning Chinese Reader, by J. DeFrancis; Video Skills, by H. Tao. This course is part of the Summer Language Institute and runs from June 8 - August 14, 1998. Application is required; if you are interested please contact the department in 3070 Frieze Building.


A continuation of First-Year Chinese. The goals of this course are to achieve a basic level of reading and writing with a vocabulary of 900 characters (plus combinations) and the continuing improvement of aural understanding and speaking competence. These goals are approached through classroom drill and recitation and out-of-class exercises. Texts: Intermediate Reader of Modern Chinese, by C. Chou & D. Chao; A Great Wall, J. Ma. This course is part of the Summer Language Institute and runs from June 8 - August 14, 1998. Application is required; if you are interested please contact the department in 3070 Frieze Building.

Courses in Japanese (Division 401)

Language Courses


In First-Year Japanese, a thorough grounding is given in all the language skills: listening, speaking, reading, and writing. The oral component aims to provide the students with the speaking and comprehension skills necessary to function effectively in practical situations in a Japanese-speaking environment. Attention is given to the social and cultural differences in the use of the language. In the reading and writing component, the two kana syllabaries (katakana and hiragana) and elementary characters (kanji) are introduced. Texts: Situational Functional Japanese Volumes 1 & 2: Notes and Drills. This course is part of the Summer Language Institute and runs from June 8 - August 14, 1998. Application is required; if you are interested please contact the department in 3070 Frieze Building.


Second-Year Japanese provides further training in all the language skills (listening, speaking, reading, and writing) for those students who have acquired basic language proficiency. The reading and writing component emphasizes reading elementary texts, developing an expository style, and writing short answers or essays in response to questions about these texts. The social and cultural use of language is discussed. Texts: Situational Functional Japanese Volumes 1 & 2: Notes and Situational Functional Japanese Volumes 1 & 2: Drills. This course is part of the Summer Language Institute and runs from June 8 - August 14, 1998. Application is required; if you are interested please contact the department in 3070 Frieze Building.
Courses in South and Southeast Asia (S&SEA) (Division 483)

S&SEA Language Courses

365. Intensive Elementary Hindi-Urdu. No credit granted to those who have completed or are enrolled in S&SEA 106 or 315. Four credits granted to those who have completed S&SEA 105. (8). (Excl).

In this course, students are taught to speak Hindi-Urdu with normal speed, pronunciation, intonation, rhythm, and the appropriate body language. This course is part of the Summer Language Institute and runs from June 29 - August 14, 1998. Application is required; if you are interested please contact the department in 3070 Frieze Building. (Siddiki)

366. Intensive Intermediate Hindi-Urdu. S&SEA 106 or 365. No credit granted to those who have completed or are enrolled in S&SEA 206 or 316. Four credits granted to those who have completed S&SEA 205. (8). (LR).

This course develops beginning Hindi-Urdu language skills by broadening conversational expertise, building vocabulary, and strengthening capacities to use more advanced grammatical constructions. Upon completion, students will be able to function effectively in everyday situations in a native language environment. This course is part of the Summer Language Institute and runs from June 29 - August 14, 1998. Application is required; if you are interested please contact the department in 3070 Frieze Building. (Siddiki)

369. Intensive Beginning Sanskrit. No credit granted to those who have completed or are enrolled in S&SEA 110. Three credits granted to those who have completed S&SEA 109. (6). (Excl).

In this course students will work toward developing mastery of the tools to read and write Sanskrit. Lessons include study of the script (Devanagari), elementary grammar, and vocabulary. This course is part of the Summer Language Institute and runs from June 29 - August 14, 1998. Application is required; if you are interested please contact the department in 3070 Frieze Building. (Deshpande)

373. Intensive Elementary Tamil. No credit granted to those who have completed or are enrolled in S&SEA 114. (8). (Excl).

This introductory course, students are taught to speak Tamil with normal speed, pronunciation, intonation, rhythm, and the appropriate body language. This course is part of the Summer Language Institute and runs from June 29-August 15, 1998. This course is part of the Summer Language Institute and runs from June 29 - August 14, 1998. Application is required; if you are interested please contact the department in 3070 Frieze Building. (Radhakrishnan)

Courses in Astronomy (Division 326)

Introductory Courses and Courses for Non-Concentrators. Astronomy 111 discusses our explorations of the solar system. Astronomy 112 deals with stars and the rest of the Universe beyond the solar system. Students in Astronomy 111 and 112 actively participate in a laboratory which meets in the evening each week. Neither of these courses is a prerequisite for the other. High school mathematics through plane geometry is useful. All students in each course will have opportunities for a planetarium visit and for evening observations with telescopes.

112. Introductory Astronomy: Stars, Galaxies, and the Universe. No credit granted to those who have completed or are enrolled in 102, 130, or 160. (4). (NS). (BS). (QR/2).

This course is intended primarily for non-science concentrators, who wish to understand the phenomena and properties of the universe beyond our solar system. There are no astronomy prerequisites, and a basic high school math background (e.g., not calculus) will suffice. Students examine the widest possible range of interrelated natural phenomena, from sub-atomic particles to the Universe as a whole. Lectures explore the different types of stars and examine how red giants, white dwarfs, black holes, supernovae, and people all fit together in one grand, remarkable scheme. The larger picture includes our Milky Way galaxy, less hospitable exploding galaxies, and enigmatic quasars. The present state of knowledge or speculation regarding the origin and ultimate fate of our universe will also receive special attention. It all came from somewhere, but where...and why?

Course grades will be derived from scheduled quizzes or exams, and laboratory exercises. Laboratory sections, which meet on one night each week, will include planetarium demonstrations and observations with telescopes (weather permitting). Cost:3 WL:4 (Hughes)
Courses in Biology (Division 328)

381. General Ecology. Biol. 152-154 or 195; and a laboratory course in chemistry. (6 in Ann Arbor; 5 at Biol. Station). (Excl). (BS). Satisfies a Biology laboratory requirement. Laboratory fee ($30) required.

Section 201. This course introduces the basic concepts and principles of ecology as applied to the study of individuals, populations and communities of both plants and animals. Course topics include the role of physical and biotic factors influencing the distribution and abundance of organisms, dynamics of single species populations, competitive, predation-prey, and mutualistic interactions, community organization, ecological succession, evolutionary aspects of ecology, and current applications of ecology to problems of environment and resource management. Biology 381 is a suitable prerequisite for intermediate and advanced courses in ecology.

There are four lectures a week. The laboratory meets four days a week for three hours at the Matthaei Botanical Gardens, 1800 Dixer Road. Field trips to outlying study areas are included. Free bus transportation between the Main Campus and the Botanical Gardens is provided. Cost: $3 WL: 1

Courses at the Biological Station (June 20-August 16)


Section 711. June 20 to August 15 at the Biological Station. An introduction to ornithology with emphasis on field identification of the birds of northern Michigan. Field trips are to a variety of habitats in the region. Labs include classification, morphology, and identification of study specimens. Lectures cover a variety of topics in the evolution, physiology, behavior, and ecology of birds. Each student participates in a group project. (Cuthbert)


Section 711. June 20 to August 15 at the Biological Station. More than 98% of all animals -- number of species, number of individuals, biomass -- are invertebrates, i.e., "animals without backbones." In the Biological Station area they are the insects, crustaceans, mollusks, annelids, nematodes, rotifers, planarians, sponges, etc. The course includes recognition, ecological distribution, species diversity, behavior, and life histories of selected aquatic and terrestrial invertebrates. Field studies will include visits to various types of aquatic and terrestrial habitats in northern Michigan.

Independent projects will be conducted by students. Students registering for graduate credit will be required to do additional course work. (Burch)


Section 711. June 20 to August 15 at the Biological Station. The study of the factors influencing the distribution and abundance of animals and plants.

Course topics include individual ecology (abiotic and biotic limiting factors), population ecology (population dynamics, competition, predation, and other species interactions), community ecology (species diversity and succession), ecosystem ecology (nutrient cycling and energy flow), and human impact on the ecosystem. Lecture and discussion will be supplemented by field projects designed to test a variety of ecological questions in a range of terrestrial and aquatic communities. Students will conduct an independent research project at the end of the course. (Jolls)


Section 711. June 20 to August 15 at the Biological Station. Various ecological aspects of animal parasite populations will be studied including life cycles, species diversity, die and seasonal periodicity, intra- and interspecific competition, host specificity, longevity, recruitment, pathology and parasite-induced behavioral changes in the host. Field and laboratory techniques for studying these host-parasite relationships will be emphasized. (Blankespoor)


Section 711. June 20 to August 15 at the Biological Station. This course introduces students to entomology, emphasizing the diversity of insects, their life histories, ecology and behavior. It does this through identification and natural history study of the orders and major families of insects. Field work will include trips to major habitats of the area for study and collection and short class projects on ecological and evolutionary questions. Laboratory work will include examining basic insect structure and preparation of individual collections. Lecture topics will include coverage of insect groups, evolution and phylogeny, ecology, behavior and physiology. (Scholtens)


Section 711. June 20 to August 15 at the Biological Station. An introduction to the study of mammals. Students will learn methods of studying mammals in the field by carrying out a series of projects on the wild mammals of northern Michigan. These projects will be designed to give familiarity with areas of active research in mammalogy and practical experience with the excitement and headaches of formulating hypotheses, carrying out field work, and analyzing data. Some familiarity with elementary statistics is helpful but not necessary. (Myers)


Section 711. June 20 to August 15 at the Biological Station. A survey of the algae of northern Michigan with emphasis on taxonomy and ecology. Students become familiar with the algae of streams, bogs, fens, swamps, beach pools, and the Laurentian Great Lakes. Special attention is given to field investigations of periphyton and phytoplankton community ecology and their application to water quality assessment. (Lowe)


Section 711. June 20 to August 15 at the Biological Station. This course will help students synthesize principles of ecology with ideas from population biology, ecology, hydrology, law, and policy, in order to understand both the theory and practice of conservation. Course topics include rarity, extinction, the meanings of "natural," metapopulation dynamics, succession and disturbance, management of invasive species, the importance of geology and soils to ecosystem management, watershed management, ecoregionalism and issues of scale, laws affecting biodiversity conservation, interactions of government with non-governmental organizations, and integration of human economies with conservation goals.

Coursework will include lectures, discussions, debates, field trips, and group projects. Each group of 3-5 students will draw up a detailed site conservation plan for a nearby natural area. (Jules, Madsen)

482. Limnology. Three laboratory courses in botany or zoology. (5). (Excl). (BS). Satisfies a Biology laboratory requirement.

Section 711. June 20 to August 15 at the Biological Station. This course introduces the fundamentals of aquatic ecology (with an emphasis on lakes) from an ecosystem-level approach. General limnological principles as well as physical, chemical and biological parameters of lakes will be studied. Biological investigations include an introduction to the ecology and taxonomy of the algae, zooplankton, macroinvertebrates, macrophytes, and fish. Field studies include a comparative lake survey in which students will gain experience in field sampling, laboratory analysis of samples, statistical analysis and interpretation of data for several types of lakes. (Pan, Tuchman)


Section 711. June 20 to August 15 at the Biological Station. Field and laboratory studies of fish communities. Field trips will sample a variety of aquatic habitats in the area, with analysis of habitat characteristics and fish community composition. Laboratories and lectures will examine physiological, behavioral, and functional morphological factors that determine possible "fundamental" habitat range, and modifying organismic interactions such as predation and competition leading to actual ("realized") distributions. Strengths and weaknesses of various research approaches will be evaluated. (Webb)


Section 711. June 20 to August 15 at the Biological Station. Class exercises, field techniques, and an individual research project will be used to develop skills in taking behavioral data under field conditions and to test functional hypotheses about behavior from current evolutionary theory. Topics will include behavior in an evolutionary context, inclusive fitness, parental care and mating systems, and sex differences in behavior and sex allocation. (Pruett-Jones)


Section 711. June 20 to August 15 at the Biological Station. A comprehensive field approach to vascular plants of the region, including characteristic species of both terrestrial and aquatic habitats as well as species known for their rarity or distinctive distribution patterns. Students will become familiar with the
major plant families of the Great Lakes area, basic terminology and techniques useful in plant identification, the general phytogeography and ecology of the region especially as these relate to recent geological history of the landscape, and field recognition of about 400 selected species. Designed as a second course for students who already have some experience in vascular plant taxonomy, including identification of common families and species. (Voss)

585. Ecology of Streams and Rivers. A previous or concurrent course in limnology, aquatic ecology, phycology, or aquatic invertebrates is recommended. (5). (Excl). (BS). Satisfies a Biology laboratory requirement. Section 711. June 20 to August 15 at the Biological Station. This course takes an integrated approach to the study of population, community, and ecosystem structure and function in flowing water. Observation and experimentation are utilized to explore interactions among algae, aquatic plants, invertebrates, and fish and their physical and chemical environments in streams and rivers. Emphasis will be on basic taxonomy, natural history, growth, competition, predation, and ecosystem theories. Field trips are taken to streams for observation and comparison. Research experiences are emphasized. (Holomuzki)

Courses in Chemistry (Division 334)

218. Independent Study in Biochemistry. Permission of instructor. For students with less than junior standing. (1). (Excl). (INDEPENDENT). May be repeated for a total of four credits. This course provides an introduction to independent biochemistry research under the direction of a faculty member whose project is in the biochemistry area. The Chemistry Department encourages students to get involved with undergraduate research as early as possible. The Chemistry Advising Office, 1500 Chemistry, provides information to help students in meeting with faculty members to discuss research opportunities. Chemistry 218 is for biochemistry concentrators, and research projects must be approved by a biochemistry advisor. Exact details such as nature of research, level of involvement of the student, and criteria for grading are individually determined in consultation with the faculty member. The student is expected to put in at least six hours a week of actual work for the 7-week term for each credit elected. At the end of each term, three copies of a written report are submitted – one for the Advising Office, one for the student, and one for the faculty supervisor.

For a student to receive biochemistry credit for Chem 218, the student must work on a research project supervised by a member of the biochemistry concentration research faculty, and the project must be approved by a biochemistry advisor. Final evaluation of the research effort and the report, as well as the grade for the course, rests with the biochemistry research faculty member. Cost:1 WL:3

219. Independent Study in Chemistry. Permission of instructor. For students with less than junior standing. (1). (Excl). (INDEPENDENT). May be repeated for a total of four credits. Research in an area of interest to, and supervised by, a Chemistry faculty member. The Chemistry Department encourages students to get involved with undergraduate research as early as possible. The Chemistry Advising Office, 1500 Chemistry, provides information and help to students in meeting with faculty members to discuss research opportunities. Exact details such as nature of the research, level of involvement of the student, credits awarded, and criteria for grading are individually determined in consultation with the faculty member. The student is expected to put in at least six hours a week of actual work for the 7-week term for each credit elected. At the end of each term, three copies of a written report are submitted – one for the Advising Office, one for the student, and one for the faculty supervisor.

