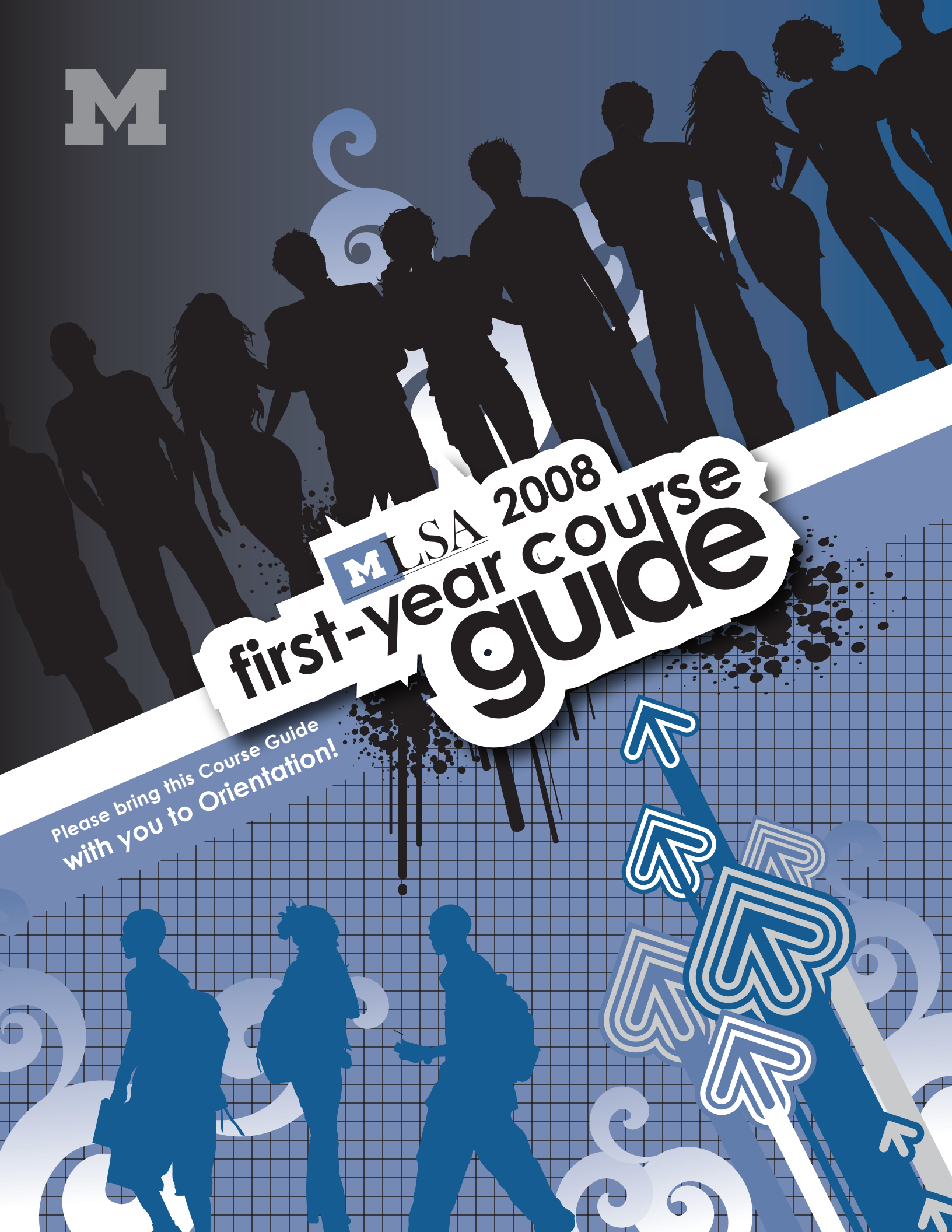


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MUSA 2008
**first-year course
guide**

Please bring this Course Guide
with you to Orientation!



The Regents of the University of Michigan

Julia Donovan Darlow, Ann Arbor
Laurence B. Deitch, Bingham Farms
Olivia P. Maynard, Goodrich
Rebecca McGowan, Ann Arbor
Andrea Fischer Newman, Ann Arbor
Andrew C. Richner, Grosse Pointe Park
S. Martin Taylor, Grosse Pointe Farms
Katherine E. White, Ann Arbor
Mary Sue Coleman (*ex officio*)

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The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination 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 nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, gender identity, gender expression, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504 Coordinator; Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

Campus Safety Statement

Each year, the University of Michigan prepares an "Annual Security Report" and publishes it in the Campus Safety Handbook. The report, which is issued each October 1, contains detailed information on campus safety and security policies, procedures, and programs, including information on: emergency services, security telephone numbers, sexual assault policy, stalking laws, handling obscene phone calls, sexual harassment policy, dealing with workplace violence and threats, police agencies, health services, counseling services, safe transportation after dark, safety tips, and alcohol and drug policies and programs. The report also includes statistics concerning crimes on campus. If you would like to receive a complete copy, visit the University of Michigan Department of Public Safety website at www.umich.edu/~safety/ or call (734) 763-3434.

First-Year Course Guide

Fall Academic Term 2008

April 17, 2008

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Welcome to Michigan!

Congratulations on your acceptance to the University of Michigan's College of LSA! We hope that you're excited about college and your move to Ann Arbor. UM is a great university with many, many activities and resources designed to help students feel comfortable in their new environment.

LSA ACADEMICS AT ORIENTATION

During your Orientation to campus, you will engage in a number of activities that culminate in your registering for Fall Term classes. These sessions, resources, and experiences are designed to help you make decisions about your first term at the University of Michigan and to help you begin to consider the larger issues involved in planning your degree. One of the most important things that will happen at Orientation is that you will meet your academic advisor. Your advisor will help answer your questions and make sure that you register for classes you are happy with for your first term. Your advisor will also continue to correspond with you over email throughout your four years at Michigan and will be available to meet with you on a regular basis.

BEFORE YOU ARRIVE ON CAMPUS

- **Visit our web site** for incoming students at www.umich.edu/~newtolsa.
- We hope it will answer many questions you might have before coming to Orientation.
- **Complete the Academic Planning and Interest Questionnaire** on-line at www.umich.edu/~newtolsa as soon as possible. This will help you identify your interests and the subjects you would like to pursue at the University of Michigan. It will also help your academic advisor get to know you before you get here.
- **Please be sure to take our on-line Academic Integrity Quiz** (www.umich.edu/~newtolsa). You won't be able to register until you do!
- Take the math placement exam on-line at: www.umich.edu/~newtolsa if you haven't already.
- Take the Sweetland Writing Center Directed Self-Placement Questionnaire at www.umich.edu/~newtolsa if you haven't already.

Instead of taking a writing placement exam, you will be asked to answer a series of questions about your experience in writing and reading to help you determine whether you begin your writing at UM with SWC 100 (Writing Practicum) or with a First-Year Writing Requirement course. If you are not feeling confident about your writing experience, you might want to select SWC 100.

- Browse through the entire *LSA Course Guide* (www.lsa.umich.edu/cg)
Read the class descriptions and note the range and variety of courses available.
- **Make a list of courses** that match your interests and skills. This should be a list of courses that you would want to consider taking, not just a list of courses for the first term. UM has a rich curriculum, so think broadly. Although not all students will be able to take a seminar first semester, we suggest that you also look closely at the First-Year Seminars (the *First-Year Seminar brochure* is included in the Orientation packet).

ONCE ON CAMPUS

Your orientation will include the time to take the chemistry and language placement exams before you meet with your advisor.

Chemistry Placement

The Chemistry Placement Exam will either recommend that you start with CHEM 130 (General Chemistry) or CHEM 210 (Organic Chemistry). Your placement is determined not only by your Chem-

istry Exam score but also by your Math placement and your SAT or ACT Math scores. The majority of students are recommended for CHEM 130. Lecture Section 400 of CHEM 130 is a smaller lecture section with an extra hour of class designed for students who might benefit from additional instruction time.

Credit is not granted for the Chemistry Placement Exam. LSA does not require that you take Chemistry.

Note: CHEM 125/126 is the lab class that goes with CHEM 130. It is recommended but not required that these general chemistry courses be taken together. CHEM 211 is the lab course that goes with CHEM 210. You should enroll in both the lecture and the lab for Organic Chemistry.

Math Placement

The Math Placement Exam will either recommend that you start with MATH 105 (Data, Functions, and Graphs) or a calculus class which is most often MATH 115 (Calculus 1). Your placement is determined not only by your Math Exam score but also by your SAT or ACT Math scores and your high school grade point average. MATH 105 is a preparatory class for UM Calculus. You may be strongly recommended for MATH 105 or tentatively recommended. If you are recommended for MATH 105, your chances of success in Calculus without taking MATH 105 are poor. You may also be strongly recommended for MATH 115 or tentatively recommended. In all cases, a Math advisor will be available during Orientation for consultation. If you have AP credit for Calculus, you may want to consider taking Honors Math or a different course in the calculus series. **Credit is not granted for the Math Placement Exam. LSA does not require that you take Math.**

Language Placement

The following language placement exams are given during Orientation: French, Spanish, Italian, German, Latin, Hebrew, and Russian. If you have previously studied any of these languages, you should take the placement exam at Orientation. If you know a language other than these, ask your advisor about taking a placement exam in the fall. The language placement exams will determine an appropriate level of language for your skill level. You must follow this placement unless you have permission from a language department to do otherwise. It is possible to place past the fourth semester of language and thus place out of the LSA foreign language requirement.

Please take this test seriously and make sure that you complete the entire test. Credit is not granted for the Language Placement Exam.

AP Credit

Students may receive credit for Advanced Placement exams they complete in High School. Policies governing AP credits vary from department to department. In some cases a score of 3 or better on the AP exam may be enough to receive credit. In other cases, a 4 or better is required on the exam. In still other cases students need to take an additional course or to meet with a concentration advisor in order to receive credit. As a result, it is essential that you discuss AP credits with your academic advisor at Orientation.

If you have not had your AP scores sent to the UM, go to the College Board AP Exam Grades web site:

www.collegeboard.com/student/testing/ap/exgrd_rep.html

and click on "Send and View Scores," or call (866) 756-7346.

Your AP credit cannot count toward any LSA requirement other than the language requirement.

For a tentative list of AP credits, go to the University of Michigan Office of the Undergraduate Admissions web site:

www.admissions.umich.edu/prospective/apguidelines.html#lsa

Academic Integrity

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

Just as students rightly expect to learn in an atmosphere of integrity and mutual trust, so too faculty members are right to expect that all students who seek instruction and evaluation from them will do so honestly. All members of the College community must take an active role in helping create and maintain a culture of integrity in LSA.

An instructor has the responsibility to make clear what academic dishonesty is and to help her or his students understand what uses may be made of the work of others and under what conditions. A student is responsible for becoming familiar with the LSA Community Standards of Integrity and for discovering the sort of conduct which will be viewed as an attack upon the community's values.

Questions regarding alleged academic misconduct should be addressed to the LSA Assistant Dean for Student Academic Affairs, 1213 Angell Hall. Frequently asked questions and answers, as well as procedures to be followed for resolving academic misconduct in LSA can be found at www.lsa.umich.edu/academicintegrity.

Examples of Academic Misconduct

Academic misconduct includes but is not limited to the following:

Cheating

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

- Obtaining work or information from someone else and submitting it under one's own name.
- Using unauthorized notes, or study aids, or information from another student or student's paper on an examination.
- Communicating answers with another person during an exam.
- Altering graded work after it has been returned, and then submitting the work for re-grading.
- Allowing another person to do one's work and submitting it under one's own name.
- Preprogramming a calculator to contain answers or other unauthorized information for exams.
- Submitting substantially the same paper for two or more classes in the same or different terms without the expressed approval of each instructor.
- Taking an exam for another person or having someone take an exam for you.
- Fabricating data which were not gathered in accordance with the appropriate methods for collecting or generating data and failing to include a substantially accurate account of the method by which the data were gathered or collected.

Plagiarism

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

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

Unacceptable Collaboration

Collaboration is unacceptable when a student works with another or others on a project, then submits a written report which is represented explicitly or implicitly as the student's own work. Using answers, solutions, or ideas that are the result of collaboration without citing the fact of collaboration is improper. Students also engage in unacceptable collaboration when they expressly have been instructed to do their own work and have not been given prior approval by the instructor to collaborate.