For a student to receive Chemistry credit for Chem 219, the student must work on a research project supervised by a faculty member of the Chemistry Department, either alone, or in collaboration with a colleague within the department, from another department, or from another school. This collaboration must be an ongoing one, and the student must receive direct supervision by all of the faculty who have agreed to sponsor the project. Final evaluation of the research effort and the report, as well as the grade for the course, rests with the faculty member from the Chemistry Department. Cost:1 WL:3

398. Undergraduate Research in Biochemistry. Junior standing, and permission of a biochemistry concentration advisor and the professor who will supervise the research. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of four credits during junior or senior year. Elected starting in the junior or senior year, this course is an optional requirement for Biochemistry students and a requirement for Honors Biochemistry students, who must elect it for a total of four credits spread out over two or more terms. The student is expected to put in a minimum of six hours a week of actual work for each credit elected in the half-term. At the end of each term, a written report evaluating the progress of the project is submitted; one copy to the faculty member, one copy for the Chemistry Advising Office, and one copy for the student. Interim reports need not be lengthy, but the final report for Chemistry 398 is expected to be more detailed and longer than the reports in 219.

For a student to receive Chemistry credit for Chemistry 398, the student must work on a research project supervised by a faculty member of the Chemistry Department, either alone, or in collaboration with a colleague within the department, from another department, or from another school. This collaboration must be an ongoing one, and the student must receive direct supervision by all of the faculty who have agreed to sponsor the project. Final evaluation of the research effort and the report, as well as the grade for the course, rests with the faculty member from the Chemistry Department. Cost:1 WL:3

498. Undergraduate Honors Thesis in Biochemistry. Chem. 398 and permission of instructor. To be elected in the term in which an Honors student presents a thesis on undergraduate research. (1). (Excl). (INDEPENDENT). To be elected in the term in which an Honors biochemistry student presents a thesis on undergraduate research. Cost:1 WL:3

499. Undergraduate Thesis. Chem. 399 and permission of instructor. To be elected in the term in which an Honors biochemistry student presents a thesis on undergraduate research. (1). (Excl). (INDEPENDENT). To be elected in the term in which an Honors biochemistry student presents a thesis on undergraduate research. Cost:1 WL:3

Courses in Communication Studies (Division 352)

441. Independent Reading. Permission of department. (1-8). (Excl). No more than four credits may be included in a Communication concentration. (INDEPENDENT). Comm. 441 and 442 may be repeated for a combined total of eight credits. Comm. 441 and 442 may be repeated for a combined total of eight credits. Intended for individualized instruction in subject areas not covered by scheduled courses. Must be arranged with the faculty member. Cost:2 WL:1

442. Independent Research. Permission of department. (1-8). (Excl). No more than four credits may be included in a Communication concentration. (INDEPENDENT). Comm. Studies 441 and 442 may be repeated for a combined total of eight credits. Comm. 441 and 442 may be repeated for a combined total of eight credits. Intended for individualized instruction in subject areas not covered by scheduled courses. Must be arranged with the faculty member. Cost:2 WL:1
Courses in Comparative Literature (Division 354)


In the Honors Thesis course the Honors student typically develops the seminar work done in Comp. Lit. 495 (Senior Seminar) into a longer, more thorough study under the auspices of a faculty thesis director. Students who need help in arranging for a thesis director should contact the Comparative Literature office, 2015 Tisch, 763-2551.


This course is intended for Comparative Literature concentrators. It offers a student the opportunity to work closely with a faculty member associated with Comparative Literature on a comparative topic chosen by the student in consultation with the professor. Together they will develop a reading list; establish goals, meeting times, and credit hours (within the range); and plan papers and projects which the student will execute with the tutorial assistance of the instructor. The student will be required to submit a written proposal of his or her course to the Program office. For further information, contact the Program in Comparative Literature, 2015 Tisch.

Courses in Comprehensive Studies Program (Division 350)

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

This course is intended for first-year students and is an examination of the modern American University and the roles and expectations of the different people within it. The course will challenge students to learn about the nature and history of the modern University as well as the roles they and others play in the enterprise of higher learning. Of particular focus will be the student's own academic and maturational development as well as the challenges faced by the University community which is defined to include students, faculty, researchers, and administrators. There are no prerequisites and the course is taught in seminar format. (Williams, Ortez, Robinson, Marshall, Holland)

Courses in Computer Science (Division 353)

400/EECS 400/Math. 419. Linear Spaces and Matrix Theory. Four terms of college mathematics beyond Math. 110. No credit granted to those who have completed or are enrolled in Math. 217 or Math. 513. One credit granted to those who have completed Math. 417. (3). (Excl). (BS).

400 EECS 400/ Math. 419. Linear Spaces and Matrix Theory. Four terms of college mathematics beyond Math. 110. No credit granted to those who have completed or are enrolled in Math. 217 or Math. 513. One credit granted to those who have completed or are enrolled in Math. 417. (3). (Excl). (BS).

598/EECS 598. Special Topics in Electrical Engineering and Computer Science. Permission of instructor or advisor. (1-4). (Excl). (BS). May be repeated for credit.

Topics of current interest in electrical engineering and computer science. Lectures, seminar, or laboratory. Can be taken more than once for credit.

Courses in Economics (Division 358)

A. Introductory Courses

101(201). Principles of Economics I. No credit granted to those who have completed or are enrolled in 400. (3). (SS). (QR/2).

See Economics 101 (Spring Term).

102(202). Principles of Economics II. Econ. 101. No credit granted to those who have completed or are enrolled in Econ. 400. (3). (SS). (QR/2).

See Economics 102 (Spring Term).

E. Industrial Organization and Public Control

438/Health Management and Policy 661 (Public Health). Economics of Health Services. Econ. 401 or HMP 660. (3). (Excl).

This course will introduce students to the fundamental concepts of the field of health economics. The basic framework of economics will be used to analyze the behavior of hospitals, physicians, insurers, and health care consumers. The tools of economics will be applied to managerial issues such as make-or-buy decisions or pricing decisions. Additionally, economic tools will be used to analyze how various parties might respond to changes in the health care system. By the end of the course students should be able to assess the potential impact of hypothetical changes in the health care system on costs and access as well as on the well-being of hospitals, physicians, and insurers. Cost:2 WL:4 (Reimer-Hommel)

H. Economic Development

360. The Developing Economies. Econ. 101 and 102. No credit granted to those who have completed or are enrolled in 461. (3). (SS).

Most people live in "less developed countries" with much lower average incomes than the United States and other "developed countries" and this inequality continues to increase in severity. This course explores alternative conceptions of economic development, investigates proposed explanations for international variations, and critically examines competing strategies for alleviating global poverty and enlarging opportunities for human flourishing, especially for those worst off. A further focus is potential implications of global development in the more developed countries. The main text for the course is Economic Development by Michael P. Todaro (1997). Written work for the course consists of a midterm examination, a 10-15 page term paper on a mutually agreeable topic, and a final examination. Discussion in class is strongly encouraged. Cost:2 WL:1 (Thompson)

M. Honors Program, Seminars, and Independent Research

499. Independent Research. Written permission of staff member supervising research, and permission of the economics concentration advisor. (1-4). (Excl). No more than four credits may be used in an economics concentration program. (INDEPENDENT). May be repeated for a total of eight credits.

Student and instructor agree on a substantial piece of work involving reading or research. Evaluation is based on the written work, either papers or examinations.

Courses in English Composition Board (Division 360)

Assessment

Placement in ECB Writing Practicum is determined by portfolios, which students are required to submit prior to their orientation. All entering LS&A students and all students required by their program must submit a portfolio. After evaluating the portfolio, the ECB notifies academic units of their students' placements, and the academic unit counselors convey the information to the students. Students may receive the following placements: Writing Practicum, Introductory Composition, Introductory Composition with Writing Workshop, Exempt with Writing Workshop or Exemption. Students who receive placements that include Writing Workshop must come to the ECB Writing Workshop, 1111 Angell Hall, during their first term of enrollment to receive writing instruction before being certified. No student with a Writing Workshop placement may graduate without certification.

Students are welcome to visit the ECB office at 1111 Angell Hall to schedule an appointment to discuss their writing assessment or to ask for course information.

Writing Practicum
Those students placed in Writing Practicum courses must enroll in an ECB Writing Practicum as the first part of their writing requirement. No substitute will satisfy the College writing requirement.

ECB Practicum courses meet for 4 hours a week in sections of 18 students. In addition, each student has a required weekly half hour conference with the instructor. Any student who fails to attend the first class meeting and has not notified the instructor or department in writing may be dropped from the class by action of the instructor or department. At the same time, students are responsible for their own schedules and must process all drops through Touch Tone Registration.

Junior/Senior Writing Requirement
See the introduction to this Course Guide for information about the LS&A Junior/Senior Writing Requirement and for a list of those courses approved by the ECB for satisfaction of that requirement.

Courses in English Language and Literature (Division 361)

A complete up to date listing of English Department course descriptions can be found on the World Wide Web at http://www.umich.edu/~engldept.

For all English classes, registered students must be present at each of the first two meetings to claim their places. Any student who does not meet this requirement may be dropped from the course.

NOTE: If you must miss a class due to religious observances, contact the instructor or leave a message for the instructor with the department (764-6330).

WRITING COURSES:

After taking or placing out of Introductory Composition, students may elect either English 224 or 225 for further practice in the fundamentals of expository and argumentative prose. English 325 offers the opportunity for work in argumentative and expository prose at a more advanced level.

Several sections of English 223, the beginning course in creative writing, are available each term. The work is multi-generic, and two of the following will be covered in each section: fiction, poetry, and drama, or you may take English 227 (Introductory Playwriting). A more advanced course for creative writers is English 323 (Fiction or Poetry), which is available after completion of the prerequisite, English 223. More experienced writers may apply for admission to specialized sections of English 327 (Playwriting), English 423 (Fiction), English 427 (Advanced Playwriting), and English 429 (Poetry). Admission to these advanced courses is by permission of the instructor, who may require writing samples.

INDEPENDENT STUDY:

Independent study in English must be elected under one of the following numbers: 226 (Directed Writing, 1-3 hours), 299 (Directed Reading, 1-3 hours), 426 (Directed Writing, 1-4 hours), 499 (Directed Reading, 1-4 hours). There is a limit to the total hours that may be taken under any one number. Students interested in independent study should obtain an application from the English Department office on the third floor of Angell Hall. Independent study proposals must be approved by a supervising professor and by the Undergraduate Chair of the department. The deadline for Independent Study in the Summer Term 1998 is July 10, 1998.

125. College Writing. ECB writing assessment. (4).
(Introductory Composition).

No one ever finishes learning to write, so this course focuses on helping students further develop their unique potentials as writers, readers, and thinkers. By analyzing texts from a variety of academic disciplines, students will come to understand the conventions writers follow to present their ideas effectively to their chosen audiences. What rhetorical strategies are common in different disciplines – and why? How and when might we use those strategies in our own writing? For instance, what writing strategies would we call upon for a lab report, and would we use any of those strategies for a philosophical speculation, a history exam, a love letter? Throughout the term, students will work to identify the writing skills they most need to develop, and they’ll invent and refine a personal style of expression that can be adapted to different audiences and purposes. Course requirements include at least 40 pages of writing, including at least 20 pages of revised, polished prose.

239. What is Literature? Prerequisite for concentrators in the Regular Program and in Honors. (2) (HU).

Our world seems less and less literate every day, as advertising images, video, and music become our principal means of expression, but we continue to speak to one another in words, and literature is made up of words. In what ways are words relevant to your daily life and to your attempts to understand and to be understood? This is another way of asking the question “What is literature?” and it will guide our thinking about how language is central to everyday existence. Our accent will be on storytelling and its basic components (ideas about narrative, character, and plot). Our goal will be to understand why it is important for everyone to know what a story is. Our readings will be chosen from among the writings of Isak Dinesen, Adrienne Kennedy, Gabriel García-Márquez, and Jean-Paul Sartre. Requirements include short weekly writing assignments, two 5-7 page papers, and exams. (Siebers)

240. Introduction to Poetry. Prerequisite for concentrators in the Regular Program and in Honors. (2) (HU).

Section 201. The first third of this course will concentrate on prosody – the techniques of verse, how poems are put together and how they work. The second third will be devoted to the study of a few major poems as they represent various periods/styles in English and American literature (e.g. baroque, romanticism, modernism). Finally, the last third of the course will be determined by class consensus – whatever you (plural) would like to read. The text will be The Norton Anthology of Poetry. I will probably assign you a short paper (2-3 pages) each week and most likely will give a final exam, although if everyone does a super job all term long, I might forget it. (Beauchamp)

Section 202. Work in class will be devoted to discussion of particular poems selected The Norton Anthology of Poetry. The aim of the discussion will be to increase your understanding and appreciation of poetry. The first course objective will be to develop some common questions or assumptions about poetry. The second objective will be to find ways of answering such questions or testing such assumptions, and we will spend the greater part of the course reading poems in an effort to accomplish this. In the final weeks of the course we will read a number of poems by one poet. There will be a midterm, a short paper or two, in-class exercises, and a final. Cost:1 (Lenaghan)

Primarily for Juniors and Seniors


Section 201. This is a writing course and its goal, as you might expect, is to help you write better. To that end you will write a paper every week and the writing cycle - preparation, writing, peer editing, revision, submission, and return - will determine how class time is spent. To provide some common focus we will read Shakespeare's Richard III and see McKellen and Pacino films. The course grade will be calculated as the average of the individual paper studies. (Lenaghan)

Section 202 – Big Ideas About Small Talk: Looking for the Roots of Literary Narrative in Everyday Chatter. This course will present students with a number of challenging questions regarding the relationship between written language and everyday oral narratives. What, for example, do such elements of daily conversation as gossip, jokes, stories, modern folklore (those strange but “true” stories we hear and pass on), various small talk, etc., have to do with the narrative structure of novels, short stories, drama, film, etc.? This course will also address such burgeoning issues as the current and future relationship between verbal, interpersonal narratives, and “chatting” in cyberspace; that is, will the Internet (still in its infancy) help human language to evolve into spoken/written hybrid, or is this just wishful thinking? Naturally, students should be prepared to do quite a bit of verbal sharing in class and be ready to postulate answers to these and other tough questions, both during in-class discussion, and in several polished essays. (Melanson)

367. Shakespeare’s Principal Plays. (3). (HU).

Section 201. This is a course that will concentrate on the Shakespearean tragedy by focusing on “the grand style” of Hamlet, Macbeth, Othello, and King Lear. But in doing so, we will study the origins of this tragic mode in the earlier tragedies and its later manifestations in Antony and Cleopatra, and Coriolanus. There will be a midterm and an final exam. This course satisfies the Pre-1830 Literature requirement for English concentrators. Cost:2 (Brater)

English 370, 371, & 372

Each of these courses will range over the materials of the periods indicated below in one or more of a variety of ways. Some may be multi-generic surveys; some may focus on the development during the period of specific genres; some may be topical, others formal in their principle of organization. All sections will emphasize the development of student
skill in writing essays analyzing the materials and evaluating the approaches in question.