Falsification of Data, Records, and Official Documents

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

Aiding and Abetting Dishonesty

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

Unauthorized or Malicious Interference/Tampering with Computer Property

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

Classroom Disturbances

Classroom disturbances can also serve to create an unfair academic advantage for oneself or disadvantage for another member of the academic community. Some examples of actions that may violate the *LSA Community Standards of Academic Integrity* include:

- Interference with the course of instruction or an exam to the detriment of other students.
- Disruption of classes or other academic activities in an attempt to stifle academic freedom of speech
- Failure to comply with the instructions or directives.

University Resources on Academic Integrity

Academic Integrity in the Classroom: A Selected List of Resources for the University of Michigan
www.lib.umich.edu/acadintegrity

From the Office of the LSA Assistant Dean for Student Academic Affairs:

Academic Judiciary Manual of Procedures
www.lsa.umich.edu/academicintegrity

The Department of English's statement on Plagiarism:
www.lsa.umich.edu/english/undergraduate/plagNote.asp

Graduation Requirements

THE DEGREES

LSA grants three degrees:

- Bachelor in General Studies (BGS)
- Bachelor of Arts (AB)
- Bachelor of Science (BS)

COMMON REQUIREMENTS FOR ALL LSA DEGREES

Credits

To graduate from LSA, a student must:

- Complete 120 credits and
- Earn a 2.0 cumulative grade point average.

At least 100 of the 120 credits must be earned in LSA courses. LSA courses are:

- Courses listed in the *LSA Bulletin*, or
- Courses that transfer from another school as LSA courses.

Students may count as many as 20 non-LSA credits – approved credits from other University of Michigan (Ann Arbor) units – toward their degree. Please note: many Kinesiology courses do not count toward an LSA degree. Check the *LSA Bulletin*.

Writing Requirements

All LSA students must fulfill the:

- First-Year Writing Requirement and
- Upper Level Writing Requirement.

First Year Writing Requirement (FYWR) – The goal of the First Year Writing Requirement is to help students develop the writing skills they need in all their college courses.

Students fulfill the FYWR in one of three ways:

1. Taking a two-credit writing Practicum (SWC 100 or 102) and then earning at least a C– in a four-credit FYWR course (most students take either ENGLISH 124 or 125, but see www.lsa.umich.edu/cg for a full list of courses); or
2. Earning at least a C– in a four-credit FYWR course; or
3. Transferring an approved course from another college (see www.lsa.umich.edu/swc/undergrads/first-year for a list of approved transfer courses).

Before coming to Orientation, students will take a directed self-placement survey and consult with their advisors about whether they are ready for a FYWR course. The Writing Practicum is a good first writing course for students who feel they are not ready for FYWR, but the majority of students opt for a FYWR course.

Upper Level Writing Requirement (ULWR) – Most students fulfill the Upper Level Writing course as juniors or seniors by taking an intensive writing course as part of their concentration program. The goal of the ULWR is for students to recognize and practice the writing conventions in their area of academic interest.

To fulfill the ULWR, students must earn at least a C– in an approved ULWR course. The list of approved courses changes each term, and a course that meets the requirement one term will not necessarily satisfy it the next term. Students should check the *LSA Course Guide* each term for the list of approved ULWR courses.

Quantitative Reasoning (QR)

The emphasis of the Quantitative Reasoning Requirement is on critical thinking and on understanding and interpreting quantitative material. In courses that meet QR, students not only have to find the correct answer for problems but also have to explain how they arrived at those answers.

There are two ways students can meet the QR requirement:

- Pass one course designated as QR/1, or
- Pass two courses designated as QR/2.

QR courses come from a wide range of disciplines, including chemistry, economics, mathematics, philosophy, physics, statistics, and more.

Race and Ethnicity (R&E)

At the UM, you will encounter, in microcosm, the racial, ethnic, and cultural diversity of the United States and the world. LSA's R&E requirement, however, goes beyond asking you to appreciate this diversity and has you consider how racism and ethnocentrism have led to conflict in the U.S. and in the world.

To meet the R&E requirement, a student must receive credit for one of the many designated (see the *LSA Course Guide*) R&E courses.

Note: Typically, transfer credits do not fulfill ULWR, QR, or R&E, but if you take courses elsewhere that you feel might meet the intent of these requirements, discuss them with your LSA advisor. It is possible to petition to have transfer courses satisfy these requirements.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE REQUIREMENTS

Most LSA students earn either a Bachelor of Arts (AB) or Bachelor of Science (BS) degree. The AB and BS are equivalent degrees, the only difference being that students who earn a BS complete at least 60 approved credits in Math and Science.

Language Requirement

AB or BS students must demonstrate fourth-term proficiency in a second language and typically do so in one of four ways:

1. Demonstrate proficiency on a proficiency/placement test. During Orientation, proficiency/placement tests are offered in French, Italian, German, Russian, Spanish, and Latin. Placement but not proficiency tests are offered for Hebrew during Orientation. Tests for other languages are arranged through the appropriate department office. On the basis of the test, students may meet the Language Requirement or are placed into a first, second, third, or fourth-term course.
2. Pass a UM a fourth-term language course with at least a C– (fourth-term language courses used to meet the requirement may not be taken pass/fail).
3. Pass a UM language course that presumes fourth-term proficiency in a given language. There are some exceptions: check with your LSA advisor for specific course information.
4. Receive transfer credit for a fourth-term language course or for a course that presumes fourth-term proficiency earned from AP courses.

Students who have already studied a language and plan to take courses at the UM in the language to meet the language requirement must take the proficiency/placement test.

Note: Depending on your placement and how well you perform in your first language course, you might be eligible for retroactive credit in a language. Check with your advisor for details.

Concentration

The concentration (major) provides AB and BS students the opportunity to acquire in-depth knowledge in one academic discipline while developing and refining skills that will serve them in a wide array of academic and non-academic endeavors.

Concentration programs are approximately 30 credits although some require more, and all concentrations have one or more pre-requisite courses. Most students declare their concentrations in their sophomore year, but it's not uncommon to change concentrations or even to have two concentrations and still graduate in four years. To graduate, students need to earn at least a 2.0 GPA in their concentration program(s).

To declare a concentration, students meet with an LSA department concentration advisor. You also can develop your own Individual Concentration Program (ICP); for more details, check the *LSA Bulletin*. Also many LSA departments offer academic minors: students are not required to have an academic minor, but many find it useful to have a secondary focus of study. Check the *Bulletin* for details.

Area Distribution

The Distribution requirement adds intellectual breadth to the AB or BS degree and demonstrates that a student has an ability to learn and think in a wide variety of ways.

Distribution is a 30-credit requirement and has two parts. Students need to complete at least seven credits in each of the following:

- Natural Science (NS)
- Humanities (HU)
- Social Science (SS).

In addition, students need to complete at least three credits in three of the following:

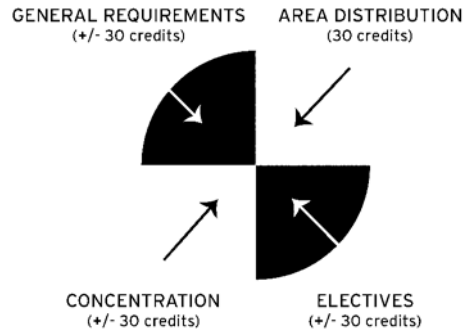
- Natural Science
- Humanities
- Social Science
- Math and Symbolic Analysis (MSA)
- Creative Expression (CE).

Alternatively, students may fulfill up to nine of these credits in Interdisciplinary (ID) studies.

Some courses in the *LSA Bulletin* have a designation relating to the Distribution requirement. Those courses designated as HU, SS, NS, MSA, CE, or ID may count toward distribution. Courses without one of these designations do not count toward Distribution, and no 400-level courses count toward distribution.

Please note: AP credits do not count toward Distribution, and courses from your concentration department or courses from other departments that are being used for your concentration program may not be used for Distribution.

Transfer courses may be used in Distribution, but check with your advisor to determine which transfer credits can count toward which areas. Also, while non-LSA credit, generally, is not approved for Distribution, some courses from the School Art and Design, the School of Music, Theatre & Dance, or the Taubman College of Architecture and Urban Planning, with your advisor's approval, can be used for Creative Expression.



BACHELOR IN GENERAL STUDIES REQUIREMENTS

The Bachelor in General Studies (BGS) is a flexible, interdisciplinary degree. Rather than meeting concentration requirements and distribution, BGS students have the freedom and responsibility to shape their own liberal arts education.

In addition to completing the Common Requirements for all LSA Degrees (FYWR, ULWR, R&E, QR), BGS students must do the following:

- Complete 60 credits in courses numbered 300 or higher – no more than 20 of these credits can be elected from any one department; and
- Earn at least a 2.0 GPA in these credits.

Important Policies for New Students

Students are responsible for all the LSA academic policies described in *Chapter IV* of the *LSA Bulletin* which they receive at Orientation. Make sure you read these policies and ask your advisor any questions you have about them.

In the meantime, here are some of the policies most relevant to first-year students:

A Cautionary Note on Waitlists

Many but not all courses have electronic waitlists on wolverineaccess.umich.edu that begin once a course or section has filled with registered students. The waitlist exists to let the faculty member know who and how many students have waitlisted a particular section or course. Although the student names appear on the list in the chronological order in which students added themselves to the list, neither the faculty member nor the department is obligated to issue overrides in order. For example, class standing (senior, junior, etc.) or whether the student is a concentrator in the department may be considered more important than what number a student is on the waitlist.

The best advice, then, is NOT to exit the registration system without a full schedule of interesting classes for the coming term. This is a prudent safeguard in case the student does not receive an override. Students hoping to join a class should place themselves on the waitlist and should attend the first day of class.

Course Load

As long as you register for 12-18 credits (6-9 credits in a Spring or Summer term), you are a full-time student. Most students, however, take 13-16 credits, typically three to four courses. Students can't take more than 18 credits without permission from an LSA advisor.

Adding and Dropping Courses: Weeks 1-3

Through the first three weeks of the term, you may drop or add courses via Wolverine Access. The regular Add/Drop Deadline is Monday, September 22, 2008.

Note: While you can add courses through the first three weeks of a term, make sure you talk with the instructor before you add a course after the first week. Many instructors have attendance policies, and if you add a course as late as the second or third week, you may already be in danger of failing the course.

Adding Courses: Weeks 4-9

To add a course during weeks 4-9 of the term, you must first obtain permission to enroll from the instructor and then complete a *Request for Late Add* form. In some cases, you may need to meet with an LSA advisor. Once your late-add is approved, the Office of the Registrar will add the course to your transcript. The Late Add Deadline is Friday, November 7, 2008.

Dropping Courses: Weeks 4-9

To drop a course during weeks 4-9 of the term, you must complete a *Request for Late Drop* form and have it signed by your instructor. In many cases, an LSA advisor must also sign the form. Once the late-drop is approved, the Office of the Registrar will record a "W" for withdrawal on your transcript. The "W" notation will appear on your official transcript except for courses late-dropped during your first term at UM. The Late Drop Deadline is Friday, November 7, 2008.

Adding and Dropping Courses: Weeks 10+

After the ninth week of the term, late-drop requests are rarely approved and, then, only on an exceptional basis.

Note: You should be aware of the various deadline dates each term. These can be checked online at: www.lsa.umich.edu/lisa/students

Pass/Fail and Credit/No Credit

You are allowed to take up to 30 credits on a Pass/Fail or Credit/No Credit basis.

Keep the following guidelines in mind regarding the Pass/Fail option:

- No class that counts toward your concentration may be taken Pass/Fail.
- The fourth term of your language requirement may not be taken Pass/Fail.
- You have until the end of the third week of a full term to decide if you want to modify a class Pass/Fail. The Fall 2008 deadline for Pass/Fail is Wednesday, September 22, 2008.
- You must earn at least a "C-" to receive a Pass for a class.
- Instructors do not know you are taking courses Pass/Fail unless you tell them.
- Pass/Fail grades do not count in your GPA.
- You should NOT take pre-professional requirements (pre-med or pre-business courses) Pass/Fail.
- You should always take your coursework seriously. Do not slack off on work in a Pass/Fail class.
- If you're in doubt about taking a class Pass/Fail, talk to your advisor.