370. Studies in Medieval and Renaissance Literature. (3). (Excl). May be repeated for credit with department permission.

This course will introduce you to some of the best medieval literature from England and Western Europe. Texts we will study may include Beowulf, the Middle English saint's life known as Juliana, the Arthurian Romances of Chrétien de Troyes, Sir Gawain and the Green Knight, the Old Norse Grettir's Saga, a selection of Chaucer's Canterbury Tales, and the Book of Margery Kempe. We will read, discuss, and write about the texts from a wide variety of perspectives, but I will be paying special attention to the way in which they construct ethical systems by means of literary conventions. Requirements include a willingness to participate actively in class discussion, and three medium-length papers (6-8 pp.). This course satisfies the Pre-1600 requirement for English concentrators. (Tanke)

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

See Theatre and Drama 423. This course satisfies the American Literature requirement for English concentrators. (Brater)

473. Topics in American Literature. (3 in IIIA, 2 in IIIB). (Excl). May be repeated for credit with department permission.

Section 201 – Class and Money in American Fiction. This course will explore the interrelationships of class and money in some American fiction. These will range from the rags-to-riches success formula of Horatio Alger's Ragged Dick of the 1880's to Tom Wolfe's satire of the glitzy get-rich 1980s, Bonfire of the Vanities. In between we will read W.D. Howells' A Traveler from Altruria, Henry James's The American, Jack London's Martin Eden, Theodore Dreiser's Sister Carrie, Edith Wharton's The House of Mirth, F. Scott Fitzgerald's The Great Gatsby, Sinclair Lewis' Babbitt, John Steinbeck's The Grapes of Wrath, and Philip Roth's Goodbye Columbus. Grades in the course will be based on three hourly exams and one essay (or perhaps two). This also satisfies the American Literature requirement for English concentrators. Cost:3 (Beauchamp)

Courses in Environmental Studies (Division 366)

The quest for harmony between humans and the natural world requires understanding of nature, society, and our individual selves. The program in Environmental Studies encourages students to supplement their training in particular academic disciplines by exploring aspects of natural science, social science, and the humanities. The Program is not a concentration program, although a student may emphasize environmental studies in the LS&A Individual Concentration Program (ICP).

Environmental Studies 420 and 421 offer opportunities for independent study. In these courses the student is responsible for defining a plan of study, enlisting others with similar interests if appropriate, and locating a faculty member willing to supervise the work.

Courses on environmental issues are offered by many different departments and programs in LS&A as well as in other colleges of the university. Students interested in the environment should explore each issue of the Time Schedule thoroughly, because many appropriate courses are offered at irregular intervals under unpredictable headings.

420. Practicum in Environmental Problems. Environ. Studies 240 and cognates pertinent to the study. Permission must be granted by Director prior to enrollment. (1-4). (Excl). (INDEPENDENT). May not be repeated for credit.

Directed research on critical environmental problems.

Courses in Film and Video Studies (Division 368)


This course teaches students to write a feature-length screenplay in acceptable format. Students will learn to develop an idea first into a written “concept,” then into a “treatment,” “step outline,” and finally into a full script. The class will focus on such subjects as screenplay structure, plot and subplots, characterization, shots, scene, sequence, dialogue, thinking visually, and soundtrack. Students will also learn the importance of rewriting their work. As part of the process, the class will study select screenplays, then view the films which were made from these scripts. Students will also read and discuss each other’s work. Given this “workshop” approach, attendance is critical. Students can expect to write between five and ten pages a week. Cost:2 WL:2

399. Independent Study. Permission of instructor. (1-4). (Excl). Does not count toward concentration requirements. Laboratory fee required. (INDEPENDENT). May be repeated for credit.

Independent study on a subject to be determined by student in conjunction with a faculty member. Must be approved by Program in term prior to enrollment. In exceptional cases, students can petition for enrollment during current term.

480. Internship. Concentration in Film and Video Studies. (2). (Excl). Offered mandatory credit/no credit. May not be included in a concentration in Film/Video. (EXPERIENTIAL). May be repeated for a total of six credits.

This course is restricted to Film/Video concentrators who work, under careful supervision, in some part of the film or video industry. Students will work in some aspect of preproduction, production, or postproduction, in the creative or business areas of film and video, documenting their experiences and learning in a journal that must be submitted for final credit.

500. Directed Study in Film and Video. Permission of instructor. (1-4). (Excl). Laboratory fee required. (INDEPENDENT). May be repeated for a total of six credits.

Advanced course permitting intensive study of film and/or video subject under supervision of a Film/Video faculty member.

Courses in Geological Sciences (Division 377)

A. Introductory Courses and Courses for Non-concentrators

G.S. 100-115 are short (half-term) courses. They consist of detailed examinations of restricted geologic topics. The department lists the specific courses from this series in the Time Schedule for the terms they are offered (fall and winter terms only). Each course, when offered, meets twice weekly for half of the term (first half or second half), and the specific dates for each course are printed in the Time Schedule. These courses are designed primarily for students with no prior geologic training and they are open to all interested persons. G.S. 100-115 are lettered on the graded pattern (optional pass/fail).

116. Introductory Geology in the Field. Reduced credit is granted for GS 116 to those with credit for an introductory course in geology on campus (GS 117, 118, 119, 120, 205, or 206). Contact the department undergraduate advisor for details about reduced credit. (8). (NS); (BS).
fishing is great!). This ideal outdoor classroom offers some of the most scenic and interesting geology in the entire rocky mountain region. Mountain uplifts and deep erosion have exposed a variety of Earth structures and rocks of diverse age and origin. The effects of alpine glaciation, landslides, stream erosion, and a host of other geologic phenomena are clearly evident in this region and provide an excellent introduction to geology. The geological history of the Teton, Gros Ventre, and Wind River mountain ranges is fully recorded in a sequence of fossiliferous rocks, which in many cases can be interpreted in terms of processes still at work today.

GS-116 is a fast-paced, comprehensive course that covers all aspects of modern earth sciences. Students learn about rocks and minerals, both in the classroom and in a variety of natural settings, which leads to discussion of and understanding of topics such as volcanic eruptions, earthquakes, geoenvironmental problems, paleoenvironmental studies, glacial, and tectonic processes. About two weeks of the course involve field trips to other parts of Wyoming as well as Nevada, Montana, Idaho and Utah. You will have the opportunity to examine rocks, minerals and fossils in their natural settings, many of which are considered "world-class" locations by professional geologists. In the first week of classroom lectures are a key part of the course, but later most of your time will be spent in the field. This is an in-depth course covering all aspects of geology. The dates for the 1998 summer course will be from June 27, when the caravan leaves from Ann Arbor, until August 12, the day that the caravan arrives back in Ann Arbor.

Costs, including lodging, meals, tuition, health fee, textbook, and transportation to and from Camp Davis are $2,681 for resident lower division students and $2,868 for resident upper division students. The non-resident fees are $3,181 and $3,368 for upper and lower division students, respectively. Applications are accepted on a first come, first serve basis contingent upon receipt of a $50 application fee (which is included in the above fees). All class-related equipment and field vehicles connected with the course are supplied by the University. For an application form, write or email Dr. Carola H. Stearns (cstearns@umich.edu), the Department of Geological Sciences, UM, Ann Arbor, MI 48109-1063. Cost: 2 (Owen)

See: http://www.geo.lsa.umich.edu/dept98/davis116.html

B. Primarily for Concentrators

440. Field Course in Geology. Elementary trigonometry, GS 310 and 351. (8). (Excl). (BS). The University of Michigan geology field course is taught at Camp Davis, a permanent facility built by the University in 1929. Camp Davis is about 30 km south of Jackson, Wyoming, very near the junction of the Overthrust Belt, the Snake River Plain, the Wind River Range, and the Green River Basin.

Costs, including lodging, meals, tuition, health fee, and transportation to and from Camp Davis are $2,793 for all Michigan residents and $3,293 for all nonresidents. All class-related equipment and field vehicles connected with the course are supplied by the University. For an application form, write or email Dr. Carola H. Stearns (cstearns@umich.edu), the Department of Geological Sciences, UM, Ann Arbor, MI 48109-1063. Cost: 2 (Owen)

See: http://www.geo.lsa.umich.edu/dept98/davis440.html

Germanic Languages and Literatures

Courses in Dutch (Division 357)

100. Intensive First-Year Speaking and Reading. Graduate students should elect the course as Dutch 500. No credit granted to those who have completed or are enrolled in Dutch 112. (8). (LR). Dutch 100 is an intensive course intended as an introduction and first step to Dutch language and the Dutch speaking world for students with no prior knowledge of Dutch. The course is organized around the monolingual textbook Code Nederlands, which emphasizes everyday vocabulary. Also, lessons from the texts are supplemented by tape programs and special computer exercises. To enliven the class, the texts are supplemented by tape programs and emphasizes everyday vocabulary. Also, lessons from the texts are supplemented by tape programs and special computer exercises. To enliven the class, the texts are supplemented by tape programs and emphasizes everyday vocabulary. Also, lessons from the texts are supplemented by tape programs and special computer exercises. To enliven the class, the texts are supplemented by tape programs and emphasizes everyday vocabulary. Also, lessons from the texts are supplemented by tape programs and special computer exercises. To enliven the class, the texts are supplemented by tape programs and emphasizes everyday vocabulary. Also, lessons from the texts are supplemented by tape programs and special computer exercises. To enliven the class, the texts are supplemented by tape programs and emphasizes everyday vocabulary. Also, lessons from the texts are supplemented by tape programs and special computer exercises. To enliven the class, the texts are supplemented by tape programs and emphasizes everyday vocabulary. Also, lessons from the texts are supplemented by tape programs and special computer exercises. To enliven the class, students will be presented with a variety of texts, music, video, and simple prose, which can serve as a starting point for conversation. This course is offered as part of the University's Summer Language Institute (LSL). There are no special enrollment procedures for UM students. As part of the "intensive" experience, students may be expected to participate in extracurricular activities such as excursions or language tables.

Cost: 2 (Owen)

339. Independent Study. (2-4). (Excl). (INDEPENDENT). May be repeated for credit. This course serves the needs of students who wish to develop special topics not offered in the Dutch Studies curriculum. It may be a program of directed readings with reports, or it may be a research project and long paper. Courses in the past covered different areas like Dutch-Indonesian literature, the language of Rembrandt and his contemporaries, Dutch between English and German, etc. Courses must be supervised by a faculty member and the student must have the faculty member's agreement before electing the course. Cost: 1

German Courses (Division 379)

101. Elementary Course. All students with prior coursework in German must take the placement test. No credit granted to those who have completed or are enrolled in 100 or 103. (4). (LR). German 101 is an introductory course for students who have not previously studied German. The course focuses systematically on the development of the four basic language skills (listening, speaking, reading, and writing), while emphasizing content and meaning at all levels of the language acquisition process. The course will include guest lectures on topics in German culture aimed at the cognitive and intellectual level of adult language learners. Students will practice conversational skills, drill grammar, discuss reading selections in German, and participate in a variety of activities that stretch linguistic ability, as well as intellectual curiosity. By the end of the term students have a firm foundation in some of the fundamental elements of German grammar and are able to understand and respond appropriately to a variety of texts and basic conversational situations.

Cost: 2

111. First Special Reading Course. Undergraduates must obtain permission of the department. (4). (Excl). The objective of this course is to teach students to read simple German expository prose. Students are introduced to the essentials of German grammar, syntax, and vocabulary, both in class lectures and in texts. The class is taught in English, and students are required to read but not write and speak German. This course is intended for all students, from incoming undergraduates to graduate students who wish to fulfill a German foreign language requirement. There are no prerequisites, but students should be prepared for a substantial workload (readings, grammar, and vocabulary memorization). Course requirements include daily assignments, quizzes and a midterm on grammar and vocabulary, and a final examination requiring the translation of short passages without the aid of a dictionary. This course does not satisfy the LS&A language requirement.

Cost: 1

112. Second Special Reading Course. German 111 or the equivalent (placement test). (4). (Excl). The objective of this course is to teach students to read German for research purposes with the aid of a dictionary. Course content includes an intensive review of grammar and syntax followed by translations from texts in the humanities, the natural and social sciences. Choice of reading texts is determined in part by the composition of class. Course requirements include daily assignments, quizzes, and a final examination requiring the translation of short passages with the aid of a dictionary. Cost: 1

205. Conversation Practice. German 102 or 103. Students previously enrolled in a 300- or 400-level conversation course may not register for 205 or 206. (1). (Excl). Offered mandatory credit/no credit.
In this course, you will practice situations in which you need to ask for information, express opinions, summarize important details, and formulate arguments. The topics cover: current events, everyday situations, German etiquette, and important cultural information. The materials for the class will come from German websites as well as various materials from the instructor. This class is open to students who are at a German 231 or 232 level and those who intend to participate in the junior-year abroad program. Course requirements are: active class participation, thorough preparation, and oral presentations. Cost: 1 WL:1

320. Intensive Second-Year Course. German 102 or 103. No credit granted to those who have completed or are enrolled in 221, 231, or 232. (Excl). (INDEPENDENT). May be repeated for credit twice. This is an intensive intermediate course, equivalent to two terms of second-year college German, which will reinforce and extend the grammar, vocabulary, speaking, and reading skills developed in first-year German. There will be a wide variety of readings, ranging from newspaper articles to literary, historical, philosophical, and scientific texts; there will also be an entertaining and interesting variety of German movies and videos. As part of the “intensive” experience, students will be expected to participate in activities such as regular language tables, movie screenings, and excursions. Regular attendance is imperative. Cost: 2 WL:1

232. Second-Year Course. German 221 or 231 or the equivalent (placement test). No credit granted to those who have completed or are enrolled in 230 or 236. (4). (LR). All sections of German 232 address special topics, e.g., music, philosophy, science, current political issues, etc. Second course of a two-term sequence in intermediate German. The second-year program is designed to increase students’ proficiency in understanding, speaking, writing, and reading German. Students are expected to increase the level of accuracy at which they can understand German texts and express themselves in their area of interest. The language of instruction is German. See individual descriptions of the sections for topics and course requirements. Both sections of 232 are being offered as part of the University’s Summer Language Institute (SLI). There are no special enrollment procedures for University of Michigan students.

Section 201 – Mathematical and Scientific German. This course serves as an excellent introduction to the tools that are vital for pursuing further science-based work in German – practical or academic. Recently, one of the reasons why students have taken this course has been to prepare themselves for summer internships available with German companies or for study abroad in technical and scientific fields. In this course we will spend several weeks reading, discussing, and actually doing some basic math, computer, physics, astronomy, and biology work in German. In addition, we will also pause along the way to consider the nature of science and the cultural values that can underlie it as well as the ethical implications that a rapidly increasing amount of technology and knowledge has on our society today. The necessary vocabulary and grammar will be provided along the way. Only a very basic background in math or science is assumed. Grades will be based on participation, homework, quizzes, and exams. Cost: 1 WL:1

305. Conversation Practice. German 232; concurrent enrollment in a 300-level course is encouraged but not necessary. Students who have previously participated in a 400-level conversation course may not register for 305 or 306. (1). (Excl). Offered mandatory credit/no credit. This course does not satisfy the language requirement. May be elected for credit twice. The goal of this course is to increase students’ confidence in speaking on any topic and, therefore, the course will focus on a variety of topics ranging from practical language situations to current cultural events to areas of students’ academic interests. Students will work on expanding vocabulary, finding synonyms and understanding/using varying spoken styles, which are necessary to appreciate life in German-speaking communities. The materials for the class will come from German websites as well as various materials from the instructor. Course requirements are: energetic class participation, thorough preparation, e-mail in German with the instructor and fellow students, and oral presentations. Cost: 1 WL:1

329. Independent Study. Permission of instructor. (2-4). (Excl). (INDEPENDENT). May be repeated for credit. Independent study for students who need work in a certain area to complete their degrees and are unable to acquire it from a regularly scheduled course.

351. Business German. German 232. (3). (Excl). This course will focus on the culture of Germany and its reflection in the structure and interactions/transactions in the contemporary German business world (both within Germany and within the EU). Emphasis will be on developing a sensitivity to German culture which will enable the students to interact successfully in the German business world. Authentic materials will be used, and there will be field trips. Cost: 1 WL:1 (VanValkenburg)

Scandinavian Courses (Division 471)

349. Independent Study. Permission of instructor. (2-4). (Excl). (INDEPENDENT). May be repeated for credit. This course serves the needs of students who wish to develop special topics not offered in the Scandinavian courses. Students will work on expanding vocabulary, finding synonyms and understanding/using varying spoken styles, which are necessary to appreciate life in German-speaking communities. The materials for the class will come from German websites as well as various materials from the instructor. Course requirements are: energetic class participation, thorough preparation, e-mail in German with the instructor and fellow students, and oral presentations.

Courses in Great Books (Division 382)

201. Great Books of the Ancient World. No credit granted to those who have completed or are enrolled in Gt. Bks. 191 or Classical Civ. 101. (4). (HU).

Readings in the major works of Western civilization from the Greek and Roman period. Readings typically include works chosen from among those by Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, Plato, and Vergil.

Courses in History (Division 390)

300-Level Courses and Above are for Juniors and Seniors

393. Topics in U.S. and Latin American History. (3). (Excl). May be elected for credit twice. Section 201 – U.S. Labor History: The Case of Michigan Auto Workers, 1900-Present. The history of Michigan auto workers will illustrate the history of American workers through the twentieth century. Topics covered will include the shift from craft to mass production, work and technology, AFL and CIO efforts at unionization, the rise of the UAW, the transformation of the social composition of the workforce, and the crises of deindustrialization and downsizing since the early 1970s. (Meyer)

Section 202 – The Civil War Era, 1845-1877. This course will explore the causes, conduct, and consequences of the American Civil War. The social and economic causes of the so-called “Political Crisis of the 1850s” will be analyzed as a means of explaining the southern states’ secession as well as Lincoln’s determination to save the Union. The strategic, operational, and tactical conduct of the war will be major points of emphasis, as will the war’s impact on politics, the economy, and society, both North and South. Students will explore the period of Reconstruction and consider its revolutionary impact on the nation. (Fitpatrick)

395. Topics in U.S. History. Upper-class standing. (3). (Excl). May be elected for credit twice. Section 201 – U.S. Labor History: The Case of Michigan Auto Workers, 1900-Present. For Summer Half-Term, 1998, this section is offered jointly with History 393.201. (Meyer)

Section 202 – The Civil War Era, 1845-1877. For Summer Half-Term, 1998, this section is offered jointly with History 393.202. (Fitpatrick)
Courses in History of Art (Division 392)

History of Art 101, 102, 103 and 108, while covering different areas, are all considered equivalent introductions to the discipline of art history. These four introductory survey courses consider not only art objects as aesthetic experiences but also the interactions among art, the artist, and society. The lecture and discussion sections explore the connections between the style and content of works of art and the historical, social, religious, and intellectual phenomena of the time. Attention is also given to the creative act and to the problems of vision and perception which both the artist and his/her public must face.

Although it would be logical to move from History of Art 101 to History of Art 102, this is not required. One course in European/American art (101 or 102) and one course in Asian or African art (103 or 108) serve as a satisfactory introduction to the history of art for non-concentrators (concentrators should see the department’s handbook for more information on requirements). The introductory courses are directed toward students interested in the general history of culture and are especially valuable cognates for students in the fields of history, philosophy, literature, and musicology as well as the creative arts.

Course requirements and texts vary with individual instructors, but an effort is always made to introduce students to works of art in the collections of the university as well as in the museums of Detroit and Toledo. Photographic material is available for study in the Image Study Gallery, G026 Tisch Hall. Examinations usually include short essays and slides which are to be identified, compared, and discussed.

Open to All Undergraduates; Not Open to Graduate Students.

150. Great Masters of European and American Painting. No credit granted to those who have completed or are enrolled in 102. (3). (Excl).

In scope and approach not applicable as a History of Art concentration prerequisite, this course is designed for those who, as part of a broad liberal education, wish to enhance their sensitivity to artistic expression. Concentrating upon twelve extraordinary creative personalities in the history of European painting (Giotto, Leonardo da Vinci, Michelangelo, Titian, El Greco, Caravaggio, Artemisia Gentileschi, Rubens, Rembrandt, Goya, Cezanne, and Picasso), and emphasizing themes particularly relevant to each of these artists, it seeks to suggest the vastness and profundity of their contribution to human understanding. A complete syllabus, the text (F. Hartt, A History of Painting, Sculpture, and Architecture, vol. II, PB), directed optional reading, a small set of prints, and photo-study facilities will complement the lectures, and students will be evaluated by way of a midterm and a final exam. Cost:2 WL:4 (Bissell)

394. Special Topics. (1-3). (Excl). May be elected for credit more than once.

Section 201 – Picturing Chinese Femininity and Masculinity: Gender and Painting in the Song and Yuan Dynasties. (2 credits). How are the "feminine" and "masculine" represented in Chinese art? This course will consider how 10th-14th century Chinese paintings combine gendered imagery and text/image tropes. We will begin by studying the setting of figure paintings in gendered space and the coding of landscapes and bird-and-flower paintings as masculine or feminine. We will then focus on how images of women (an often marginalized genre of Chinese art) help to construct Chinese ideas of both femininity and masculinity, with some attention to the contributions of female patrons, collectors, and painters. Because in imperial China artists used strategies drawn from the poetic tradition in their paintings, students will read and analyze translations of Chinese poetry. Other translations of primary sources will be introduced as appropriate. Requirements for the course are a midterm exam and a take-home final exam. Cost:1 WL:2 (Blanchard)

Section 202 – Rembrandt and 17th-Century Dutch Art. (2 credits). This course will be an intensive seven week study of Rembrandt's oeuvre and studio practices as well as the pictorial production of his students and/or followers. The aim of this course is two-fold. First, we will attempt to locate Rembrandt's artistic production, both paintings and prints, in relation to larger trends in 17th century Dutch and Flemish art. This survey will allow us to question the "Dutchness" of Rembrandt's pictorial production. We will also compare Rembrandt's career as an artist to that of his famous Flemish counterpart Peter Paul Rubens in order to see how these different personalities along with their studios artist to that of his famous Flemish counterpart Peter Paul Rubens in order to see how these different personalities along with their studios created and marketed an artistic identity. Second, we will investigate the conception of "Rembrandt" within the historiography of Dutch art and how our understanding of the artist has changed since the seventeenth century and why. Most recently, the question of whether a painting is an actual "Rembrandt" or a work by a student and/or follower has been posed by the Rembrandt Research Project as well as in museum exhibitions. The implications of this question of authenticity will be explored and problematized ultimately raising questions about how pictorial value is produced. Class time will consist of lectures and discussions of the readings and possibly a trip to the DIA or the print room at the University Museum of Art. Students will be expected to actively participate in daily discussions in addition to preparing a midterm, final exam, and a term paper (ten pages) or two shorter papers. Cost:2 WL:2 (Hildebrecht)

Courses in Linguistics (Division 423)

112. Languages of the World. (2). (SS).

See Linguistics 112 (Spring Term).

211. Introduction to Language. (2). (SS).

The study of language offers a way of looking at some of the most significant aspects of human experience. Language reflects and structures the intellectual phenomena of the time. Attention is also given to the creative act and to the problems of vision and perception which both the artist and his/her public must face.

Although it would be logical to move from History of Art 101 to History of Art 102, this is not required. One course in European/American art (101 or 102) and one course in Asian or African art (103 or 108) serve as a satisfactory introduction to the history of art for non-concentrators (concentrators should see the department’s handbook for more information on requirements). The introductory courses are directed toward students interested in the general history of culture and are especially valuable cognates for students in the fields of history, philosophy, literature, and musicology as well as the creative arts.

Course requirements and texts vary with individual instructors, but an effort is always made to introduce students to works of art in the collections of the university as well as in the museums of Detroit and Toledo. Photographic material is available for study in the Image Study Gallery, G026 Tisch Hall. Examinations usually include short essays and slides which are to be identified, compared, and discussed.

Open to All Undergraduates; Not Open to Graduate Students.

150. Great Masters of European and American Painting. No credit granted to those who have completed or are enrolled in 102. (3). (Excl).

In scope and approach not applicable as a History of Art concentration prerequisite, this course is designed for those who, as part of a broad liberal education, wish to enhance their sensitivity to artistic expression. Concentrating upon twelve extraordinary creative personalities in the history of European painting (Giotto, Leonardo da Vinci, Michelangelo, Titian, El Greco, Caravaggio, Artemisia Gentileschi, Rubens, Rembrandt, Goya, Cezanne, and Picasso), and emphasizing themes particularly relevant to each of these artists, it seeks to suggest the vastness and profundity of their contribution to human understanding. A complete syllabus, the text (F. Hartt, A History of Painting, Sculpture, and Architecture, vol. II, PB), directed optional reading, a small set of prints, and photo-study facilities will complement the lectures, and students will be evaluated by way of a midterm and a final exam. Cost:2 WL:4 (Bissell)

394. Special Topics. (1-3). (Excl). May be elected for credit more than once.

Section 201 – Picturing Chinese Femininity and Masculinity: Gender and Painting in the Song and Yuan Dynasties. (2 credits). How are the "feminine" and "masculine" represented in Chinese art? This course will consider how 10th-14th century Chinese paintings combine gendered imagery and text/image tropes. We will begin by studying the setting of figure paintings in gendered space and the coding of landscapes and bird-and-flower paintings as masculine or feminine. We will then focus on how images of women (an often marginalized genre of Chinese art) help to construct Chinese ideas of both femininity and masculinity, with some attention to the contributions of female patrons, collectors, and painters. Because in imperial China artists used strategies drawn from the poetic tradition in their paintings, students will read and analyze translations of Chinese poetry. Other translations of primary sources will be introduced as appropriate. Requirements for the course are a midterm exam and a take-home final exam. Cost:1 WL:2 (Blanchard)

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Latina/Latino Studies (see American Culture)

Courses in Mathematics (Division 428)

See Elementary Course statement in Spring Term.

NOTE: WL:2 for all courses.

A maximum total of 4 credits may be earned in Mathematics courses numbered 110 and below. A maximum total of 16 credits may be earned for calculus courses Math 112 through Math 396, and no credit can be earned for a prerequisite to a course taken after the course itself.

103. Intermediate Algebra. Only open to designated summer half-term Bridge students. (2). (Excl)

This course is an in-depth review of high school algebra. It covers linear, quadratic, and polynomial functions and their graphs. This course is restricted to students enrolled in the Bridge Program.

105. Data, Functions, and Graphs. Students with credit for Math. 103 can elect Math. 105 for only 2 credits. No credit granted to those who have completed Math. 175. (4). (MSA). (QR/1).
This is a course on analyzing data by means of functions and graphs. The emphasis is on mathematical modeling of real-world applications. The functions used are linear, quadratic, polynomial, logarithmic, exponential, and trigonometric. Algebra skills are assessed during the term by periodic testing. Students completing Math. 105 are fully prepared for Math. 115. Text: Contemporary Precalculus. Students will need graphing calculators and should check with the Math Department office to find out what is currently required.

115. Calculus I. Four years of high school mathematics. See Elementary Courses above. Credit usually is granted for only one course from among Math. 112, 115, 185, and 295. No credit granted to those who have completed Math. 175.(4). (MSA). (BS). (QR/1).

See Mathematics 115 (Spring Term).


See Mathematics 116 (Spring Term).


See Mathematics 215 (Spring Term).


See Mathematics 216 (Spring Term).

333. Directed Tutoring. Math. 385 and enrollment in the Elementary Program in the School of Education. (1-3). (Excl). (EXPERIENTIAL). May be repeated for a total of three credits.

An experiential mathematics course for elementary teachers. Students would tutor elementary (Math. 102) or intermediate (Math. 104) algebra in the Math. Lab. They would also participate in a weekly seminar to discuss mathematical and methodological questions.

Music

It is possible for LS&A students to elect a concentration program in music, and this program is described in the LS&A Bulletin. In addition, music courses are frequently elected by LS&A students not concentrating in Music. Courses in Music History/Musicology, Composition, and Music Theory are elected for LS&A credit. Some of these courses can be used in an area distribution plan. LS&A students may elect music PERFORMANCE courses for degree credit, but this credit counts toward the maximum twelve non-LS&A credit hours that can be applied toward an AB/BS degree or twenty non-LS&A credit hours that can be applied toward a BGS degree.

Courses in Music Theory (Division 696)


In-depth analysis emphasizing elements of structures evident in various important examples, offering a variety of analytical problems; readings on tonal forms. WL-.4 (Pettit)

Courses in Music History/Musicology, Composition, Music Theory, and Performing Arts Technology are listed in the Time Schedule under the School of Music.

The following courses count as LS&A courses for LS&A degree credit.