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 Sweetland Writing Center courses
 - either of the first two meetings of English courses
 - the first meetings of HISTORY 396 and 397
 - either of the first two 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 the Registration system 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.

First-Year Area Distribution Courses

Below, you will find first-year Fall Term courses that may be used to meet the distribution requirements in the areas of humanities, social science, natural science, mathematical and symbolic analysis, creative expression, and interdisciplinary. Courses which meet other college requirements are also indicated [*e.g.*, Quantitative

Reasoning courses are indicated by a (QR/1) or (QR/2)]. 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 this *Course Guide*, to begin planning the academic program that best meets your individual needs

Humanities (HU)

First-Year Humanities Distribution Courses for Fall Academic Term 2008

AAPTIS 100 / ACABS 100 / HISTORY 132 / HJCS 100. Peoples of the Middle East. (4).
 AAPTIS 200 / ACABS 200 / HJCS 200 / RELIGION 201. Introduction to World Religions: Near Eastern. (4).
 AAPTIS 269 / HISTORY 278. Introduction to Turkish Civilizations. (4).
 AAPTIS 274 / ARMENIAN 274. Armenia: Culture and Ethnicity. (3).
 ACABS 100 / AAPTIS 100 / HISTORY 132 / HJCS 100. Peoples of the Middle East. (4).
 ACABS 200 / AAPTIS 200 / HJCS 200 / RELIGION 201. Introduction to World Religions: Near Eastern. (4).
 ACABS 221 / RELIGION 280. Jesus and the Gospels. (4).
 ACABS 281. Ancient Egypt and its World. (4).
 AMCULT 103. First Year Seminar in American Studies. (3).
 AMCULT 204. Themes in American Culture. (3).
 AMCULT 205. American Cultures. (3).
 AMCULT 209. History of American Popular Music. (3).
 AMCULT 217. Introduction to Native American Studies — Humanities. (3).
 AMCULT 219. Survey of American Folklore. (3).
 AMCULT 226 / HISTORY 226. The Latin Tinge: Latin Music in Social Context in Latin America and the U.S. (4).
 AMCULT 231. Visual & Material Culture Studies. (3).
 AMCULT 240 / WOMENSTD 240. Introduction to Women's Studies. (4).
 ARMENIAN 274 / AAPTIS 274. Armenia: Culture and Ethnicity. (3).
 ASIAN 204 / HISTORY 204. East Asia: Early Transformations. (4).
 ASIAN 206 / HISTORY 206. Indian Civilization. (4).
 ASIAN 225 / RELIGION 225. Introduction to Hinduism. (3).
 ASIAN 230 / PHIL 230 / RELIGION 230. Introduction to Buddhism. (4).
 ASIAN 249 / HISTORY 249. Introduction to Korean Civilization. (4).
 ASIAN 251. Undergraduate Seminar in Chinese Culture. (3).
 ASIAN 252. Undergraduate Seminar in Japanese Culture. (3).
 ASIAN 253. Undergraduate Seminar in South and Southeast Asian Culture. (3).
 ASIAN 260 / HISTORY 252. Introduction to Chinese Civilization. (4).
 CAAS 104. First Year Humanities Seminar. (3).
 CAAS 108 / HISTART 108. Introduction to African Art. (4).
 CAAS 111. Introduction to Africa and Its Diaspora. (4).
 CLARCH 221 / HISTART 221. Introduction to Greek Archaeology. (4).
 CLCIV 120. First-year Seminar in Classical Civilization (Humanities). (3).
 CLCIV 215. Ovid. (1).
 COMPLIT 240. Introduction to Comparative Literature. (3).
 COMPLIT 260. Europe and Its Others. (3).
 DUTCH 160. First Year Seminar: Colonialism and its Aftermath. (3).
 ENGLISH 225. Academic Argumentation. (4).
 ENGLISH 245 / RCHUMS 280 / THREMUS 211. Introduction to Drama and Theatre. (3).

ENGLISH 267. Introduction to Shakespeare. (3).
 ENGLISH 270. Introduction to American Literature. (3).
 ENGLISH 280. Thematic Approaches to Literature. (3).
 FRENCH 240. French and Francophone Topics in Translation. (3).
 FRENCH 270. French and Francophone Literature and Culture. (3).
 FRENCH 272. French and Francophone Film, Media, and Culture. (3).
 FRENCH 274. French and Francophone Societies and Culture. (3).
 FRENCH 276. Spoken and Written Performance in French. (3).
 GTBOOKS 191. Great Books. (4). (FYWR).
 HISTART 101. Great Monuments from the Stone Age to the Middle Ages. (4).
 HISTART 108 / CAAS 108. Introduction to African Art. (4).
 HISTART 112. History of Photography. (4).
 HISTART 194. First Year Seminar. (3).
 HISTART 221 / CLARCH 221. Introduction to Greek Archaeology. (4).
 HISTART 240 / MEMS 240. The Visual Arts in Medieval Society. (3).
 HISTART 244. Art of the American Century (1893-1968). (3).
 HISTART 250 / MEMS 250. Italian Renaissance Art, I. (4).
 HISTART 271. Origins of Modernism: Art and Culture in Nineteenth Century France. (4).
 HISTORY 132 / AAPTIS 100 / ACABS 100 / HJCS 100. Peoples of the Middle East. (4).
 HISTORY 197. First-Year Seminar. (3).
 HISTORY 200. Greece to 201 B.C. (4).
 HISTORY 204 / ASIAN 204. East Asia: Early Transformations. (4).
 HISTORY 206 / ASIAN 206. Indian Civilization. (4).
 HISTORY 226 / AMCULT 226. The Latin Tinge: Latin Music in Social Context in Latin America and the U.S. (4).
 HISTORY 230. Humanities Topics in History. (3-4).
 HISTORY 249 / ASIAN 249. Introduction to Korean Civilization. (4).
 HISTORY 250. China from the Oracle Bones to the Opium War. (3).
 HISTORY 252 / ASIAN 260. Introduction to Chinese Civilization. (4).
 HISTORY 278 / AAPTIS 269. Introduction to Turkish Civilizations. (4).
 HJCS 100 / AAPTIS 100 / ACABS 100 / HISTORY 132. Peoples of the Middle East. (4).
 HJCS 200 / AAPTIS 200 / ACABS 200 / RELIGION 201. Introduction to World Religions: Near Eastern. (4).
 JUDAIC 150. First Year Seminar in Judaic Studies. (3).
 LATIN 301. Intermediate Latin I. (3).
 LING 102. First Year Seminar (Humanities). (3).
 MEMS 240 / HISTART 240. The Visual Arts in Medieval Society. (3).
 MEMS 250 / HISTART 250. Italian Renaissance Art, I. (4).
 MUSICOL 121. Introduction to the Art of Music. (3).
 MUSICOL 139. Intro to Mus. (2).
 MUSICOL 239. History of Music. (2).
 MUSICOL 345. History of Music. (3).
 PHIL 155. The Nature of Science. (3).
 PHIL 181. Philosophical Issues: An Introduction. (3).

PHIL 196. First Year Seminar. (3).
 PHIL 202. Introduction to Philosophy. (3).
 PHIL 230 / ASIAN 230 / RELIGION 230. Introduction to Buddhism. (4).
 PHIL 232. Problems of Philosophy. (4).
 PHIL 297. Honors Introduction to Philosophy. (3).
 PORTUG 150. First Year Seminar in Brazilian Studies. (3).
 RCHUMS 236 / SAC 236. The Art of the Film. (4).
 RCHUMS 251. Topics in Music. (4).
 RCHUMS 260 / DANCE 220. The Art of Dance: An Introduction to American and European Dance History, Aesthetics, and Criticism. (3).
 RCHUMS 280 / ENGLISH 245 / THTREMUS 211. Introduction to Drama and Theatre. (3).
 RCHUMS 290. The Experience of Arts and Ideas in the Twentieth Century. (4).

RELIGION 201 / AAPTIS 200 / ACABS 200 / HJCS 200. Introduction to World Religions: Near Eastern. (4).
 RELIGION 225 / ASIAN 225. Introduction to Hinduism. (3).
 RELIGION 230 / ASIAN 230 / PHIL 230. Introduction to Buddhism. (4).
 RELIGION 280 / ACABS 221. Jesus and the Gospels. (4).
 RUSSIAN 231. Russian Culture and Society: An Introduction. (3).
 SAC 236 / RCHUMS 236. The Art of the Film. (4).
 SCAND 331. Introduction to Scandinavian Civilization. (3).
 THEORY 137. Intro Mus Theory. (3).
 THTREMUS 211 / ENGLISH 245 / RCHUMS 280. Introduction to Drama and Theatre. (3).
 UC 150. First-Year Humanities Seminar. (3).
 WOMENSTD 150. Humanities Seminars on Women and Gender. (3).
 WOMENSTD 240 / AMCULT 240. Introduction to Women's Studies. (4).

Social Science (SS)

First-Year Social Science Distribution Courses for Fall Academic Term 2008

AAPTIS 289 / ASIAN 289 / HISTORY 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4).
 AMCULT 100. Rethinking American Culture. (4).
 AMCULT 102. First Year Seminar in American Studies. (3).
 AMCULT 206. Themes in American Culture. (3).
 AMCULT 207. Periods in American Culture. (3).
 AMCULT 295 / WOMENSTD 295. Sexuality in Western Culture. (4).
 ANTHRARC 282. Introduction to Prehistoric Archaeology. (4).
 ANTHRCUL 101. Introduction to Anthropology. (4).
 ANTHRCUL 158. First Year Seminar in Cultural Anthropology. (3).
 ASIAN 207 / HISTORY 207. Southeast Asian Civilization. (4).
 ASIAN 289 / AAPTIS 289 / HISTORY 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4).
 CAAS 103. First Year Social Science Seminar. (3).
 CAAS 246 / HISTORY 246. Africa to 1850. (4).
 COMM 101. The Mass Media. (4).
 COMM 102. Media Processes and Effects. (4).
 ECON 101. Principles of Economics I. (4). (QR/2).
 ECON 108. Introductory Microeconomics Workshop. (1).
 ENVIRON 222. Introduction to Environmental Justice. (3).
 HISTORY 110 / MEMS 110. Medieval, Renaissance, and Reformation Europe. (4).
 HISTORY 196. First-Year Seminar. (3).
 HISTORY 207 / ASIAN 207. Southeast Asian Civilization. (4).
 HISTORY 210 / MEMS 210. Early Middle Ages, 300-1100. (4).
 HISTORY 220. Survey of British History to 1688. (4).
 HISTORY 231. Social Science Topics in History. (3-4).
 HISTORY 246 / CAAS 246. Africa to 1850. (4).
 HISTORY 289 / AAPTIS 289 / ASIAN 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4).

LING 111. Introduction to Language. (3).
 LING 115. Language in a Multicultural World. (3).
 LING 210. Introduction to Linguistic Analysis. (4).
 MEMS 110 / HISTORY 110. Medieval, Renaissance, and Reformation Europe. (4).
 MEMS 210 / HISTORY 210. Early Middle Ages, 300-1100. (4).
 MENAS 289 / AAPTIS 289 / ASIAN 289 / HISTORY 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4).
 NURS 220 / WOMENSTD 220. Perspectives in Women's Health. (3).
 POLSCI 101. Introduction to Political Theory. (4).
 POLSCI 111. Introduction to American Politics. (4).
 POLSCI 140. Introduction to Comparative Politics. (4).
 POLSCI 160. Introduction to World Politics. (4).
 PSYCH 111. Introduction to Psychology. (4).
 PSYCH 114. Honors Introduction to Psychology. (4).
 PSYCH 120. First-Year Seminar in Psychology as a Social Science. (3).
 PUBPOL 201. Systematic Thinking About the Problems of the Day. (4).
 REES 289 / AAPTIS 289 / ASIAN 289 / HISTORY 289 / MENAS 289. From Genghis Khan to the Taliban: Modern Central Asia. (4).
 SI 110 / SOC 110. Introduction to Information Studies. (4).
 SOC 100. Principles of Sociology. (4).
 SOC 102. Contemporary Social Issues: An Introduction to Sociology. (4).
 SOC 105. First Year Seminar in Sociology. (3).
 SOC 110 / SI 110. Introduction to Information Studies. (4).
 UC 151. First-Year Social Science Seminar. (3).
 WOMENSTD 220 / NURS 220. Perspectives in Women's Health. (3).
 WOMENSTD 270. Gender and the Law. (4).
 WOMENSTD 295 / AMCULT 295. Sexuality in Western Culture. (4).