Native American Studies (see American Culture)

Near Eastern Studies

Arabic, Armenian, Persian, Turkish, and Islamic Studies (APTIS) (Division 325)


Arabic 101-102 sequence provides an accelerated introduction to the phonology and script of Modern Standard Arabic and its basic vocabulary and fundamental structures. There will be increased

102(Arabic 102), Elementary Modern Standard Arabic, II. APTIS 101. (4). (LR). Laboratory fee ($10) required. See APTIS 101. (Ramuny/Staff)

201(Arabic 201), Intermediate Modern Standard Arabic, I. APTIS 102. (4). (LR). Laboratory fee ($16) required. See APTIS 201. (Farhghaly)

202(Arabic 202), Intermediate Modern Standard Arabic, II. APTIS 201 or 104. (4). (LR). Laboratory fee ($9) required. See APTIS 201. (Farhghaly)

291. Topics in Arabic, Persian, Turkish and Islamic Studies. (3). (Excl).

Section 201 – Islam in America, II: African American Muslim Communities. This course will review the history of Muslim presence in that community from the slave trade to early and contemporary conversion experience, and to the rise throughout the 20th century of new and indigenous African American Muslim communities. The impact on the African American community of the Ahmadiyya da’wa (mission to teach Islam) in North American will be discussed. We will also discuss the unique outreach of Islam to African-Americans in prison as an avenue to conversion. The “Arabization” of the African American Sunni community will be studied as a process of traditional Islamic education (study of Arabic, Qur’an, Hadith, Sharia/Fiqh, Sunnah, and Islamic socialization). Outside the Sunni community, the process of ongoing prophecy and revelation, and competing systems of indigenous Islamic interpretation will be documented through the devotional literature, music, and iconography of the Nation of Islam, Anjumarrah Community, and Five Percent Nation of Gods and Earths. Islamic cultural diversity will be shown through African American Muslim experience: segregation/veiling vs. non-segregationist/non-veiling, Islamic dress/foodways vs. American dress and food habits, non-politicized Islamic Umma vs. the Jihadist Black "Nation," and Islamic musicality in Qur’anic tajwid and Sufi dhikr/sama’ vs. African American song, rap and dance as Islamic vehicles of expression. (O’Connor)

409(Arabic 409). Business Arabic, I. APTIS 102 or 104. (4). (LR). This sequence is offered for students and other members of the community who have completed two years of Arabic and wish to continue Arabic study for career and professional purposes. The first part of the course focuses on topics related to the basic communication needs of travelers and business people and general information of Arab countries. The second part includes topics such as business customs and practice, commercial advertisements, business correspondence, business negotiations, commercial and economic reports, etc. Students who successfully complete this course will be able to perform well in a variety of situations, both social and business. Textbooks: R. Ramuny, Business Arabic I & II. (Ramuny/Staff)

410(Arabic 509). Business Arabic, II. APTIS 409. (4). See APTIS 409. (Ramuny/Staff)

417(Arabic 415). Colloquial Levantine Arabic, I. APTIS 202 or 403. (3). (LR). This sequence provides extensive oral and communicative practice based on situational dialogues as used by native speakers in Jerusalem, Amman, Damascus, and Beirut. In the first part, the basic principles of pronunciation, grammar and functional vocabulary are emphasized through oral and pattern practice drills. Then emphasis shifts to practical use of the dialect through interactive communicative tasks involving teacher-student, student-student, and group exchanges. There is a special focus on cultural and social conventions. The goal is to develop the ability to communicate with native speakers of Levantine Arabic with some ease. Textbooks: McNair-Ramuny, A Course in Levantine Arabic. (Ramuny/Staff)

418(Arabic 416). Colloquial Levantine Arabic, II. APTIS 417. (3). (LR). See APTIS 417. (Ramuny/Staff)

Courses in Philosophy (Division 442)

Philosophy is about as broad a subject as one can find in a university curriculum. It addresses a wide array of questions, some quite familiar (Does God exist? Why be moral? What is art?), others less so (What is a thing? Is space a substance?). It also falls within philosophy to examine the methods and practices of virtually all academic disciplines. Because of this breadth, a person can study philosophy in ways involving the styles and techniques of thought of most other fields of inquiry. For example, the work of a philosopher concentrating in logic is much like that of the student of mathematics. A philosopher primarily interested in the philosophy of religion will often be doing much the same things as a theologian or a student of the history of religion. Political philosophy is regarded by some as including political activity itself. Many other such examples exist. In addition, philosophy examines the practices of other activities, such as the fine arts, that are sometimes thought of as different from typical academic disciplines. However, for the most part the activities characteristic of philosophy are peculiar to the discipline. The only way to know what it's really like is to give it a try.

In the Summer Term, the Department offers a number of courses that do not carry prerequisites -- Philosophy 180, 181, 355, and 365. Philosophy 180 is an introduction to critical thinking and logic. Philosophy 181 is a general introduction designed to acquaint students with a representative sample of philosophical problems concerning the nature of reality, knowledge, the self, morality, religion, and society. Philosophy 355 focuses on a number of contemporary moral and social issues. Philosophy 365 focuses on philosophical thinking about religion. Summer offerings are limited to 50 students, and sometimes enroll as few as 15.

180. Introductory Logic. Credit is granted for only one of Phil 180 or 201. (2). (HU), (BS). This course is an introduction to topics related to the evaluation of arguments. It is intended to perform two functions: to acquaint the students with logic as a topic of study, and to provide them with greater critical tools and improved reasoning abilities for use in any field. The course begins by discussing the difference between “good” and “bad” arguments and goes on to cover methods for telling whether a given argument is a “good” or a “bad” one. These methods include the use of symbolic logic. There will be lectures, discussions, and a variety of exercises. Texts and methods of evaluation to be determined. (Mabrito)

181. Philosophical Issues: An Introduction. No credit granted to those who have completed or are enrolled in 182, 202, 231, 232, 234, or 297. (2). (HU). This is an introductory class in which we will examine some of the central roles that reason plays in our lives. Issues covered will include evidential vs. pragmatic reasons for belief, skepticism about the external world, the nature of moral reasons (what reasons do we have to be moral), and freedom of the will. We will be concerned with trying to understand how one might be free in belief and action and yet be under the control of reason. This will help us to further understand how freedom of the will is possible in a deterministic universe. (Shah)

355. Contemporary Moral Problems. No credit granted to those who have completed or are enrolled in 455. (2). (HU). In contemporary American society, people often disagree about important moral issues. This course will explore the most prominent of these issues -- gender equality, affirmative action, abortion, euthanasia, and the moral status of the natural environment. We will analyze the contemporary debates on these issues and in doing so get a clearer idea about the nature of moral concepts such as “autonomy,” “liberty,” “equality,” and “justice.” There will be two papers and a final exam. (McShane)

365/Rel. 365. Problems of Religion. (2). (HU). This course will focus on doctrines common to Judaism, Christianity, and Islam: that there is one God, a personal being who created the universe, who has revealed himself to his creation, and who requires certain conduct of them. We will explore various questions raised by these doctrines, including: can God’s existence be reconciled with the existence of evil? Is there compelling evidence for God’s existence? Should we have evidence of God’s existence in order to believe in God? What is faith, and does being religious require it? Do we have any evidence for miracles? Is there an afterlife? Though previous background in philosophy is helpful, it is not required. (Ruhmkorff)
415. Special Problems for Undergraduates. Permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for a total of six credits.

This course emphasizes experimental or theoretical research under the supervision of a faculty member. Generally a small facet of a large research undertaking is investigated in detail. This is an independent study course, and instructor permission is required. The appropriate form is available in the Physics Student Services Office, 2061 Randall Lab. 

496. Senior Thesis I. Permission of departmental concentration advisor. (2-3). (Excl). (INDEPENDENT). Students get introductory experience and research work with faculty, the results of which could provide the basis for a senior thesis project. If work is not completed in this term, student would register for 497 in the next term.

497. Senior Thesis II. Permission of departmental concentration advisor. (2-3). (Excl). (INDEPENDENT). A continuation of Physics 496. Students who do not complete their thesis research in Physics 496, may continue to 497. If continuing, a grade of Y is given for Physics 496 and a final senior thesis grade given upon completion of the research.

498. Introduction to Research for Honors Students. Permission of departmental concentration advisor. (2-3). (Excl). (INDEPENDENT). Honors students get introductory experience with research work with faculty, the results of which could provide the basis for a thesis used to fulfill that part of the Honors requirement.

Courses in Political Science (Division 450)

Primarily for First and Second Year Students

111. Introduction to American Politics. (4). (SS). This course examines a wide range of topics related to politics in the American government and the United States. We will begin by examining the theoretical framework of American government, with an emphasis on the U.S. Constitution and the Federalist Papers. From there, we will examine the role of individual citizens and government officials in the American system, paying close attention to how various institutions shape political activities and public policies. While this course will primarily focus on the national government, recent developments and debates over federalism and the role of state and local governments will also be addressed. Cost:2 WL:1 (Nemec)

Primarily for Juniors and Seniors

412. The Legal Process. Two courses in political science. (3). (Excl). Legal Process combines the study of legal theory with selected case studies in American and comparative law. The course examines the nature of legal interpretation, the organization of legal institutions, the role of constitutions in structuring governments and legal systems, and the relation between law and politics. Cost:2 WL:1 (Fuentes-Rohwer)

440. Comparative Politics. Any 100-level course in political science or upperclass standing. (3). (Excl). The purpose of this course is to familiarize students with politics in different types of political systems in key developing countries. The theme of PS 440 will be a systematic comparison of the political impact of structural economic reform in key developing areas in Asia: Taiwan, China, and selected ASEAN countries. No prior knowledge of China, Taiwan, or Indonesia is required. Cost:2 WL:1 (Landry)

442. Governments and Politics in Western Europe. Any 100-level course in political science or upperclass standing. (3). (Excl). This course examines the institutional structures, processes, and actors involved in making public policy in Western European countries. We will also consider the significant changes that are brought to European politics by the growth in importance of the European Union. The primary concern will be the effectiveness of linkages between citizens and government. The method of instruction is primarily lecture, although considerable class discussion will also take place. Grades will be based on several short papers/presentations and an exam. Cost:2 WL:1 (Bennett)

492. Directed Studies. Two courses in political science and permission of instructor and the Director of Undergraduate Studies. (1-6). (Excl). No more than four credits of directed study may be elected as part of a concentration program in Political Science. (INDEPENDENT). Political Science 491 and 492 may be elected for a total of eight credits. Political Science 491 and 492 may be elected for a total of eight credits. No more than four credits of directed study credit may be elected as part of a concentration program in Political Science. A directed study on any subject agreed upon by a student and an advising instructor that does not duplicate a regular course offering. Students wishing to enroll for a directed study course are urged to work out the details of the course before the start of the term. Cost:1 WL:1

592. Advanced Internship in Political Science. Two courses in political science at the 400 level or above and concentration in political science; or graduate standing. Permission of supervising instructor and review by the Department's internship advisor. (2-6). (Excl). No more than four credits of internship may be included as part of a concentration plan in political science. (EXPERIENTIAL). All internship courses may be elected for a maximum total of eight credits.

This class offers students with summer internships in Washington the opportunity to build on their internship experiences to gain UM course credit. The class will combine students’ internship experiences with reading scholarly research on American government and politics. Our goals will be to discover how well the political science literature describes the “real world” of American government, and to discuss what hands-on experience with the world of politics can add to this scholarly work. Requirements: Basic knowledge of American government and permission of the instructor. The class is limited to 15 students and admission will be on a first-come/first-served basis. Cost:2 WL:3 (Sherman)

This course can also be elected as an independent study with any of the department’s faculty, and students must contact faculty members directly and work out course requirements before enrolling.

Courses in Psychology (Division 455)

The Department of Psychology offers two regular introductory courses: Psychology 111 and Psychology 112. Psychology 112 is offered as a natural science course and stresses experimental psychology. Psychology 111 is approved for social science distribution but treats both perspectives with about equal weight. Students may not receive credit for both Psychology 111 and Psychology 112. Either of the two courses meets the prerequisite requirement for concentration and serves as a prerequisite for advanced courses. Honors students and others with permission of the instructor may take Psychology 114 or 115. Psychology 115 is offered as a natural science course and stresses experimental psychology. In Psychology 114 the coverage of basic material is rapid, leaving some time for specialized topics.

111. Introduction to Psychology. Psych. 111 serves, as do Psych. 112 or 113, as a prerequisite for advanced courses in the department and as a prerequisite to concentration. No credit granted to those who have completed or are enrolled in 112, 113, 114, or 115. (4). (SS). Psych. 111 may not be included in a concentration plan in psychology.

Students in Psychology 111 are required to spend five hours outside of class participating as subjects in research projects. This course provides a broad introduction to the field of psychology. During the term we will cover such topics as perception, development, physiology and behavior, personality, and social psychology. In addition, we will look at some of the metaphors and principles that have guided research and theory within psychology (e.g., the mind as computer; the role of the unconscious; the person as pleasure seeking; the role of nature and nurture). Cost:2

204. Individual Research. Introductory psychology and permission of instructor. (1-6). (Excl). May not be included in a concentration plan in psychology.
305. Practicum in Psychology. Introductory psychology. (1-4). (Excl). A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. Psychology 305 must be taken for at least three credits to count as an experiential lab in the psychology concentration. (EXPERIENTIAL). May be repeated for a total of six credits.

Section 201 – Field Work in Multicultural Communities. (3 credits). See Psychology 305.101 (Spring Term).

Section 202 – Farmworkers Outreach. (3 credits). This course seeks to enhance students' understanding of the lives of migrant farmworkers and their families. The subject matter will be approached interactively as the students read, discuss and listen to invited speakers in Spring, followed by a Summer practicum in the fields. Health issues will be an important aspect of the course as well as cultural and community strengths. Some Spanish is required; transportation will be provided. All classes are in the evenings. Undergraduates will be expected to read one book and coursepack, write weekly reflective papers on readings and class and a final 8-10 page paper linking experiences with readings. Graduate students will also write a 15-20 page paper on researching relevant topics and read two books. Grades will be based on attendance, participation, new skill building, journals and papers. Main text: Fields of toil: A migrant family’s journey (Isabel Valle, 1994). (Nerenberg)

Section 210 – Alcoholism and Other Behavior Disorders in Community Settings, II. (3 credits). Prerequisite: Psychology 372. See Psychology 305.102 (Spring Term). (Zucker)

307. Directed Experiences with Children. Introductory psychology and permission of instructor. (3-4). (Excl). A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. (EXPERIENTIAL). May be repeated for a total of 7 credits.

Section 201 – Working with Children. Directed experience with children aged eighteen months to five years at the University of Michigan's Children Center and/or children's experiences in Working Families for approximately eight to twelve hours per week on a regular basis. Seminar relating theoretical issues to applied practice is held every two weeks. No prerequisites required. This course is designed to introduce students to young children in a warm and caring classroom environment facilitated by professional early childhood teachers. The major emphasis is on developing an understanding of young children through direct experience and introductions to child development and education. Cost:1 WL:5. Permission of instructor required for all students. Contact at 988-7161 or karey@umich.edu. (Leach)

330. Introduction to Biopsychology. Introductory psychology. (4). (NS). (BS). This course is an overview of major topics in Biopsychology. Biopsychology is an approach to the study of psychological processes based on the assumption that the mind is an emerging property of the brain and that the brain is an organ shaped by biological evolution. Thus, the task of Biopsychology is to explore basic mechanisms in terms of distal (evolutionary and comparative psychology) and proximal (physiological psychology and behavioral neuroscience) causation. Major topics include: Principles of evolutionary theory; Neuroanatomy; Neurons and communication between neurons; Perception and movement; Affect and emotion; Motor behavior; Mechanisms of action of psychoactive drugs; Learning and memory; Language; Biopsychology of mood disorders and psychoses. NOTE: This course is intended primarily for sophomores and second-term freshmen who have already taken an introductory course to psychology. This course is a prerequisite for most upper-level courses in Biopsychology. Cost:2 WL:1 (Badiani)

350. Introduction to Developmental Psychology. Introductory psychology. No credit granted to those who have completed or are enrolled in 255. (4). (SS). This course provides an introduction to the milestones of human development from conception to death. We describe physical, cognitive, and social growth of normal children with special attention to various cultural contexts of development and the rich diversity of individuals. The content is primarily drawn from research and theories in developmental psychology. We hope that students can integrate their knowledge of psychology and their observations of human development with the content of this course. In addition, we will discuss implications for child-rearing, education, and social policy-making so that you can apply the knowledge to meaningful problems. WL:1 (Kallik)

372. Advanced Laboratory in Psychopathology. Psych. 370. A basic statistics course (e.g., Stat 402) is recommended although not required. (3). (Excl). Satisfies a Psychology research-based laboratory requirement. Section 201. See Psychology 372.101 (Spring Term).

Section 210 – Alcoholism and Other Behavior Disorders in Community Settings, I. This course offers undergraduates the opportunity to participate in an ongoing community-based research program. The project involves detailed screening for alcohol problems among older adults attending primary health care clinics throughout Southeast Michigan. The study hopes to provide a better understanding of whether brief interventions for elderly patients with alcohol problems are effective. Also, we will attempt to determine which specific characteristics of individuals predict who will change their drinking behavior as a result of this intervention. In addition to 1.5 hours of class time each week, work involves participation in several aspects of the data collection phases of the project. The project requires approximately nine hours of time commitment per week. Ideally, students involved in this work should be able to enroll for a two-term sequence, taking Psychology 372 in Summer and Psychology 305 in Fall. Completion of both 372 and 305 will satisfy the Psychology Lab requirement. For further information, contact either Dr. Zucker or Dr. Blow at 988-7952. (Zucker)

404. Field Practicum. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390 and permission of instructor. (1-12). (Excl). Offered mandatory credit/no credit. May be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIMENTAL). May be repeated for a total of twelve credits. Students may make arrangements to work in field settings where psychological principles may be observed and utilized. Information about procedures for electing Psychology 404, 405, and 409 is obtained at 1044 East Hall (764-2580).

405. Field Practicum. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390 and permission of instructor. (1-12). (Excl). Offered mandatory credit/no credit. May be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIMENTAL). May be repeated for a total of twelve credits. Students may make arrangements to work in field settings where psychological principles may be observed and utilized. Information about procedures for electing Psychology 404, 405, and 409 is obtained at 1044 East Hall (764-2580).

408. Field Practicum in Research Techniques/Natural Science. Psychology 330 or 340 or 350 or 360 or 370 or 380 or 390. (1-4). (Excl). Offered mandatory credit/no credit. Credits do not count for the concentration, but the course may be used for an experiential lab if taken for three credits. (EXPERIMENTAL). Credit is granted for a combined total of twelve credits of Psychology 404, 405, 408 and 409, and for a maximum of fifteen credits for Psychology 211, 404, 405, 408 and 409. This course may be taken for a maximum of two terms and/or four credits with the same instructor. This field practicum course offers an opportunity to integrate experiential and academic work within the context of a field setting. Students make their own arrangements to work in a psychology research lab; meet regularly with a faculty sponsor and research group to discuss their ongoing research, read materials which are relevant to the research topic, and techniques being used; and create some form of written product that discusses the research and the student's participation in the research process. Students may obtain a list of faculty sponsors offering research experience in the Undergraduate Office, 1044 East Hall. An override from a Psychology Department faculty member is required to register.

409. Field Practicum in Research Techniques. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390 and permission of instructor. (1-4). (Excl). Offered mandatory credit/no credit. This course may be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIMENTAL). May be repeated for a total of twelve credits. Credit is granted for a combined total of twelve credits of Psychology 404, 405, 408 and 409, and for a maximum of fifteen credits of Psychology 211, 404, 405, 408 and 409. May be elected for a maximum of two terms and/or four credits with the same instructor. The course provides experience and education in research techniques. The student works with the instructor on various aspects of psychological research, completes readings, keeps a journal and completes a paper which integrates the readings and experiences in the research setting.
This course carries concentration credit for Psychology concentrators and natural science credit for non-Psychology concentrators. The course focuses on basic perceptual phenomena and theories. It also examines the general relationship between perception and scientific observation. Topics include: Sensory transduction and psychophysics, Gestalt organization, constancy and contrast effects, expectation, selective attention, perceptual learning, and symbolic representation. While the course is oriented toward the natural sciences, it also considers social, philosophical and aesthetic perspectives, since at its most general level, human perception concerns the questions of how and why human beings use sensory information to conceive of, and experience immediate reality the way they do. The instructor assumes no particular psychology background, and non-psychology concentrators are welcome. Grades will be determined on the basis of two short papers (each worth 30% of the grade) and one longer paper (worth 40% of the grade). Questions concerning this class can be e-mailed to Robert Pachella using pachella@umich.edu. Cost:2 WL:5 (Pachella)

The goals of this course are to review what psychologists know about how people think – both in terms of the cognitive processes involved in thinking and the outcomes of goal-directed thought – and to consider how we can improve our thinking skills. Thinking covers a wide range of topics. In this course, we will focus on categorization, inductive and deductive reasoning, problem solving, and decision making. The course will involve both lecture format and opportunity for discussion. Evaluation will be based on two exams and a final paper. Cost:2 WL:1 (Patalano)

488/Soc. 465. Sociological Analysis of Deviant Behavior. Introductory sociology or introductory psychology as a social science. (3). (SS). See Sociology 488. (Chimonas)

505. Faculty Directed Advanced Research. Permission of instructor and one of the following: Psychology 330, 340, 350, 360, 370, 380, or 390. (1-6). (Excl). May be used as an experiential lab by faculty petition to the Committee on Undergraduate Studies. A combined total of six credits of Psych. 505 and 507 may be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits. Arrangements may be made for adequately prepared students to undertake individual research of their own design under the direction of a member of the staff. The work of the course must include the collection and analysis of data and a written report, a copy of which must be given to the undergraduate office. Students are provided with the proper section number by the staff member with whom the work has been arranged. Students are responsible for properly registering for this course.

Independent Study/Directed Reading

The department of psychology offers several options for independent study/directed reading. See Spring Term listing.

Courses in Religion (Division 457)

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.

Residential College Courses

Registration and registration periods, and from waitlists. RC courses which satisfy specific Residential College graduation requirement are reserved for RC students only (e.g., RC language courses).

Waitlists of Residential College courses are maintained in the Residential College Counseling Office, 134 Tyler, East Quad. When a course fills, students should contact the RC Counseling Office (647-4359) to be placed on a waitlist if one is being maintained.

Most RC courses are open to LS&A students and may be used to meet distribution requirements.

RESIDENTIAL COLLEGE WAIT LIST PROCEDURES

Residential College students are given priority in all Residential College courses during the Early Registration and registration periods, and from waitlists. RC courses which satisfy specific Residential College graduation requirement are reserved for RC students only (e.g., RC language courses).

Core (Division 863)

Foreign Language: Intensive Language Courses

193/Russian 103. Intensive First-Year Russian. No credit granted to those who have completed or are enrolled in Russian 101, 102, 111, or 112. (8). (LR). See Russian 103.

293/Russian 203. Intensive Second Year Russian. Core 193 or Russian 102. No credit granted to those who have completed or are enrolled in Russian 201 or 202. (8).(LR). See Russian 203.

Romance Languages and Literatures

French, Italian, and Spanish Placement Tests

If you are planning to take an elementary French, Italian, or Spanish class and you are a new student, freshman or transfer student, or you have not yet begun the elementary language sequence on the Ann Arbor campus, you must take the placement test in order to register for the correct course. You must register for the class into which you have been placed.

If you have registered for a class prior to taking the test, you will still be required to take the test in order to verify that you are in the appropriate level class.

If you have already taken French, Italian, or Spanish 101-232 on the Ann Arbor campus, or if you have already taken the placement test once, you are not eligible to take the test again. For questions regarding the LS&A language requirement, please see a general academic advisor or call POINT-10 (764-6810).
Elementary Language Courses

Students who intend to continue a language begun in high school must take the Placement Test to determine the language course in which they should enroll. French 102 is NOT open to students who have begun instruction in high school. It is strongly recommended that students who began French at another college or university also take the placement test. Students must check with the Course Coordinator for any exceptions to the Placement Test level.

101. Elementary French. Students with any prior study of French must take the Placement Test. Credit is not granted for more than two courses from French 101, 102, and 103. (4). (LR).

102. Elementary French, Continued. French 101. No credit granted to those who have completed or are enrolled in 103. French 102 is NOT open to students who have begun instruction at the high school level. College or university transfer students who have received credit for one term are encouraged to enroll in French 103. (4). (LR). See French 102 (Spring Term).

103. Elementary Spanish. Elementary Spanish, Continued. Spanish 102 is NOT open to students who have completed or are enrolled in 103. Spanish 102 is NOT open to students who have begun instruction at the high school level. Open only to students who have completed 101 at the University of Michigan. College or university transfer students who have received credit for one term are encouraged to enroll in Spanish 103. (4). (LR). See Spanish 102 (Spring Term).

Courses in French (Division 371)

who have begun instruction at the high school level. College or university transfer students who have received credit for one term are encouraged to enroll in French 103. (4). (LR). See French 102 (Spring Term).

230. Intensive Second-Year French. French 102 or 103. No credit granted to those who have completed or are enrolled in 112, 231, or 232. (8). (LR).

The course is designed to provide insight into the culture of French-speaking peoples; content-based themes develop cultural awareness and encourage students to formulate opinions on a variety of contemporary issues through reading, video, discussion, and writing. Classroom activities stress communication across the four skills with a strong oral/written component.

231. Second-Year French. French 102 or 103; or assignment by placement test. No credit granted to those who have completed or are enrolled in 112 or 230. (4). (LR).

Courses in Italian (Division 399)

in 103. Italian 102 is NOT open to students who have begun instruction at the high school level. Open only to students who have completed 101 at the University of Michigan. College or university transfer students who have received credit for one term are encouraged to enroll in Italian 103. (4). (LR).

230. Second-Year Italian. No credit granted to those who have completed or are enrolled in 112 or 232. (8). (LR).

The course is designed to provide insight into the culture of Italian-speaking peoples; content-based themes develop cultural awareness and encourage students to formulate opinions on a variety of contemporary issues through reading, video, discussion, and writing. Classroom activities stress communication across the four skills with a strong oral/written component.

231. Second-Year Italian. Italian 102, or permission of course supervisor. No credit granted to those who have completed 112 or 230. (4). (LR). See Italian 231 (Spring Term).

232. Second-Year Italian, Continued. Italian 231 or permission of course supervisor. No credit granted to those who have completed 112. (4). (LR). See Italian 232 (Spring Term).

Courses in Spanish (Division 484)

or university transfer students who have received credit for one term are encouraged to enroll in Spanish 103. (4). (LR).

See Spanish 102 (Spring Term).

230. Intensive Second-Year Spanish. Spanish 102 or 103. No credit granted to those who have completed 112, 231, or 232. (8). (LR).

The course is designed to provide insight into the culture of Spanish-speaking peoples; content-based themes develop cultural awareness and encourage students to formulate opinions on a variety of contemporary issues through reading, video, discussion, and writing. Classroom activities stress communication across the four skills with a strong oral/written component.

231. Second-Year Spanish. Spanish 102 or 103; or assignment by placement test. No credit granted to those who have completed or are enrolled in 112 or 230. (4). (LR).

See Spanish 231 (Spring Term).

232. Second-Year Spanish, Continued. Spanish 231; or assignment by placement test. No credit granted to those who have completed or are enrolled in 230. (4). (LR).

See Spanish 232 (Spring Term).

Other Language Courses

275(361). Grammar and Composition. Spanish 272. A maximum of six credits of Spanish 270, 275, and 276 may be counted toward graduation. (3). (Excl).

Spanish 275 is intended to increase the accuracy of students’ Spanish and to increase vocabulary and cultural knowledge through readings. The course is centered on a grammar-review text. Students do readings in Spanish, prepare translations and other exercises, and expand vocabulary. Time is allotted to class discussion of readings and especially to the treatment of recurrent problems of grammar. Classes are taught in Spanish. The final grade is based on weekly translations, tests, and class participation.
Courses in Russian and East European Studies (REES) (Division 468)

301. Directed Reading. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits. Independent study, under the guidance of a faculty member, of a specialized topic in Russian, Soviet, or East European studies.

Courses in Russian (Division 466)

Russia. Assessment is based on in-class performance, quality of written assignments, tests and examinations, and a final oral proficiency interview. The work load is heavy, and timely completion of the daily assignments is essential for success, but students who have a solid grounding in the basics of Russian grammar and who are ready for the demands of an intensive course will find this course very rewarding.

303. Third-Year Intensive Russian. Russian 303. No credit granted to those who have completed or are enrolled in 301 or 302. (Excl). This proficiency-oriented course reviews and deepens knowledge of Russian grammar and syntax, introduces word-building and idioms, and substantially expands vocabulary through the use of original twentieth-century prose readings, contemporary films, electronic and print media, rock music, and other authentic popular and everyday materials. Great emphasis is placed upon active student participation in class and on the even development of all four language skills: reading, writing, speaking, and listening. Many class activities and homework assignments are modeled on the linguistic requirements and real-life situations of the New Russia. Russian is the only language used in class. Commitment to participation inside the class room and to hard work on assignments at home and in the language laboratory is essential. Students are evaluated on the basis of in-class performance, written assignments, tests and examinations, and an oral proficiency interview conducted at the end of the course. Students who complete Russian 303 should be able to participate readily in conversations with native speakers of Russian, to write relatively complex Russian, and to read most kinds of Russian texts fluently with the aid of a dictionary.

Literature

355. Supervised Reading of Russian Literature. Permission of instructor. (1-4). (Excl). (INDEPENDENT). May be elected for credit twice. Students develop a term-long reading and writing project on a topic in Russian. Writing assignments made according to the number of credit hours elected, but must correspond to the writing expectations of upper-level department courses.

492. Senior Honors Course. Approval of departmental Honors Committee. (3). (Excl). (INDEPENDENT). Credit is granted for a combined total of six credits of Russian 491 and 492. During 492 (the second half of the year-long honors course) the student produces a draft of a thesis of fifty to one hundred pages on a topic in literary or linguistic studies, and then, in consultation with a thesis advisor and the honors advisor, the final version of the thesis. Regular meetings with supervisor, participation in informal seminars, and successful submission of thesis lead to the award of an honors degree in Russian. An oral defense may be required. Cost: 3 WL: 3

Courses in Sociology (Division 482)

Introductory Courses

101. Person and Society: An Introduction to Sociology Through Social Psychology. Open to first- and second-year students. Juniors are strongly encouraged and seniors must take Soc. 400 or 401. No credit for seniors. (3). (SS).