Natural Science (NS)

First-Year Natural Science Distribution Courses for Fall Academic Term 2008

- ANTHRBIO 161. Introduction to Biological Anthropology. (4). (BS).
- AOSS 101 / ASTRO 103. Rocket Science. (BS).
- AOSS 102 / ENVIRON 102 / GEOSCI 122. Extreme Weather. (3). (BS).
- AOSS 105 / CHEM 105 / ENSCEN 105 / ENVIRON 105. Our Changing Atmosphere. (3). (BS).
- AOSS 171 / BIOLOGY 110 / ENSCEN 171 / ENVIRON 110 / GEOSCI 171. Introduction of Global Change: Physical Processes. (4). (BS).
- ASTRO 101. Introductory Astronomy: The Solar System and the Search for Life Beyond Earth. (4). (BS). (QR/2).
- ASTRO 102. Introductory Astronomy: Stars, Galaxies, and the Universe. (4). (BS). (QR/2).
- ASTRO 103 / AOSS 101. Rocket Science. (BS).
- ASTRO 127. Naked Eye Astronomy. (1). (BS).
- ASTRO 142. From the Big Bang to the Milky Way. (3). (BS). (QR/2).
- ASTRO 160. Introduction to Astrophysics. (4). (BS). (QR/2).
- BIOLOGY 100. Biology for Nonscientists. (4). (BS).
- BIOLOGY 101. Biology and Human Affairs. (4). (BS).
- BIOLOGY 105. Biology of Human Nutrition. (4). (BS).
- BIOLOGY 110 / AOSS 171 / ENSCEN 171 / ENVIRON 110 / GEOSCI 171. Introduction of Global Change: Physical Processes. (4). (BS).
- BIOLOGY 111. Investigative Biology Laboratory. (2). (BS).
- BIOLOGY 120. First Year Seminar in Biology. (3). (BS).
- BIOLOGY 130. Animal Behavior. (4). (BS).
- BIOLOGY 140. Genetics and Society. (4). (BS).
- BIOLOGY 171. Introductory Biology: Ecology and Evolution. (4). (BS).
- BIOLOGY 172. Introductory Biology — Molecular, Cellular, and Developmental. (4). (BS).
- BIOLOGY 173. Introductory Biology Laboratory. (2). (BS).
- BIOPHYS 120. The Discovery of the DNA Double Helix and its Hidden Mysteries. (3). (BS).
- CHEM 105 / AOSS 105 / ENSCEN 105 / ENVIRON 105. Our Changing Atmosphere. (3). (BS).
- CHEM 125. General Chemistry Laboratory I. (1). (BS).
- CHEM 126. General Chemistry Laboratory II. (1). (BS).
- CHEM 130. General Chemistry: Macroscopic Investigations and Reaction Principles. (3). (BS). (QR/2).
- CHEM 210. Structure and Reactivity I. (4). (BS).
- CHEM 211. Investigations in Chemistry. (1). (BS).
- ENSCEN 105 / AOSS 105 / CHEM 105 / ENVIRON 105. Our Changing Atmosphere. (3). (BS).
- ENSCEN 171 / AOSS 171 / BIOLOGY 110 / ENVIRON 110 / GEOSCI 171. Introduction of Global Change: Physical Processes. (4). (BS).
- ENVIRON 102 / AOSS 102 / GEOSCI 122. Extreme Weather. (3). (BS).
- ENVIRON 105 / AOSS 105 / CHEM 105 / ENSCEN 105. Our Changing Atmosphere. (3). (BS).
- ENVIRON 110 / AOSS 171 / BIOLOGY 110 / ENSCEN 171 / GEOSCI 171. Introduction of Global Change: Physical Processes. (4). (BS).
- ENVIRON 118 / GEOSCI 118. Introductory Geology Laboratory. (1). (BS).
- ENVIRON 119 / GEOSCI 119. Introductory Geology Lectures. (4). (BS).
- ENVIRON 120 / GEOSCI 120. Geology of National Parks and Monuments. (4). (BS).
- ENVIRON 201. Ecological Issues. (4). (BS).
- ENVIRON 206 / GEOSCI 206. How the Earth Works: The Water Cycle and Environment. (2). (BS).
- ENVIRON 232 / GEOSCI 222. Introductory Oceanography. (3). (BS). (QR/2).
- ENVIRON 233 / GEOSCI 223. Introductory Oceanography, Laboratory. (1). (BS). (QR/2).
- ENVIRON 380 / GEOSCI 380. Mineral Resources, Economics, and the Environment. (4). (BS). (QR/2).
- GEOG 201 / ENVIRON 209 / GEOSCI 201. Introduction to Physical Geography: The Earth System. (4). (BS).
- GEOSCI 100. Coral Reefs. (1). (BS).
- GEOSCI 102. Energy from the Earth. (1). (BS).
- GEOSCI 103. Dinosaurs and Other Failures. (1). (BS).
- GEOSCI 105. Continents Adrift. (1). (BS).
- GEOSCI 107. Volcanoes and Earthquakes. (1). (BS).
- GEOSCI 110. History of the Oceans. (1). (BS).
- GEOSCI 118 / ENVIRON 118. Introductory Geology Laboratory. (1). (BS).
- GEOSCI 119 / ENVIRON 119. Introductory Geology Lectures. (4). (BS).
- GEOSCI 120 / ENVIRON 120. Geology of National Parks and Monuments. (4). (BS).
- GEOSCI 122 / AOSS 102 / ENVIRON 102. Extreme Weather. (3). (BS).
- GEOSCI 146. Plate Tectonics. (3). (BS).
- GEOSCI 147. Natural Hazards. (3). (BS).
- GEOSCI 148. Seminar: Environmental Geology. (3). (BS).
- GEOSCI 154. Ocean Resources. (3). (BS).
- GEOSCI 171 / AOSS 171 / BIOLOGY 110 / ENSCEN 171 / ENVIRON 110. Introduction of Global Change: Physical Processes. (4). (BS).
- GEOSCI 201 / ENVIRON 209 / GEOG 201. Introduction to Physical Geography: The Earth System. (4). (BS).
- GEOSCI 205. How the Earth Works: The Dynamic Planet. (2). (BS).
- GEOSCI 206 / ENVIRON 206. How the Earth Works: The Water Cycle and Environment. (2). (BS).
- GEOSCI 208. Hot Topics in the Earth Sciences. (1). (BS).
- GEOSCI 222 / ENVIRON 232. Introductory Oceanography. (3). (BS). (QR/2).
- GEOSCI 223 / ENVIRON 233. Introductory Oceanography, Laboratory. (1). (BS). (QR/2).
- GEOSCI 380 / ENVIRON 380. Mineral Resources, Economics, and the Environment. (4). (BS). (QR/2).
- PHYSICS 106. Everyday Physics. (3). (BS).
- PHYSICS 107. 20th-Century Concepts of Space, Time, and Matter. (3). (BS). (QR/1).
- PHYSICS 125. General Physics: Mechanics and Sound. (4). (BS). (QR/1).
- PHYSICS 127. Mechanics and Sound Lab. (1). (BS).
- PHYSICS 135. Physics for the Life Sciences I. (4). (BS). (QR/1).
- PHYSICS 140. General Physics I. (4). (BS). (QR/1).
- PHYSICS 141. Elementary Laboratory I. (1). (BS).
- PHYSICS 160. Honors Physics I. (4). (BS). (QR/1).
- PHYSICS 161. Honors Introductory Mechanics Lab. (1). (BS).
- PHYSICS 288. Physics of Music. (3). (BS). (QR/1).
- PSYCH 121. First-Year Seminar in Psychology as a Natural Science. (3). (BS).
- STATS 350. Introduction to Statistics and Data Analysis. (4). (BS). (QR/1).
- UC 163. Biotechnology and Human Values. (4). (BS).

Mathematical and Symbolic Analysis (MSA)

First-Year Math & Symbolic Analysis Distribution Courses for Fall Academic Term 2008

EECS 183. Elementary Programming Concepts. (4). (BS).
 EECS 203. Discrete Math. (4). (BS).
 EECS 280. Programming and Introductory Data Structures. (4). (BS).
 MATH 105. Data, Functions, and Graphs. (4). (QR/1).
 MATH 115. Calculus I. (4). (BS). (QR/1).
 MATH 116. Calculus II. (4). (BS). (QR/1).
 MATH 147. Introduction to Interest Theory. (3). (BS).
 MATH 156. Applied Honors Calculus II. (4). (BS). (QR/1).
 MATH 175. An Introduction to Cryptology. (4). (BS). (QR/1).
 MATH 185. Honors Calculus I. (4). (BS). (QR/1).

MATH 214. Linear Algebra and Differential Equations. (4). (BS). (QR/1).
 MATH 215. Calculus III. (4). (BS). (QR/1).
 MATH 216. Introduction to Differential Equations. (4). (BS). (QR/1).
 MATH 217. Linear Algebra. (4). (BS). (QR/1).
 MATH 285. Honors Calculus III. (4). (BS). (QR/1).
 MATH 295. Honors Mathematics I. (4). (BS). (QR/1).
 PHIL 296. Honors Introduction to Logic. (3). (BS). (QR/1).
 RCCORE 105. Logic and Language. (4). (BS).
 SOC 210. Elementary Statistics. (4). (BS). (QR/1).
 STATS 100. Introduction to Statistical Reasoning. (4). (BS). (QR/1).

Creative Expression (CE)

First-Year Creative Expression Distribution Courses for Fall Academic Term 2008

COMP 221. Intro Elem Comp. (3).
 ENGLISH 223. Creative Writing. (3).
 LHSP 130. Writing and the Arts I. (3).
 LHSP 140. Arts and Humanities. (3).
 RCARTS 267. Introduction to Holography. (4).
 RCARTS 285. Photography. (4).
 RCARTS 286. Sculpture. (4).
 RCARTS 287. Printmaking. (4).
 RCARTS 289. Ceramics. (4).
 RCHUMS 250. Chamber Music. (1-2).
 RCHUMS 252. Topics in Musical Expression. (4).
 RCHUMS 253. Choral Ensemble. (1).
 RCHUMS 282. Drama Interpretation I: Actor and Text. (4).
 THREMUS 101. Introduction to Acting I. (3).

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

NOTE: This list is not term specific. Courses listed below may not be taught in the Fall Academic Term 2008.

Art and Design (ARTDES)

100. Drawing Studio I: Line

110. Digital Studio I: Image
 220. Tools, Materials & Processes Studio III: Time
 230. Concept Form and Context Studio II
 231. Concept Form and Context Studio III.

Architecture (ARCH)

201. Basic Drawing
 202. Graphic Communication
 218. Visual Studies

Performance – Piano (PIANO)

110. Performance
 111. Performance

Dance (DANCE)

101. Introduction to Modern Dance
 102. Introduction to Modern Dance
 111. Introduction to Ballet
 112. Introduction to Ballet
 121. Introduction to Jazz Dance
 122. Introduction to Jazz Dance
 241. Congolese Dance

Ensemble (ENS)

All Courses 100-399

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

Interdisciplinary (ID)

First-Year Interdisciplinary Distribution Courses for Fall Academic Term 2008

AMCULT 213. Introduction to Latina/o Studies. (4).
 AMCULT 214. Introduction to Asian/Pacific American Studies. (3).
 ENVIRON 139. First-Year Seminar in the Environment. (3).
 LING 209 / PSYCH 242. Language and Human Mind. (4).

PSYCH 242 / LING 209. Language and Human Mind. (4).
 UC 105. Health Sciences Scholars Program: Perspectives on Health and Health Care. (2).
 UC 154. First-Year Interdisciplinary Seminar. (3).
 WOMENSTD 245. Introduction to Lesbian, Gay, Bisexual and Transgender and Queer Studies. (4).