This course is designed to give you an introductory overview of the social psychological perspective within sociology. In the first part of the course, we will discuss the different theories and concepts for understanding the nature and causes of human behavior, social interaction, and the relationship between individuals and society. The latter part of the course will focus more closely on how social structural forces – like race, culture, class, and gender – influence a person’s attitudes, behavior, sense of self, and social interactions. The general format of the course will be a combination of lectures, discussions, audio-visuals, and take-home exercises, and there will be two exams. (Lopez)

202. Contemporary Social Issues I. (3). (Excl). Credit is granted for a combined total of eight credits elected through Soc. 102, 202, 203, and 401, provided that the course topics are different. Section 101 – Sociological Perspectives on Fitness, Dieting, and Eating Disorders. Physical appearance is the individual’s “presentation card.” Even though a person’s physical characteristics are, to a large extent, biologically determined, their meaning is socially constructed. This course will explore the factors that give rise to this social construction, including culture, social institutions, interpersonal relationships, and psychology. The course will also focus on the culture of thinness and how it affects gender and race differentially. Topics include: the social relevance of physical appearance; the body through a cultural prism; and the role of psychology, interpersonal relationships, and culture in shaping perceptions of the body. (Villanueva)

For Undergraduates Only

210. Elementary Statistics. Sociology Honors students should elect this course prior to beginning the Honors Seminar sequence. Sociology concentrators should elect this course prior to their last term. No credit granted to those who have completed or are enrolled in Stat. 100, 265, 311, 402, 405, or 412, or Econ. 404 or 405. (3). (MSA). (BS). (QR:1).

The purpose of the course is to provide literacy in the evaluation of quantitative evidence as it relates to the world of alternative, testable ideas. Students are familiarized with a variety of descriptive statistics (interpretation of tables, measures of association, regression, etc.), inductive statistics (theory of sampling, significance tests) and the empirical origin of statistical data (surveys, consensus, observational studies). Several forms of decision-making based on quantitative and non-quantitative evidence are compared and contrasted. No special background or preparation is needed. Students capable of handling arithmetic have all the mathematical skills required for the course. Problem sets are routinely assigned to illustrate the concepts of the course. Additionally, the course will provide students with an introduction to statistical packages easily used on desktop computers. NO PREVIOUS EXPERIENCE WITH THIS TECHNOLOGY IS NECESSARY. This will

Courses in Slavic Languages and Literatures

Language

103/RC Core 193. Intensive First-Year Russian. No credit granted to those who have completed or are enrolled in 101, 102, 111, or 112. (8). (LR). An intensive course, covering the material usually covered in regular year-long first-year courses. Using as the primary text Russian Stage One, this course will take the beginner to a level of basic fluency in all four language skills (speaking, listening, reading, writing). Speaking skills are given special emphasis. Student will also be introduced to all of the basics of Russian grammar (declension, conjugation, and other fundamental structural patterns). Assessment is based on in-class performance, quality of written assignments, tests and examinations, and a final oral proficiency interview. The work load is heavy, but the committed student who begins this course with no knowledge of the language whatever will make rapid and very satisfying progress.

203/RC Core 293. Intensive Second-Year Russian. Russian 102 or 103. No credit granted to those who have completed or are enrolled in Russian 201 or 202. (8). (LR). An intensive course, using Russian Stage Two as the primary text. The course aims to expand dramatically students’ command of practical Russian vocabulary and the committed student should, by the end of Russian 203, be able to function relatively comfortably in essential real-life Russian language situations. Authentic language materials are used extensively, and students who have successfully completed this course are ready to consider study in

Courses in Russian and East European Studies (REES) (Division 468)

66 / Russian and East European Studies (REES)
provide an opportunity analyze and discuss some real data sets. Course grades are determined by performance on three major exams (including the final) and some quizzes given in the discussion sections. The new format generates four credit hours from two lectures and two hours of discussion per week. (Eyster)


This course focuses on the historical and contemporary structuring of racial and ethnic inequality in the United States. The course has two main goals. First, to provide students with a sociological framework for understanding both historical and contemporary racial dynamics. Secondly, to introduce students to the social history of racism in the United States. Central to this discussion will be the understanding of racism not as 'prejudice', 'ignorance', or an 'attitude', but rather as a comprehensive historical system that has changed over time. The course will begin by highlighting the principal concepts sociologists use in their analysis of race and ethnic relations. Next, it will examine the historical and contemporary experiences of several racial minority groups in the United States -- namely, African Americans, Chicano/Mexican Americans, Puerto Ricans, and Asian Americans. Finally, the course will conclude by discussing and critically assessing several public policies developed to address racial inequality in the Post-Civil Rights Era and the scholarly literature that has been written about them (e.g., Busing, Affirmative Action). (Forman)


That America is a nation of immigrants is one of the most common place yet truest of statements. In this course we will survey a vast range of the American immigrant experience: that of the Irish, Germans, Jews, Italians, Chinese, Japanese, Blacks, Puerto Ricans, Cubans, and Mexicans. Immigration to America can be fully understood as consisting of four major waves; the first one, that which consisted of northwest Europeans who immigrated up to the mid-19th century; the second one, that which consisted of southern and east Europeans at the end of the 19th century and beginning of the 20th; the third one, the movement from the south to the north of Black Americans and Mexicans precipitated by the two world wars; and the fourth one, from 1965 on, is still ongoing in the present, of immigrants mostly from Latin America and Asia. At all times, our effort is to understand the immigrant past of these ethnic groups, both for what it tells us about the past as well as their present and possible future. Course requirements: the written requirements for this course consist of two exams. Both the exams will be in-class tests, consisting of short answer questions that will draw from the lectures and our discussion of the readings. Each exam will be worth 50 points. (Dickerson)

For Undergraduates and Graduates

458. Sociology of Education. One introductory course in sociology. (3). (Ecst.).

Any understanding of the issues currently confronting public schools in the United States must be linked to discussions of larger social issues. Understanding educational success and failure, both at the level of the school and the level of the child, requires understanding the political, social, and cultural context within which educational institutions operate. The course will explore the relationship between urban areas, urban families, and urban schools. Paying close attention to ways that social inequality is produced and reproduced in society, our goal is to analyze the issues confronting urban schools and members of urban school communities with an eye towards the role of schools as agents of socialization, stratification, and social control in American society. The goal is to develop an explanation of the current state of education in urban America using relevant theory. As we explore the problems encountered by urban schools, we will attempt to link theory to first-hand observations and published accounts. We will examine the effects on schools of several current issues, including the transformation and decline of cities; the impact of deindustrialization and the globalization of the world economy; the demographic changes brought about by suburbanization, migration, and immigration; and the effects of changes in federal and state policies. Similarly, we will examine how urban schools are affected at the local level by poverty, crime, and the deterioration of community institutions. (Lewis)

465/Psych. 488. Sociological Analysis of Deviant Behavior. Introductory sociology or introductory psychology as a social science. (3). (SS).

This course utilizes a sociological approach to deviance to explore social organization and control. Examining the ways in which societies create deviance, we will review a number of theoretical perspectives to explain why and how deviance exists. We will then turn to the processes by which individuals become deviant, with close attention to social organization and institutions of control. Finally, we will investigate the various ways in which societies have tried to reduce deviance, usually with little success. Course requirements include weekly discussion papers, midterm and final exams, a term paper, and individual presentations. (Chimonas)

468. Criminology. (3). (SS).

The purpose of this course is to cultivate an interest in the sociology of crime and deviance, while developing critical and analytic thinking skills. The topics are selected to: promote awareness of the political and ideological dimensions of criminology and crime control; examine crime and criminal justice with an eye to social inequality; and develop an understanding of the organizational features of the criminal justice system and the dilemma of punishment. The course will explore a number of topics including: problems in defining crime and interpreting crime rates; theories of crime and deviance; the social control of crime (e.g., prisons and the juvenile justice system); race, class, and gender, and crime and the future of crime and deviance in the United States. (Rosalles)

Courses in Statistics (Division 489)

100. Introduction to Statistical Reasoning. No credit granted to those who have completed or are enrolled in Soc. 210, Stat. 265, 311, 402, 405, or 412, or Econ. 404 or 405. (4). (MSA). (BS). (QR/1).

This course is designed to provide an overview of the field of statistics. Course topics include methods of analyzing and summarizing data, statistical reasoning as a means of learning from observations (experimental or sample), and techniques for dealing with uncertainties in drawing conclusions from collected data. Basic fallacies in common statistical analyses and reasoning are discussed and proper methods indicated. Alternative approaches to statistical inference are also discussed. The course emphasis is on presenting basic underlying concepts rather than on covering a wide variety of different methodologies. The course format is six hours of lecture per week and two hours of laboratory per week. Cost:2 WL:3

402. Introduction to Statistics and Data Analysis. No credit granted to those who have completed or are enrolled in Econ. 404 or 405, or Stat. 265, 311, 405, or 412. (4). (NSL). (BS). (QR/1).

In this course students are introduced to the concepts and applications of statistical methods and data analysis. Statistics 402 has no prerequisite and has been elected by students whose mathematics background includes only high school algebra. Examples of applications are drawn from virtually all academic areas and some attention is given to statistical process control methods. The course format includes six hours of lecture per week and four hours of laboratory per week. The laboratory section deals with the computational aspects of the course and provides a forum for review of lecture material. For this purpose, students are introduced to the use of a micro-computer package and the Macintosh computer. Cost:2 WL:3


See Mathematics 425 (Spring Term).

Courses in Theatre and Drama (Division 695)

Courses in Theatre and Drama are listed in the Time Schedule under the School of Music in the subsection Theatre and Drama.

The following course counts as an LSA degree credit.


Section 201 – Before O'Neill/After Shepard. This survey course will examine the origin and development of U.S. Drama in the twentieth century. Beginning with playwrights like O'Neill, Glaspell, Rice, Odets, and Treadwell, the class will focus on the interrelationship of U.S. culture in American Drama and American Drama in U.S. culture, especially as it manifests itself in the mid-century plays of Miller, Williams, and Hellman. Topics of class discussion will include: the emergence of a native theater tradition, the role of ethnicity, the situation of the female playwright, the conflict between commercial and artistic values, and the move to a more pluralistic and inclusive theater, one in which previously marginalized voices move to center stage. Additional playwrights on the reading list include Hansberry.
Courses in Women's Studies (Division 497)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Requirements</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>240/Amer. Cult. 240</td>
<td>Introduction to Women's Studies</td>
<td>3</td>
<td>(HU), (R&amp;E)</td>
<td>Designed as an introduction to the new feminist scholarship on women, this is an interdisciplinary course which acquaints students with key concepts and theoretical frameworks to analyze women's condition. We will explore how women's status has changed over time, but we will concentrate on the situation of contemporary American women. The course will not only provide students with an analysis of women's oppression, but will suggest strategies for ending sexual inequality. Topics include: violence against women, workplace discrimination, the feminization of poverty, health care and sexuality, and the intersections of gender with capitalism, racism, and imperialism.</td>
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<tr>
<td>385, 386, 387</td>
<td>Directed Reading, Women's Studies</td>
<td>1-3</td>
<td>(Excl), (INDEPENDENT)</td>
<td>Offer advanced Women's Studies students an opportunity to pursue independent, interdisciplinary projects. 385 has prerequisites of Women's Studies 100 or 240, one 300-level Women's Studies course, and permission of instructor. 386 has prerequisite of Women's Studies 385. 387 has prerequisite of Women's Studies 386.</td>
</tr>
<tr>
<td>441</td>
<td>Honors Research Tutorial</td>
<td>1</td>
<td>(Excl), (TUTORIAL)</td>
<td>Prerequisite: Women's Studies 240. Prepares second term junior Women's Studies concentrators to write an honors thesis. Students choose a thesis topic before beginning this tutorial. They then work independently with an appropriate faculty member to develop the research skills specific to their topics (e.g., analytic, library, or computer skills). By the end of the term students should have a well-defined research design and the skills to carry it out. Requirement: a short written thesis prospectus.</td>
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<tr>
<td>490 and 491</td>
<td>Honors Thesis</td>
<td>2-4</td>
<td>(Excl), (INDEPENDENT)</td>
<td>Prerequisite: Senior honors Women's Studies concentrators. Provides Women's Studies honors concentrators an opportunity for independent study under close supervision from their faculty advisor while preparing an honors thesis.</td>
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</tbody>
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### Courses in American Culture (Division 315)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>218</td>
<td>Independent Study in Biochemistry</td>
<td>Permission of instructor. For students with less than junior standing. (1). (EXCLI). May be repeated for a total of four credits. This course provides an introduction to independent biochemistry research under the direction of a faculty member whose project is in the biochemistry area. The Chemistry Department encourages students to get involved with undergraduate research as early as possible. The Advising Office, 1500 Chemistry, provides information to help students in meeting with faculty members to discuss research opportunities. Chemistry 218 is for biochemistry concentrators, and research projects must be approved by a biochemistry advisor. Exact details such as nature of research, level of involvement of the student, and criteria for grading are individually determined in consultation with the faculty member. The student is</td>
</tr>
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expected to put in a minimum of three hours per week of actual work for a 14-week term for each credit elected. At the end of each term, three copies of a written report are submitted— one for the Advising Office, one for the student, and one for the faculty supervisor.

For a student to receive biochemistry credit for Chem 219, the student must work on a research project supervised by a member of the biochemistry concentration research faculty and the project must be approved by a biochemistry advisor. Final evaluation of the research effort and the report, as well as the grade for the course, rests with the biochemistry research faculty member. Cost:1 WL:3

191. Independent Study in Chemistry. Permission of instructor. For students with less than junior standing. (1). (Excl). (INDEPENDENT). May be repeated for a total of four credits. Research in an area of interest to, and supervised by, a Chemistry faculty member. The Chemistry Department encourages students to get involved with undergraduate research as early as possible. The Advising Office, 1500 Chemistry, provides information and help to students in meeting with faculty members to discuss research opportunities. Exact details such as the nature of the research, level of involvement of the student, credits awarded, and criteria for grading are individually determined in consultation with the faculty member. The student is expected to put in at least three hours a week of actual work for a 14-week term for each credit elected. At the end of each term, three copies of a written report are submitted—one for the Advising Office, one for the student, and one for the faculty supervisor.

For a student to receive Chemistry credit for Chemistry 219, the student must work on a research project supervised by a faculty member of the Chemistry Department, either alone, or in collaboration with a colleague within the department, from another department, or from another school. This collaboration must be an ongoing one, and the student must receive direct supervision by all of the faculty who have agreed to sponsor the project. Final evaluation of the research effort and the report, as well as the grade for the course, rests with the faculty member. Cost:1 WL:3

Courses in Comparative Literature (Division 354)

496. Honors Thesis. Comp. Lit. 495 and Honors concentration in comparative literature. (3). (Excl). (INDEPENDENT). In the Honors Thesis course the Honors student typically develops the seminar work done in Comp. Lit. 495 (Senior Seminar) into a longer, more thorough study under the auspices of a faculty thesis director. Students who need help in arranging for a thesis director should contact the Comparative Literature office, 2015 Tisch, 763-2351.