Quantitative Reasoning Requirement

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

- successfully completing one course (of 3 credits or more) designated for full QR credit (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 meth-

odology 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 of at least 3 credits 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.

Fall Academic Term 2008 First-Year QR Courses

This list is subject to change without notice by the College of LSA Curriculum Committee.

ASTRO 101. Introductory Astronomy: The Solar System and the Search for Life Beyond Earth. (4). (NS). (BS). (QR/2).

ASTRO 102. Introductory Astronomy: Stars, Galaxies, and the Universe. (4). (NS). (BS). (QR/2).

ASTRO 115. Modern Planetary Astronomy. (4). (BS). (QR/2).

ASTRO 142. From the Big Bang to the Milky Way. (3). (NS). (BS). (QR/2).

ASTRO 160. Introduction to Astrophysics. (4). (NS). (BS). (QR/2).

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

ECON 101. Principles of Economics I. (4). (SS). (QR/2).

ENVIRON 232 / GEOSCI 222. Introductory Oceanography. (3). (NS). (BS). (QR/2).

ENVIRON 233 / GEOSCI 223. Introductory Oceanography, Laboratory. (1). (NS). (BS). (QR/2).

ENVIRON 380 / GEOSCI 380. Mineral Resources, Economics, and the Environment. (4). (NS). (BS). (QR/2).

GEOSCI 222 / ENVIRON 232. Introductory Oceanography. (3). (NS). (BS). (QR/2).

GEOSCI 223 / ENVIRON 233. Introductory Oceanography, Laboratory. (1). (NS). (BS). (QR/2).

GEOSCI 380 / ENVIRON 380. Mineral Resources, Economics, and the Environment. (4). (NS). (BS). (QR/2).

MATH 105. Data, Functions, and Graphs. (4). (MSA). (QR/1).

MATH 115. Calculus I. (4). (MSA). (BS). (QR/1).

MATH 116. Calculus II. (4). (MSA). (BS). (QR/1).

MATH 156. Applied Honors Calculus II. (4). (MSA). (BS). (QR/1).

MATH 175. An Introduction to Cryptology. (4). (MSA). (BS). (QR/1).

MATH 185. Honors Calculus I. (4). (MSA). (BS). (QR/1).

MATH 214. Linear Algebra and Differential Equations. (4). (MSA). (BS). (QR/1).

MATH 215. Calculus III. (4). (MSA). (BS). (QR/1).

MATH 216. Introduction to Differential Equations. (4). (MSA). (BS). (QR/1).

MATH 217. Linear Algebra. (4). (MSA). (BS). (QR/1).

MATH 285. Honors Calculus III. (4). (MSA). (BS). (QR/1).

MATH 295. Honors Mathematics I. (4). (MSA). (BS). (QR/1).

PHIL 296. Honors Introduction to Logic. (3). (MSA). (BS). (QR/1).

PHYSICS 107. 20th-Century Concepts of Space, Time, and Matter. (3). (NS). (BS). (QR/1).

PHYSICS 125. General Physics: Mechanics and Sound. (4). (NS). (BS). (QR/1).

PHYSICS 135. Physics for the Life Sciences I. (4). (NS). (BS). (QR/1).

PHYSICS 140. General Physics I. (4). (NS). (BS). (QR/1).

PHYSICS 160. Honors Physics I. (4). (NS). (BS). (QR/1).

PHYSICS 288. Physics of Music. (3). (NS). (BS). (QR/1).

SOC 210. Elementary Statistics. (4). (MSA). (BS). (QR/1).

STATS 100. Introduction to Statistical Reasoning. (4). (MSA). (BS). (QR/1).

STATS 350. Introduction to Statistics and Data Analysis. (4). (NS). (BS). (QR/1).

Race & Ethnicity Requirement

At the UM, you will encounter, in microcosm, the racial, ethnic, and cultural diversity of the United States and the world. The R&E requirement goes beyond asking you to appreciate this diversity and has you consider how racism and ethnocentrism have led to conflict in the U.S. and in the world.

To meet the R&E requirement, a student must pass one course designated as R&E. Below is a list of courses that have been approved to meet the requirement in the Fall of 2008.

Fall Academic Term 2008 Race & Ethnicity List

This list is subject to change by the College of LSA Curriculum Committee.

- AAPTIS 100 / ACABS 100 / HISTORY 132 / HJCS 100. Peoples of the Middle East. (4). (HU).
Section 001 — Issues in Race & Ethnicity
 Instructor: Beckman, Gary M
- AAPTIS 274 / ARMENIAN 274. Armenia: Culture and Ethnicity. (3). (HU).
Section 001 — Issues in Race & Ethnicity
 Instructor: Bardakjian, Kevork B
- AAPTIS 289 / ASIAN 289 / HISTORY 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4). (SS).
- ACABS 100 / AAPTIS 100 / HISTORY 132 / HJCS 100. Peoples of the Middle East. (4). (HU).
Section 001 — Issues in Race & Ethnicity
 Instructor: Beckman, Gary M
- AMCULT 100. Rethinking American Culture. (4). (SS).
- AMCULT 103. First Year Seminar in American Studies. (3). (HU).
Section 002 — Interracial America
 Instructor: Briones, Matthew M
- AMCULT 213. Introduction to Latina/o Studies. (4). (ID).
- AMCULT 214. Introduction to Asian/Pacific American Studies. (3). (ID).
- AMCULT 240 / WOMENSTD 240. Introduction to Women's Studies. (4). (HU).
- ANTHRCUL 101. Introduction to Anthropology. (4). (SS).
- ARMENIAN 274 / AAPTIS 274. Armenia: Culture and Ethnicity. (3). (HU).
Section 001 — Issues in Race & Ethnicity
 Instructor: Bardakjian, Kevork B
- ASIAN 207 / HISTORY 207. Southeast Asian Civilization. (4). (SS).
Section 001 — Issues in Race & Ethnicity
 Instructor: Lieberman, Victor B
- ASIAN 260 / HISTORY 252. Introduction to Chinese Civilization. (4). (HU).
Section 001 — Introduction to Chinese Civilization
 Instructor: Brown, Miranda D
- ASIAN 289 / AAPTIS 289 / HISTORY 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4). (SS).
- CAAS 103. First Year Social Science Seminar. (3). (SS).
Section 001 — I, Too, Sing America: A Psychology of Race & Racism
 Instructor: Behling, Charles F
- CAAS 104. First Year Humanities Seminar. (3). (HU).
Section 001 — Interracial America
 Instructor: Briones, Matthew M
- CAAS 111. Introduction to Africa and Its Diaspora. (4). (HU).
- DUTCH 160. First Year Seminar: Colonialism and its Aftermath. (3). (HU).
Section 001 — Issues in Race & Ethnicity
 Instructor: Broos, Antonius J M
- ENVIRON 222. Introduction to Environmental Justice. (3). (SS).
Section 001 — Issues in Race & Ethnicity
 Instructor: Bryant Jr, Bunyan I
- HISTORY 132 / AAPTIS 100 / ACABS 100 / HJCS 100. Peoples of the Middle East. (4). (HU).
Section 001 — Issues in Race & Ethnicity
 Instructor: Beckman, Gary M
- HISTORY 207 / ASIAN 207. Southeast Asian Civilization. (4). (SS).
Section 001 — Issues in Race & Ethnicity
 Instructor: Lieberman, Victor B
- HISTORY 210 / MEMS 210. Early Middle Ages, 300-1100. (4). (SS).
Section 001 — Issues in Race & Ethnicity
 Instructor: Squatriti, Paolo
- HISTORY 252 / ASIAN 260. Introduction to Chinese Civilization. (4). (HU).
Section 001 — Introduction to Chinese Civilization
 Instructor: Brown, Miranda D
- HISTORY 289 / AAPTIS 289 / ASIAN 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4). (SS).
- HJCS 100 / AAPTIS 100 / ACABS 100 / HISTORY 132. Peoples of the Middle East. (4). (HU).
Section 001 — Issues in Race & Ethnicity
 Instructor: Beckman, Gary M
- MEMS 210 / HISTORY 210. Early Middle Ages, 300-1100. (4). (SS).
Section 001 — Issues in Race & Ethnicity
 Instructor: Squatriti, Paolo
- MENAS 289 / AAPTIS 289 / ASIAN 289 / HISTORY 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4). (SS).
- NURS 220 / WOMENSTD 220. Perspectives in Women's Health. (3). (SS).
- PSYCH 120. First-Year Seminar in Psychology as a Social Science. (3). (SS).
Section 004 — Diversity & Challenges to Democracy
 Instructor: Gurin, Patricia Y
Section 008 — I, Too, Sing America: A Psychology of Race & Racism
 Instructor: Behling, Charles F
- REES 289 / AAPTIS 289 / ASIAN 289 / HISTORY 289 / MENAS 289. From Genghis Khan to the Taliban: Modern Central Asia. (4). (SS).
- SOC 105. First Year Seminar in Sociology. (3). (SS).
Section 003 — Diversity, Democracy, Community
 Instructor: Schoem, David
- WOMENSTD 220 / NURS 220. Perspectives in Women's Health. (3). (SS).
- WOMENSTD 240 / AMCULT 240. Introduction to Women's Studies. (4). (HU).
- WOMENSTD 270. Gender and the Law. (4). (SS).
Section 001 — Issues in Race & Ethnicity
 Instructor: Kirkland, Anna R

Less Commonly Taught Languages at the University of Michigan

It is possible to study more than 65 languages at the University of Michigan. The majority are unavailable at most other institutions: thus they have come to be called the "less commonly taught languages." This dazzling array of offerings is one of the intellectual treasures of the University, and the core of Michigan's longstanding reputation as a leader in area studies. The range of offerings available can be explored by viewing the links after each brief descrip-

tion below. Intensive courses for several of these languages are offered by the Summer Language Institute. Study of these languages provides the most intimate access to the many cultures of the world, and is an ideal way to accomplish the most important goal of the language requirement: learning to see the world with new eyes. Why not take advantage of this extraordinary resource by studying one of the following languages?

Arabic

The Department of Near Eastern Studies offers an impressive range of Arabic courses at all levels including Arabic for Academic, Communication, Business, and Islamic purposes. Its highly developed M.A. and Ph.D. graduate programs focus on the study of Arabic language, literature, and culture and the development of linguistic, literary and methodological skills necessary for scholarly research and classroom teaching.

Arabic Program:
[www.umich.edu/~neareast/programs/arabic.html]

The Department of Near Eastern Studies:
[www.umich.edu/~neareast/]

Summer Language Institute
[www.umich.edu/~iinet/sli/]

Armenian

Classical Armenian, as well as Modern Eastern and Western Armenian are taught on campus and the Armenian Summer Language Institute offers a unique opportunity to study the Armenian Language in Yerevan, Armenia in an intensive format while surrounded by Armenian culture and history.

Armenian Studies Program:
[www.ii.umich.edu/asp/]

The Department of Near Eastern Studies:
[www.umich.edu/~neareast/]

Summer Language Institute
[www.umich.edu/~iinet/sli/]

Bosnian/Croatian/Serbian

Students learn the principal language of the former Yugoslavia. Students are simultaneously introduced to both the Latin and Cyrillic writing systems.

The Department of Slavic Languages and Literatures:
[www.lsa.umich.edu/slavic/]

Czech

How about trying Czech? It may be a challenge, but can offer great rewards. You will never get lost in Prague when looking for a friendly pub. If you like humor, wit and irony, you will delight in reading Milan Kundera or Václav Havel. Czech is the language you will definitely enjoy!

Czech Program:
[www.lsa.umich.edu/slavic/undergrad/czech/]

The Department of Slavic Languages and Literatures:
[www.lsa.umich.edu/slavic/]

Dutch

Do Dutch, profit much! Close to German, Dutch is much easier and the language closest to English. Over twenty million speak it worldwide, from the Netherlands, Belgium and Suriname to the Caribbean. Learn Dutch in small classes with an expert teacher, and become a fellow speaker with Rembrandt, Vincent van Gogh, and Anne Frank.

Why Study Dutch?
[www.lsa.umich.edu/german/dutch/why/]

Dutch and Flemish Studies:
[www.lsa.umich.edu/german/dutch/]

The Department of Germanic Languages and Literatures:
[www.lsa.umich.edu/german/]

Summer Language Institute
[www.umich.edu/~iinet/sli/]

Filipino

Filipino is the language of more than 90% of Filipinos all over the world; the cultural thread that keeps them in touch with their roots and with each other. Filipino is based primarily on Tagalog, one of the major ethnic languages, and is characterized by an openness to borrowings from other Philippine ethnic and foreign languages such as Sanskrit, Arabic, Chinese, Spanish, Japanese, and English. The Roman alphabet is used in writing Filipino.

The Department of Asian Languages and Cultures:
[www.lsa.umich.edu/asian/]

Hebrew (Classical and Modern)

The modern Hebrew program (Hebrew and Jewish Cultural Studies) educates students in modern Hebrew language and literature. Sections exist for heritage learners as well as beginners. In the Ancient Civilizations and Biblical Studies program, instruction is given in Classical Hebrew as well as the literature, history, and culture of Ancient Israel and its neighbors.

Hebrew and Jewish Cultural Studies:
[www.umich.edu/~hjcs/]

The Department of Near Eastern Studies:
[www.umich.edu/~neareast/]

Summer Language Institute
[www.umich.edu/~iinet/sli/]

Hindi

Hindi is the national language of India. In Hindi courses, focus is on speaking, comprehending, reading, and writing the *Devanagari* (Hindi) script. In grammar and basic vocabulary, Urdu is very close to Hindi, but it is written in the Arabic script. Together, Hindi and Urdu are spoken by over 240 million people, making Hindi-Urdu the language with the fourth largest number of speakers in the world.

The Department of Asian Languages and Cultures:
[www.lsa.umich.edu/asian/]

Indonesian

Indonesian is the national language of Indonesia, the fourth most populous country in the world and a country that is noted for the depth and diversity of its cultural traditions. With its 210 million speakers, Indonesian is the sixth most prevalently spoken of world languages. The syntactic and grammatical structures that characterize Indonesian make it an attractive and accessible Asian language for native speakers of English.

The Department of Asian Languages and Cultures:
[www.lsa.umich.edu/asian/]

Kazak

Elementary Kazak will be offered at the University of Michigan via videoconferencing with Indiana University, one of the nation's leading centers for Central Asian studies. This innovative distance learning course affords U-M students the opportunity to begin study of this important language of Central Asia, a region with a rich history that is expected to have considerable strategic importance in the coming years.

Why Kazak?
[www.indiana.edu/~college/foreignlanguage/kazakh/kazakh.shtml]

The Department of Near Eastern Studies:
[www.umich.edu/~neareast/]

Modern Greek

Greek is spoken in a beautiful country blessed with famous islands, cosmopolitan cities, mythical landscapes, as well as monuments from the classical, Christian, medieval, Renaissance, and modern eras. Greece has been a favorite destination for adventurous souls. Many of the hardest and most important college subjects use Greek terms and ideas. Medicine, biology, architecture, philosophy, physics, science, geology, and mathematics, to mention a few, rely on Greek vocabulary and concepts.

Modern Greek Program:
[www.lsa.umich.edu/modgreek/]

The Department of Classical Studies:
[www.umich.edu/~classics/]

Ojibwe

This course serves as an introduction to the study of Ojibwe language and culture. The primary goal of this class is for each student to increase his or her knowledge about the Anishinaabe language and culture. This includes students who have no previous knowledge of the tribe as well as tribal members interested in learning more about their culture and language. Because Ojibwe is an endangered language, it is of utmost importance that we make sure the language is learned and used.

There are three levels of Ojibwe language and culture at the University of Michigan: Elementary, Intermediate, & Advanced. Each level has a first and second part that should be taken in sequence (*i.e.*, Elementary Ojibwe 222 and 223).

To find out more, visit:

Ojibwe:
[www.umich.edu/~ojibwe/]

Native American Studies:
[www.lsa.umich.edu/ac/native/]

The Program in American Culture:
[www.lsa.umich.edu/ac/]

Persian

The Department of Near Eastern Studies offers Persian language courses on all levels. They are part of a well developed program on Persian and Iranian language, literature, and culture designed to develop linguistic, literary, and methodological skills for scholarly research. Following elementary and intermediate course work, advanced language and text courses include Modern Persian fiction and expository prose, with oral and written practice in Persian, Classical Persian prose and poetry, and Persianate history through political and cultural texts, as well as topical seminars.

Persian Studies:
[www.umich.edu/~neareast/programs/persian.html]

The Department of Near Eastern Studies:
[www.umich.edu/~neareast/]

Summer Language Institute
[www.umich.edu/~iinet/sli/]

Polish

Whether you're in Warsaw, N.Y. or London you'll find someone who speaks Polish! Become part of the tradition of Copernicus, Chopin and Lech Wałęsa and learn to speak the language of one of the largest countries in Europe. In Poland, you can hike in the beautiful Tatra Mountains, sail on the Baltic Sea, visit historical Krakow or work for multinational companies in a thriving, emerging economy. Poland has something for everyone!

Polish Program:
[www.lsa.umich.edu/slavic/undergrad/polish/]

The Department of Slavic Languages and Literatures:
[www.lsa.umich.edu/slavic/]

Portuguese

With over 200 million speakers, Portuguese is the seventh most widely spoken language in the world. It is the official language of seven countries in Europe, Africa, and South America and an unofficial one in numerous linguistic islands in China and India. Why Portuguese? The astonishing richness of literature in Portuguese – everything from *The Lusads*, the greatest epic poem of the European Renaissance, to the modern Brazilian novel.

Why Study Portuguese?
[www.lsa.umich.edu/rll/langinstruct/whyportuguese.html]

The Department of Romance Languages and Literatures:
[www.lsa.umich.edu/rll/langinstruct/whyromance.html]

Summer Language Institute
[www.umich.edu/~iinet/sli/]

Punjabi

Punjabi is spoken by eighty million people in South Asia and other British Commonwealth countries. It is the language of the sacred scriptures of the Sikhs, the official language of the state of Punjab in India, and a language of mysticism and regional literature among Punjabi Muslims. The learning of Punjabi is important for an understanding of the cultures of South Asia.

The Department of Asian Languages and Cultures:
[www.lsa.umich.edu/asian/]

Quechua

Quechua, the language of the Inkas, is spoken today by millions of people in Bolivia, Peru, Ecuador, and Colombia. It has a written literature that goes back to the sixteenth century. Quechua is offered as a regular course during the academic year at the University of Michigan in Ann Arbor, and as an intensive summer course in Cuzco, Peru.

Quechua Program:
[www.ii.umich.edu/lacs/quechua/index.htm]

The Program in Latin American and Caribbean Studies:
[www.ii.umich.edu/lacs/]

Russian

Russian is a beautiful language spoken by more than 150 million people who produce some of the best literature, music, theater, and athletes. In the Slavic department you will study in smaller classes and in a community organized around tea-drinking and extra-curricular activities. You'll experience the exhilarating satisfaction of mastering a less commonly learned language, something that truly makes you unique.

Why Study Russian?

[www.lsa.umich.edu/UofM/Content/slavic/document/Joy.ppt]

The Department of Slavic Languages and Literatures:

[www.lsa.umich.edu/slavic/]

Summer Language Institute

[www.umich.edu/~iinet/sli/]

Sanskrit

Sanskrit – in its Vedic dialects – dates to about 1500 BCE, and was the language of high culture and learning in India until the coming of the British. Many of the classical texts of Hinduism and Buddhism were composed in Sanskrit. Beginning and Second Year Sanskrit are offered in alternate years, and Readings in Sanskrit is offered whenever there are interested students.

The Department of Asian Languages and Cultures:

[www.lsa.umich.edu/asian/]

Swahili

Over 50 million people in Africa speak Swahili. It is widely used in Kenya, Tanzania, and Uganda. A little over 1 million people speak it as their first language. Most others speak Swahili fluently as a second, third or fourth language. Prepare yourself for a career in government or work with an international Non Governmental Organization (NGO).

The Center for Afroamerican and African Studies:

[www.umich.edu/~iinet/caas]

Swedish

Swedish is easy to learn, with simple grammar and many cognates, and our courses are small. Swedish opens the world of Norse mythology, Bergman, and Pippi Longstocking. Also Volvo, Pharmacia & Upjohn, Saab, and Ericsson. Students have the opportunity to study in Uppsala and experience Scandinavia's progressive social climate. Danish and Norwegian are very similar to Swedish, so you get three languages for the price of one!

Why Swedish?

[www.lsa.umich.edu/german/scand/whystudy/]

Scandinavian Studies:

[www.lsa.umich.edu/german/scand/]

The Department of Germanic Languages and Literatures:

[www.lsa.umich.edu/german/]

Summer Language Institute

[www.umich.edu/~iinet/sli/]

Tamil

Tamil is one of the two classical languages of India. It has a rich grammatical and literary heritage dating back to Third Century B.C. Tamil is spoken in southern India and in Sri Lanka, Malaysia, Singapore, Mauritius, South Africa, and Fiji, with a total of more than 65 million speakers. The study of Tamil language and literature serves as a gateway to Dravidian languages, society, history, culture, philosophy, arts, and religion.

The Department of Asian Languages and Cultures:

[www.lsa.umich.edu/asian/]

Summer Language Institute

[www.umich.edu/~iinet/sli/]

Thai

Studying Thai provides the opportunity for students to master a beautiful language and learn about the culture of 70 million people. Students learn the unique and artistic alphabetical systems from the first day of class and are able to read, speak, and write about everyday things in less than one semester. When you speak Thai the food tastes better, the prices are cheaper, and the experience is much more memorable.

The Department of Asian Languages and Cultures:

[www.lsa.umich.edu/asian/]

Tibetan

Tibetan is the language of six million Tibetan people, living at 10,000 feet on the Tibetan plateau, north of the Himalayan range. It is also the language of Tibetan Buddhism, which spreads from the Caspian Sea in the west to Mount Wu Tai in China in the east, from Mongolia in the north to Nepal in the south. The Tibetan language is a vast repository of Buddhist thought and practice.

The Department of Asian Languages and Cultures:

[www.lsa.umich.edu/asian/]

Turkish

Turkish is perhaps one of the easiest languages in the Middle East to learn. This, partly because of its use of the Latin alphabet, and partly because of its phonetic nature. It is the language of the culture that inherited the Ottoman Empire which survived over 600 years. Turkish, as an Altaic language, can easily open the path for other similar Altaic languages, some being specified as Turkic, spoken in some of the former Soviet States, today's republics of Central Asia. The Turkish language can facilitate the outreach not only of the literature and history of the Ottomans but also the discovery of an actual big market of business partly due to its growing industry.

Turkish Studies at UM

[www.umich.edu/~turkish/]

The Department of Near Eastern Studies:

[www.umich.edu/~neareast/]

Summer Language Institute

[www.umich.edu/~iinet/sli/]

Ukrainian

Learn Ukrainian! One of the most musical languages in the world! The language of the second-largest country in Europe! Discover a 1,000-year-old culture. You will enjoy the beauty of the Ukrainian language as much as you'll enjoy the sparkling colors on Ukrainian embroidery and Easter eggs.

The Department of Slavic Languages and Literatures:

[www.lsa.umich.edu/slavic/]

Urdu

Urdu is the national language of Pakistan and one of the national languages of India. In grammar and basic vocabulary, it is very close to Hindi, but it is written in the Arabic script. Together, Hindi and Urdu are spoken by over 240 million people, making Hindi-Urdu the language with the fourth largest number of speakers in the world. Learning the Arabic script helps one to learn Persian and Arabic and offers access to the wonders of Urdu literature.

The Department of Asian Languages and Cultures:

[www.lsa.umich.edu/asian/]

Uzbek

Elementary Uzbek will be offered at the University of Michigan via videoconferencing with Indiana University, one of the nation's leading centers for Central Asian studies. This innovative distance learning course affords U-M students the opportunity to begin study of this important language of Central Asia, a region with a rich history that is expected to have considerable strategic importance in the coming years.