498. Directed Reading. Permission of instructor. (1-4). (Excl). (INDEPENDENT). This course is intended for Comparative Literature concentrators. It offers a student the opportunity to work closely with a faculty member associated with Comparative Literature on a comparative topic chosen by the student in consultation with the professor. Together they will develop a reading list; establish goals, meeting times, and credit hours (within the range); and plan papers and projects expected to put in a minimum of three hours a week of actual work for a 14-week term for each credit elected. At the end of each term, three copies of a written report are submitted—one for the Advising Office, one for the student, and one for the faculty supervisor.

For a student to receive biochemistry credit for Chem 219, the student must work on a research project supervised by a member of the biochemistry concentration research faculty and the project must be approved by a biochemistry advisor. Final evaluation of the research effort and the report, as well as the grade for the course, rests with the biochemistry research faculty member. Cost:1 WL:3

398. Undergraduate Research in Biochemistry. Junior standing, and permission of a biochemistry concentration advisor and the professor who will supervise the research. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of four credits during junior or senior year. Elected starting in the junior or senior year, this course is an option for Biochemistry students and a requirement for Honors Biochemistry students, who must elect it for a total of four credits spread out over two or more terms. The student is expected to put in a minimum of three hours a week of actual work for each credit elected. At the end of each term, a written report evaluating the progress of the project is submitted; one copy to the faculty member, one copy for the Advising Office and one copy for the student. Interim reports need not be lengthy, but the final report for Chemistry 398 is expected to be more detailed and longer than the reports in 219.

For a student to receive biochemistry credit for Chem 398, the student must work on a research project supervised by a member of the biochemistry concentration research faculty and the project must be approved by a biochemistry advisor. Final evaluation of the research effort and the report, as well as the grade for the course, rests with the biochemistry research faculty member. Cost:1 WL:3

399. Undergraduate Research. Junior standing, and permission of a chemistry concentration advisor and the professor who will supervise the research. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of four credits during junior or senior year. Elected starting in the junior or senior year, this course is a requirement for B.S. Chemistry students, who must elect it for a total of four credits spread out over two or more terms. The student is expected to put in at least three hours a week of actual work for each credit elected. At the end of each term, a written report evaluating the progress of the project is submitted; one copy to the faculty member, one copy for the Advising Office and one copy for the student. Interim reports need not be lengthy, but the final report for Chemistry 399 is expected to be more detailed and longer than the reports in 219.

For a student to receive Chemistry credit for Chemistry 399, the student must work on a research project supervised by a faculty member of the Chemistry Department, either alone, or in collaboration with a colleague within the department, from another department, or from another school. This collaboration must be an ongoing one, and the student must receive direct supervision by all of the faculty who have agreed to sponsor the project. Final evaluation of the research effort and the report, as well as the grade for the course, rests with the faculty member. Cost:1 WL:3

Courses in Economics (Division 358)

M. Honors Program, Seminars, and Independent Research

498. Honors Independent Research. Open only to students admitted to honors concentration in economics. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of eight credits. This course is for undergraduates writing senior honors theses. Each student’s grade for the course and levels of honors achieved will depend entirely on the quality of the thesis, as evaluated by the thesis advisor with whom the student has arranged to work.

Courses in Environmental Studies (Division 366)

Environmental Studies 420 and 421 offer opportunities for independent study. In these courses the student is responsible for defining a plan of study, enlisting others with similar interests if appropriate, and locating a faculty member willing to supervise the work.

Courses on environmental issues are offered by many different departments and programs in LS&A as well as in other colleges of the university. Students interested in the environment should explore each issue of the Time Schedule thoroughly, because many appropriate courses are offered at irregular intervals under unpredictable headings.

420. Practicum in Environmental Problems. Environ. Studies 240 and cognates pertinent to the study. Permission must be granted by Director prior to enrollment. (1-4). (Excl). (INDEPENDENT). May
Courses in History (Division 390)

300-Level Courses and Above are for Juniors and Seniors

395. Reading Course. Open only to history concentrators by written permission of instructor. Only 12 credits of History 394, 395, 396, 397, 398, and 399 may be counted toward a concentration plan in history. (1-4). (Excl). (INDEPENDENT). May be repeated for a total of six credits.

399. Independent Reading. (1-6). (Excl). (INDEPENDENT). May be repeated for credit. Designed especially for honors students. WL: 2

Courses in Mathematics (Division 428)

415. Special Problems for Undergraduates. Permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for a total of six credits. This course emphasizes experimental or theoretical research under the supervision of a faculty member. Generally a small facet of a large research undertaking is investigated in detail. This is an independent study course, and instructor permission is required. The appropriate form is available in the Physics Student Services Office, 2061 Randall Lab.

496. Senior Thesis I. Permission of department concentration advisor. (2-3). (Excl). (INDEPENDENT). Students get introductory experience and research work with faculty, the results of which could provide the basis for a senior thesis project. If work is not completed in the Spring/Summer Term, student would register for 497 in the Fall Term.

497. Senior Thesis II. Permission of department concentration advisor. (2-3). (Excl). (INDEPENDENT). A continuation of Physics 496. Students who do not complete their thesis research in Physics 496 may continue to 497. If continuing, a grade of Y is given for Physics 496 and a final senior thesis grade is given upon completion of the research.


Courses in Physics (Division 444)

415. Special Problems for Undergraduates. Permission of instructor. (1-6). (Excl). (INDEPENDENT). May be repeated for a total of six credits. This course emphasizes experimental or theoretical research under the supervision of a faculty member. Generally a small facet of a large research undertaking is investigated in detail. This is an independent study course, and instructor permission is required. The appropriate form is available in the Physics Student Services Office, 2061 Randall Lab.

496. Senior Thesis I. Permission of department concentration advisor. (2-3). (Excl). (INDEPENDENT). Students get introductory experience and research work with faculty, the results of which could provide the basis for a senior thesis project. If work is not completed in the Spring/Summer Term, student would register for 497 in the Fall Term.

497. Senior Thesis II. Permission of department concentration advisor. (2-3). (Excl). (INDEPENDENT). A continuation of Physics 496. Students who do not complete their thesis research in Physics 496 may continue to 497. If continuing, a grade of Y is given for Physics 496 and a final senior thesis grade is given upon completion of the research.

498. Introduction to Research for Honors Students. Permission of department concentration advisor. (2-3). (Excl). (INDEPENDENT). Honors students get introductory experience with research work with faculty, the results of which could provide the basis for a thesis used to satisfy that part of the Honors requirement. If work is not completed in Spring/Summer Term, the student would register for 499 in Fall Term.

499. Introduction to Research for Honors Students. Permission of physics concentration advisor. (2-3). (Excl). (INDEPENDENT). Honors students get introductory experience with research work with faculty, the results of which could provide the basis for a thesis used to satisfy the part of the Honors requirement.

Courses in Political Science (Division 450)

Primarily for Juniors and Seniors

491. Directed Studies. Two courses in political science and permission of instructor and the Director of Undergraduate Studies. (1-6). (Excl). No more than four credits of directed study credit may be elected as part of a concentration program in Political Science. (INDEPENDENT). Political Science 491 and 492 may be elected for a total of eight credits.

Courses in Psychology (Division 455)

Independent Study/Directed Reading

The department of psychology offers several options for independent study/directed reading.

204. Individual Research and 206. Tutorial Reading. Arrangements may be made for adequately prepared students to undertake individual research or plans of study under the direction of a member of the staff. Students are provided with the proper section number by the staff member with whom the work has been arranged. Students are responsible for properly registering for this course.

505. Individual Research and 507. Tutorial Reading. Arrangements may be made for adequately prepared students to undertake individual research or plans of study under the direction of a member of the staff. Work in 505 must include the collection and analysis of data and a written report. Work in 507 provides an opportunity for further exploration of a topic of interest in Psychology. Faculty present a proposal for student work to the Department's Committee on Undergraduate Studies, which approves projects prior to registration.

The field practicum courses (Psych 404, 405, 408, and 409) offer an opportunity to integrate experiential and academic work within the context of a field setting. Students make their own arrangements to work in various community agencies and organizations; meet regularly with a faculty sponsor to discuss their experiences; read materials which are relevant to their experiences; and create some form of written product that draws experiences together at the end of the term. Obtain materials as early as possible as it generally takes students some time to meet requirements necessary to register for the course. An override from a Psychology Department faculty member is required to register. Credits do not count for the concentration although courses may be used for experiential labs. PSYCHOLOGY 409 IS RESERVED FOR RESEARCH PRACTICA. Field Practicums and Psych 505, 507 have prerequisites of one of the following: Psychology 330, 340, 350, 360, 370, 380, or 390; and permission of instructor. A combined total of 6 credits of Psych. 505 and 507 may be included in a concentration plan in psychology.

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

1. A maximum 15 credits of Experiential courses may be counted toward a degree; a maximum 8 credits may be earned from one project, and only one such Experiential project may be elected each term.

2. A combined total 30 credits of Experiential and Directed Reading/Independent Study courses
may be counted in the 120 credits required for a degree.

3. Experiential and Independent courses are excluded from area distribution plans.

204. Individual Research. Introductory psychology and permission of instructor. (1-6). (Excl). May not be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits. Arrangements may be made for adequately prepared students to undertake individual research under the direction of a member of the staff. Students are provided with the proper section number by the staff member with whom the work has been arranged. Students are responsible for properly registering for this course.

206. Tutorial Reading. Introductory psychology and permission of instructor. (1-6). (Excl). May not be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits. Arrangements may be made for adequately prepared students to undertake individual plans of study under the direction of a member of the staff. Students are provided with the proper section number by the staff member with whom the work has been arranged. Students are responsible for properly registering for this course.

305. Practicum in Psychology. Introductory psychology. (1-4). (Excl). A total of six credits of Psychology letter-graded experiential courses may be counted for the Psychology concentration. Psychology 305 must be taken for at least three credits to count as an experiential lab in the psychology concentration. (EXPERIENTIAL). May be repeated for a total of six credits. Section 010 – Alcoholism and Other Behavior Disorders in Community Settings, I. This course offers undergraduates the opportunity to participate in an ongoing community-based research program. The project involves detailed screening for alcohol problems among older adults attending local primary health care clinics throughout southeast Michigan. The study hopes to provide a better understanding of whether brief interventions for elderly patients with alcohol problems are effective. Also, we will attempt to determine which specific characteristics of individuals predict who will change their drinking behavior as a result of this intervention. In addition to 1.5 hours of class time each week, work involves participation in several aspects of the data collection phases of the project. The project requires approximately nine hours of time commitment per week. Ideally, students involved in this work should be able to enroll for a two-term sequence, taking Psychology 372 in Spring/Summer and Psychology 305 in Fall. Completion of both 372 and 305 will satisfy the Psychology Lab requirement. For further information, contact Dr. Zucker at 988-7952. (Zucker/Blow)

404. Field Practicum. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390; and permission of instructor. (1-12). (Excl). Offered mandatory credit/no credit. May be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIENTIAL). May be repeated for a total of twelve credits. Students may make arrangements to work in field settings where psychological principles may be observed and utilized. Information about procedures for electing Psychology 404, 405, and 409 is obtained at 1044 East Hall (764-2580).

405. Field Practicum. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390; and permission of instructor. (1-12). (Excl). Offered mandatory credit/no credit. May be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIENTIAL). May be repeated for a total of twelve credits. Students may make arrangements to work in field settings where psychological principles may be observed and utilized. Information about procedures for electing Psychology 404, 405, and 409 is obtained at 1044 East Hall (764-2580).

408. Field Practicum in Research Techniques/Natural Science. Psychology 330 or 340 or 350 or 360 or 370 or 380 or 390. (1-4). (Excl). Offered mandatory credit/no credit. Credits do not count for the concentration, but the course may be used for an experiential lab if taken for three credits. (EXPERIENTIAL). Credit is granted for a combined total of twelve credits of Psychology 404, 405, 408 and 409, and for a maximum of fifteen credits for Psychology 211, 404, 405, 408 and 409. This course may be taken for a maximum of two terms and/or four credits with the same instructor. This field practicum course offers an opportunity to integrate experiential and academic work within the context of a field setting. Students make their own arrangements to work in a psychology research lab; meet regularly with a faculty sponsor and research group to discuss their experiences; read materials which are relevant to the research topic and techniques being used; and create some form of written product that recaps the research and the student’s participation in the research process. Students may obtain a list of faculty sponsors offering research experience in the Undergraduate Office, 1044 East Hall. An override from a Psychology Department faculty member is required to register.

409. Field Practicum in Research Techniques. One of the following: Psychology 330, 340, 350, 360, 370, 380, or 390; and permission of instructor. (1-4). (Excl). Offered mandatory credit/no credit. This course may be used as an experiential lab in psychology. Credits may not be used toward either psychology concentration. (EXPERIENTIAL). May be repeated for a total of twelve credits. Credit is granted for a combined total of twelve credits of Psychology 404, 405, 408 and 409, and for a maximum of fifteen credits of Psychology 211, 404, 405, 408, and 409. May be elected for a maximum of two terms and/or four credits with the same instructor. The course provides experience and education in research techniques. The student works with the instructor on various aspects of psychological research, completes a journal and completes a paper which integrates the readings and experiences in the research setting.

505. Faculty Directed Advanced Research. Permission of instructor and one of the following: Psychology 330, 340, 350, 360, 370, 380, or 390. (1-6). (Excl). May be used as an experiential lab by faculty petition to the Committee on Undergraduate Studies. A combined total of six credits of Psych. 505 and 507 may be included in a concentration plan in psychology. (EXPERIENTIAL). May be repeated for a total of six credits. Arrangements may be made for adequately prepared students to undertake individual research of their own design under the direction of a member of the staff. The work of the course must include the collection and analysis of data and a written report, a copy of which must be given to the undergraduate office. Students are provided with the proper section number by the staff member with whom the work has been arranged. Students are responsible for being properly registered for this course.

507. Faculty Directed Advanced Tutorial Reading. Permission of instructor and approval of the Department of Psychology Committee on Undergraduate Studies; and one of the following: Psychology 330, 340, 350, 360, 370, 380, or 390. (1-6). (Excl). A combined total of six credits of Psych. 505 and 507 may be included in a concentration plan in psychology. (INDEPENDENT). May be repeated for a total of six credits. Arrangements may be made for adequately prepared students to further explore a topic of interest in psychology under the direction of a member of the staff. The course requires a final paper, a copy of which must be given to the undergraduate office. Students are provided with the proper section number by the staff member with whom the work has been
Courses in Russian and East European Studies (REES) (Division 468)

301. Directed Reading. Permission of instructor. (1-3). (Excl). (INDEPENDENT). May be repeated for a total of six credits. Independent study, under the guidance of a faculty member, of a specialized topic in Russian, Soviet, or East European studies.

Courses in Women’s Studies (Division 497)

Independent Study/Directed Reading

The Program in Women’s Studies offers several options for independent study/directed reading.

Directed Reading. Women’s Studies 385, 386, 387 (1-3). (Excl). (INDEPENDENT).

Offer advanced Women’s Studies students an opportunity to pursue independent, interdisciplinary projects.

385. Directed Reading. WS 100 or 240, one 300-level Women’s Studies course, and permission of instructor. This course offers students an opportunity to pursue independent, interdisciplinary reading projects on subjects related to women.


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