The Department of Near Eastern Studies:
[www.umich.edu/~neareast/]

Vietnamese

Vietnamese is the language of modern Vietnam, a country of about 80 million speakers. With the lifting of the trade embargo and normalization of U.S.-Vietnamese relations, Vietnam is open to the free world market and offering good job opportunities to those who have a knowledge of its language and culture. Elementary Vietnamese provides a basic introduction to Vietnamese pronunciation, vocabulary and grammar, with the emphasis placed on developing

conversational skills on practical situations encountered in a Vietnamese environment. At the end of the first year, the students should be able to handle simple conversations in everyday topics and to read and write simple Vietnamese.

The Department of Asian Languages and Cultures:
[www.lsa.umich.edu/asian/]

Yiddish

Who speaks Yiddish? Who reads it? Yiddish arose nearly a thousand years ago in Western Europe, flourished for centuries in Eastern Europe, and was brought to the U.S. and elsewhere by immigrants who built a rich cultural life with it. At Michigan, Yiddish is a vibrant language. We learn its idioms and grammar, read its literary treasures, and explore its centrality to modern Jewish life.

Yiddish Program:
[www.lsa.umich.edu/german/yiddish/]

Frankel Center for Judaic Studies:
[www.lsa.umich.edu/judaic/]

First-Year Writing Requirement

WRITING REQUIREMENTS

At the University of Michigan, writing plays a critical role in students' thinking and learning, beginning with the first year and continuing into advanced writing in the disciplines. Students' ability to write prose characterized by intellectual force, clarity, appropriate organization and development of ideas, effective use of evidence, and stylistic control is crucial to their success here.

The Sweetland Writing Center administers LSA's Writing Program including the First-Year Writing Requirement and the Upper-Level Writing Requirement. The purpose of these writing requirements is to provide students with both beginning and advanced instruction in college-level writing. Courses from the 100 to the 400 level aim to enhance students' critical thinking and writing skills and prepare them for writing both in their undergraduate years and in their future educational and professional work.

First-Year Writing Requirement

All LSA students must satisfy the First-Year Writing Requirement by earning a course grade of C- or better in an approved First-Year Writing course. **The First-Year Writing Requirement should be completed in the first year.**

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

Through Directed Self-Placement, students, in consultation with advisors, assess their confidence and readiness for college-level writing and select either a four-credit course that satisfies the First-Year Writing Requirement or the two-credit ungraded Writing Practicum, taught by Sweetland faculty, to prepare them for a course that meets the First-Year Writing Requirement. This voluntary placement system is designed to allow students to select a writing course that will most appropriately challenge them and build confidence in their writing skills. Students may also visit the Sweetland Writing Center and speak with a writing instructor to help them make this choice. Contact the Sweetland Writing Center at (734) 764-0429 or visit us at 1139 Angell Hall.

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

1. Students may take the two-credit Writing Practicum (SWC 100) followed by an approved four-credit First-Year Writing Requirement course in LSA.
2. Students may take an approved four-credit First-Year Writing Requirement course in LSA. The list of approved courses for a particular term is available through the advanced search feature in the *LSA Course Guide* at www.lsa.umich.edu/cg
3. Students who have taken writing courses at another college or university may be able to use those courses to satisfy the First-Year Writing Requirement. The list of currently approved courses, as well as the courses that are not approved, are available at: www.lsa.umich.edu/swc/undergrads/transfcourses. This webpage also provides information on what steps to take if the transfer course is not on either list.

Writing Practicum (SWC 100)

Writing Practicum (SWC 100) is designed to support students with limited experience in the type of writing most often assigned and valued at the University and for those students who are not as confident in their writing and want more preparation before completing their First-Year Writing Requirement course.

In Writing Practicum, students will gain experience and confidence in:

- writing as a process of drafting and revising;
- reading and writing analytically;
- developing a writer's voice, which includes distinguishing between one's own ideas and those of others;
- studying models of writing that students are most often expected to produce;
- using a computer to draft and revise papers and to talk about writing; and
- attending to grammar and mechanics.

First-Year Writing Requirement Courses

First-Year Writing Requirement courses assign writing tasks designed to help students learn to:

- produce complex, analytic, well-supported arguments that matter in academic contexts;
- read, summarize, analyze, and synthesize complex texts purposefully in order to generate and support writing;
- demonstrate an awareness of the strategies that writers use in different rhetorical situations;
- develop flexible strategies for organizing, revising, editing, and proofreading writing of varying lengths to improve development of ideas and appropriateness of expression; and
- collaborate with peers and the instructor to define revision strategies for particular pieces of writing, to set goals for improving writing, and to devise effective plans for achieving those goals.

Choosing Your First Writing Course

Writing Practicum is the best placement if the student:

- learns best with one-on-one instructor support,
- has limited experience drafting and revising essays,
- lacks confidence in his or her ability to comprehend unfamiliar texts,
- is not comfortable writing longer papers or writing for classes other than English classes, and/or
- lacks confidence in his or her writing and reading skills.

A First-Year Writing Requirement course is the best placement if the student:

- learns best from a combination of peer critiques and instructor feedback,
- anticipates needing some tutorial support but not frequent individual meetings with the instructor, and
- has considerable experience with revision.

First-Year Writing Requirement Courses offered Fall Term 2008:

CLCIV 101. Classical Civilization I: The Ancient Greek World (in English) (13 sections, 4 restricted to students enrolled in the College Honors Program)

COMPLIT 122. Writing World Literatures (5 sections)

ENGLISH 124. College Writing: Writing and Literature (23 sections)

ENGLISH 125. College Writing (85 sections)

GTBOOKS 191. Great Books (24 sections) is restricted to students enrolled in the College Honors Program

HISTORY 195. The Writing of History (3 sections)

LHSP 125. College Writing (7 sections) is restricted to students enrolled in the LHS Program

RCCORE 100. First-Year Seminar (14 sections) is restricted to students enrolled in the Residential College

SLAVIC 151. First-Year Seminar (3 sections)

Upper-Level Writing Requirement

All LSA students must satisfy the Upper-Level Writing Requirement (ULWR) by earning a course grade of C– or better in a Sweetland-approved Upper-Level Writing Requirement course. **A student must complete the First-Year Writing Requirement before being eligible to meet the Upper-Level Writing Requirement.**

The goal of the Upper-Level Writing Requirement (ULWR) is to teach students to recognize and master the writing conventions of their chosen discipline, so that upon graduation they are able to understand and communicate effectively the central concepts, approaches, and materials of their discipline.

The Sweetland Writing Center approves LSA departmental curricular offerings that satisfy the ULWR. A list of approved ULWR courses for a particular semester can be found through the advanced search feature in the *LSA Course Guide* at www.lsa.umich.edu/cg.

A course approved to meet the requirement one semester is not necessarily approved to meet the requirement in subsequent semesters.

Writing Support

The Sweetland Writing Center's aim is to help writers become more confident, skilled, and knowledgeable about writing and the subjects they write about. Sweetland faculty and peer tutors supplement formal writing instruction in the Writing Workshop, Peer Tutoring Center, and the Online Writing Lab (OWL). For information about these services, contact the Sweetland Writing Center, 1139 Angell Hall, (734) 764-0429 or go to www.lsa.umich.edu/swc/undergrads/support.

Foreign Literature and Culture Courses in English Translation

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 LSA 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 LSA for the Fall Academic Term 2008. 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.

Fall Academic Term 2008 Foreign Literature and Culture Courses in English Translation

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

AAPTIS 100 / ACABS 100 / HISTORY 132 / HJCS 100. Peoples of the Middle East. (4). (HU).

AAPTIS 200 / ACABS 200 / HJCS 200 / RELIGION 201. Introduction to World Religions: Near Eastern. (4). (HU).

AAPTIS 269 / HISTORY 278. Introduction to Turkish Civilizations. (4). (HU).

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

ACABS 100 / AAPTIS 100 / HISTORY 132 / HJCS 100. Peoples of the Middle East. (4). (HU).

ACABS 200 / AAPTIS 200 / HJCS 200 / RELIGION 201. Introduction to World Religions: Near Eastern. (4). (HU).

ACABS 221 / RELIGION 280. Jesus and the Gospels. (4). (HU).

ACABS 281. Ancient Egypt and its World. (4). (HU).

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

ASIAN 204 / HISTORY 204. East Asia: Early Transformations. (4). (HU).

ASIAN 206 / HISTORY 206. Indian Civilization. (4). (HU).

ASIAN 207 / HISTORY 207. Southeast Asian Civilization. (4). (SS).

ASIAN 225 / RELIGION 225. Introduction to Hinduism. (3). (HU).

ASIAN 230 / PHIL 230 / RELIGION 230. Introduction to Buddhism. (4). (HU).

ASIAN 249 / HISTORY 249. Introduction to Korean Civilization. (4). (HU).

ASIAN 251. Undergraduate Seminar in Chinese Culture. (3). (HU).

ASIAN 252. Undergraduate Seminar in Japanese Culture. (3). (HU).

ASIAN 253. Undergraduate Seminar in South and Southeast Asian Culture. (3). (HU).

CLARCH 221 / HISTART 221. Introduction to Greek Archaeology. (4). (HU).

CLCIV 101. Classical Civilization I: The Ancient Greek World (in English). (4).

CLCIV 120. First-year Seminar in Classical Civilization (Humanities). (3). (HU).

CLCIV 215. Ovid. (1). (HU).

DUTCH 160. First Year Seminar: Colonialism and its Aftermath. (3). (HU).

ENGLISH 245 / RCHUMS 280 / THTREMUS 211. Introduction to Drama and Theatre. (3). (HU).

FRENCH 240. French and Francophone Topics in Translation. (3). (HU).

GTBOOKS 191. Great Books. (4). (HU).

HISTART 221 / CLARCH 221. Introduction to Greek Archaeology. (4). (HU).

HISTORY 132 / AAPTIS 100 / ACABS 100 / HJCS 100. Peoples of the Middle East. (4). (HU).

HISTORY 204 / ASIAN 204. East Asia: Early Transformations. (4). (HU).

HISTORY 206 / ASIAN 206. Indian Civilization. (4). (HU).

HISTORY 207 / ASIAN 207. Southeast Asian Civilization. (4). (SS).

HISTORY 249 / ASIAN 249. Introduction to Korean Civilization. (4). (HU).

HISTORY 278 / AAPTIS 269. Introduction to Turkish Civilizations. (4). (HU).

HJCS 100 / AAPTIS 100 / ACABS 100 / HISTORY 132. Peoples of the Middle East. (4). (HU).

HJCS 200 / AAPTIS 200 / ACABS 200 / RELIGION 201. Introduction to World Religions: Near Eastern. (4). (HU).

PHIL 230 / ASIAN 230 / RELIGION 230. Introduction to Buddhism. (4). (HU).

PORTUG 150. First Year Seminar in Brazilian Studies. (3). (HU).

RCHUMS 280 / ENGLISH 245 / THTREMUS 211. Introduction to Drama and Theatre. (3). (HU).

RELIGION 201 / AAPTIS 200 / ACABS 200 / HJCS 200. Introduction to World Religions: Near Eastern. (4). (HU).

RELIGION 225 / ASIAN 225. Introduction to Hinduism. (3). (HU).

RELIGION 230 / ASIAN 230 / PHIL 230. Introduction to Buddhism. (4). (HU).

RELIGION 280 / ACABS 221. Jesus and the Gospels. (4). (HU).

RUSSIAN 231. Russian Culture and Society: An Introduction. (3). (HU).

SCAND 331. Introduction to Scandinavian Civilization. (3). (HU).

THTREMUS 211 / ENGLISH 245 / RCHUMS 280. Introduction to Drama and Theatre. (3). (HU).

Fall 2008 Theme Semester: Energy Futures: Society, Innovation & Technology

The LSA Energy Futures theme semester is part of a University-wide Initiative on Energy Science, Technology and Policy, established by U-M Vice President for Research.

Coordinated by LSA's Center for the Study of Complex Systems and LSA Student Government, the theme semester will feature internationally renowned scholars in political science, economics, sociology, anthropology, psychology, public policy and survey research, who will examine the cultural, historical and social aspects of energy policy.

The Theme Semester will highlight the historical importance of technological **innovation** in the evolution of society's use of energy and society's ready adoption of the labor-saving devices and machines rendered possible by harnessing the combustion of fossil fuels. An important sub-theme will be how technological innovation originates, how it drives economic growth, and how it comes to be imbedded in our culture and way of life. With technological innovation as a springboard, we will explore social innovation and opportunities for how social innovation can arise to become a central means to address "The Energy Problem."

First-year students will read the book "Power to the People: How the coming energy revolution will transform an industry, change our lives and may even save the planet," as part of an energy-focused summer reading program.

The proposed activities in the Theme Year will include the following components:

- An undergraduate course on the social sciences of energy (CMLXSYS 250 – Social Systems and Energy).
- An undergraduate humanities-based course on the theme "Energy in Literature"
- A public lecture series given by distinguished scholars, addressing themes of social sciences in energy
- Accompanying the lecture series will be a Community Reading project.
- A UM Art Museum/Natural History Exhibit Museum exhibit: a photographic portrait of energy in society
- Commission an original theater production on a theme of energy and the social perspective.
- Undergraduate writing prize on the theme of social aspects of energy.
- Explore the creation of a student-created "Energy Café" focused on the social-cultural aspects of energy."
- Create a student "University President's Society for the future of energy and society".
- Incentives for LSA social science departments for (mini)-courses on aspects of energy and innovation diffusion.
- University-wide competition on finding innovative ways that the university, or units within it, can use energy more efficiently.

Fall Academic Term 2008 Theme Semester Courses

This list is subject to change by the Assistant Dean for Undergraduate Education. This course list reflects information available at the time of publication. Please check the online *LSA Course Guide* for an updated list.

Not all courses listed below are open to First-Year students.

AOSS 105 / CHEM 105 / ENSCEN 105 / ENVIRON 105. Our Changing Atmosphere. (3). (NS).

AOSS 171 / BIOLOGY 110 / ENSCEN 171 / ENVIRON 110 / GEOSCI 171. Introduction of Global Change: Physical Processes. (4). (NS).

ARCH 423 / ENVIRON 370 / UP 423. Introduction to Urban and Environmental Planning. (3).

BIOLOGY 110 / AOSS 171 / ENSCEN 171 / ENVIRON 110 / GEOSCI 171. Introduction of Global Change: Physical Processes. (4). (NS).

CHEM 105 / AOSS 105 / ENSCEN 105 / ENVIRON 105. Our Changing Atmosphere. (3). (NS).

CMLXSYS 250. Social Systems and Energy. (3).

CMLXSYS 281 / POLSCI 281. Applied Complex Systems: Emergent Challenges. (4).

ECON 431. Industrial Organization and Performance. (3).

ECON 462. The Economics of Development II. (3).

EDCURINS 382 / ENVIRON 382. Introduction to Environmental Education for Sustainable Development. (3).

ENSCEN 105 / AOSS 105 / CHEM 105 / ENVIRON 105. Our Changing Atmosphere. (3). (NS).

ENSCEN 171 / AOSS 171 / BIOLOGY 110 / ENVIRON 110 / GEOSCI 171. Introduction of Global Change: Physical Processes. (4). (NS).

ENVIRON 105 / AOSS 105 / CHEM 105 / ENSCEN 105. Our Changing Atmosphere. (3). (NS).

ENVIRON 110 / AOSS 171 / BIOLOGY 110 / ENSCEN 171 / GEOSCI 171. Introduction of Global Change: Physical Processes. (4). (NS).

ENVIRON 139. First-Year Seminar in the Environment. (3). (ID).

Section 003 – Environmental Literature
Instructor: Murphy, Virginia E

Section 020 – Environment, Religions, Spirituality and Sustainability
Instructor: Crowfoot, James E

ENVIRON 270. Our Common Future: Ecology, Economics & Ethics of Sustainable Development. (4).

ENVIRON 302. Topics in Environmental Social Science. (3-4).

Section 001 – Land Use Law

ENVIRON 320. Environmental Journalism: Reporting About Science, Policy, and Public Health. (3).

ENVIRON 360 / PSYCH 384. Behavior and Environment. (3).

ENVIRON 367. Global Enterprise and Sustainable Development. (3).

ENVIRON 370 / ARCH 423 / UP 423. Introduction to Urban and Environmental Planning. (3).

ENVIRON 380 / GEOSCI 380. Mineral Resources, Economics, and the Environment. (4). (NS).

ENVIRON 382 / EDCURINS 382. Introduction to Environmental Education for Sustainable Development. (3).

GEOG 201 / ENVIRON 209 / GEOSCI 201. Introduction to Physical Geography: The Earth System. (4). (NS).

GEOSCI 102. Energy from the Earth. (1). (NS).

GEOSCI 107. Volcanoes and Earthquakes. (1). (NS).

GEOSCI 148. Seminar: Environmental Geology. (3). (NS).

GEOSCI 171 / AOSS 171 / BIOLOGY 110 / ENSCEN 171 / ENVIRON 110. Introduction of Global Change: Physical Processes. (4). (NS).

GEOSCI 201 / ENVIRON 209 / GEOG 201. Introduction to Physical Geography: The Earth System. (4). (NS).

GEOSCI 208. Hot Topics in the Earth Sciences. (1). (NS).

Section 001 Instructor: Walter, Lynn M

GEOSCI 380 / ENVIRON 380. Mineral Resources, Economics, and the Environment. (4). (NS).

GEOSCI 497. William T. Smith Lecture Seminar. (1).

HISTORY 197. First-Year Seminar. (3). (HU).

Section 004 – United States Environmental History
Instructor: Deloria, Philip J

HISTORY 396. History Colloquium. (4).

Section 003 - Global Nuclear Proliferation
Instructor: Hecht, Gabrielle

NRE 574 / PUBPOL 519 / RCNSCI 419. Sustainable Energy Systems. (3).

POLSCI 281 / CMLXSYS 281. Applied Complex Systems: Emergent Challenges. (4).

POLSCI 495. Undergraduate Seminar in Political Theory. (3).

Section 001 – Population, Equity and Environmental Change

PSYCH 384 / ENVIRON 360. Behavior and Environment. (3).

PUBPOL 519 / NRE 574 / RCNSCI 419. Sustainable Energy Systems. (3).

RCNSCI 419 / NRE 574 / PUBPOL 519. Sustainable Energy Systems. (3).

SOC 295. Topics in Sociology. (3).

Section 001 – Tipping Points, Bandwagons, and Cascades: Individual Behavior and Social Dynamics
Instructor: Bruch, Elizabeth Eve

SOC 595. Special Courses. (3).

Section 006 – Emerging Democracies
Instructor: Kennedy, Michael D

UP 423 / ARCH 423 / ENVIRON 370. Introduction to Urban and Environmental Planning. (3).

Introduction To Course Listing Notations

The Fall Term *First-Year Course Guide* is published by the Office of LSA Advising Technology, College of Literature, Science, and the Arts, University of Michigan, G255 Angell Hall, Ann Arbor, Michigan 48109-1003.

An accurate and current course description helps students in their academic planning. Descriptions are published in the online LSA Course Guide (www.lsa.umich.edu/cg). They are prefaced with the course number, title, prerequisite(s), and other information from wolverineaccess and the College's course database.

Descriptions generally begin with a statement of the subjects (topics, themes, methods, and include any recommended special background that is not already listed in the course prerequisite). Instructors usually indicate the basis of student evaluation (exams, papers, etc.); the texts which will be required; and the method(s) of instruction (lecture, lab, discussion).

University Online Schedule of Classes. The online *Schedule of Classes* (www.umich.edu/~regoff/schedule/) is refreshed nightly. Wolverine Access (wolverineaccess.umich.edu) has real time course and class information. All students, faculty, and staff are encouraged to use Wolverine Access to obtain the most accurate, up-to-date class meeting information.

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 First-Year Writing 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 graduate student instructors (GSIs). The presence of GSIs 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.

Key to Course Listings

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

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

Course titles appear in boldface after the catalog number.

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

Prerequisites are of three types:

- **Courses.** Unless otherwise stated, the phrase "or equivalent" may be considered an implicit part of the prerequisite for any course. When a student has satisfactorily completed a course(s) at the required level of competency and when that course is believed to be substantially equivalent to one listed as a prerequisite, the student must consult the instructor or department. If equivalency is determined to have been satisfied, election may be approved by issuance of electronic permission.
- **Class standing** (*first year, sophomore, junior, senior*). A course might be appropriate for "first and second year students only," or for "juniors and seniors."
- **Permission of instructor.** The phrase "or permission of instructor" may be considered an implicit part of the statement of prerequisites for any course. When permission is a stated requirement, or when a student does not have the stated prerequisite for a course but can give evidence of sufficient background, the student should obtain approval from the instructor or department concerned and an electronic permission issued.

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

Area distribution designation is approved by the LSA Curriculum Committee on a yearly basis. A course may be approved with the designation natural science (*NS*), social science (*SS*), humanities (*HU*), mathematical and symbolic analysis (*MSA*), creative expression (*CE*), interdisciplinary (*ID*). *Courses without one of these designations may not be used toward Area Distribution.*

Courses meeting certain college requirements are so listed. Language other than English (*Lang Req*) courses may be used toward meeting the Language Requirement. The First-Year Writing Requirement may be met by courses designated (FYWR). Courses approved with the designation "Lang Req" or "FYWR" may not be used as part of an area distribution plan. (*BS*) means that the course may be used toward the 60 approved credits required for the B.S. degree. Courses meeting or partially meeting the Quantitative Reasoning requirement are designated (*QR/1*) or (*QR/2*). Courses with standard approval for meeting the Race & Ethnicity (*R&E*) requirement are so indicated. Other courses may meet the R&E or QR requirements on a term-by-term basis and are listed on the LSA website (<http://www.lsa.umich.edu>)

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

Repetition of a course that varies in content from term to term is permitted only under certain conditions. When a department or program has a policy about the repetition of a course for credit, that policy is included in the course listing. In all other instances, a student must get permission from both the department or program and the Academic Standards Board to repeat a course for credit. Generally, a course may be elected for credit once only.

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

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

AAPTIS (Arabic, Armenian, Persian, Turkish, and Islamic Studies)

AAPTIS 100 / ACABS 100 / HISTORY 132 / HJCS 100. Peoples of the Middle East.

(4). (HU). *May not be repeated for credit. Taught in English.*

Section 001 — Issues in Race & Ethnicity.

This course will survey Middle Eastern political, social, and cultural history from Sumer (3000 BC) to Khomeini's Iran (1979-89). The lectures, readings, and visuals (web, movies, slides) are all geared towards providing the student with a sense of the nature of authority, political and cultural styles, the fabric of society, attitudes and behaviors, heroes and villains, that are and were part of the heritage of those peoples who lived in the lands between the Nile and Oxus rivers, generally referred to as the Middle East. Throughout the academic term you will have four quizzes, a midterm, and a cumulative final exam. A one-page synopsis of your readings will be due weekly for your discussion section.

Instructor: Beckman, Gary M

AAPTIS 101. Elementary Modern Standard Arabic, I.

(5). *May not be repeated for credit.*

This is the first of a two-term sequence in elementary Arabic. It is designed for concentrators and those who need Arabic to satisfy the language requirement. It provides an introduction to the phonology and script of Modern Standard Arabic and its basic vocabulary and fundamental structures. It offers combined training in listening, speaking, reading, and writing. There will be a focus on simple interactive communicative tasks involving teacher-student, student-student, and group interactions. Reading and cultural skills are developed through simple short texts and situational dialogues. There will be daily written assignments involving supplying answers to certain drills and questions on reading comprehension passages, filling out forms, and writing short messages and paragraphs. Evaluation will be based on class participation, weekly quizzes and tests, and a final exam. Regular use of the language laboratory or recorded tapes for home use is required to reinforce class work and also to do the recorded assignments.

Textbooks:

1. *Arabic Sounds and Letters. A Beginning Program Course*, by R. Rammuny (Textbook and Manual).
2. *Al-Kitab*. Part One, by K. Brustad *et al.* (Lessons 1-10).
3. Hans Wehr's *Dictionary of Modern Written Arabic*

Instructor: Bardenstein, Carol B

AAPTIS 141. Elementary Persian, I.

(4). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 143. F.*

This is an elementary level course emphasizing oral fluency, reading comprehension and written expression. The objectives of this course are to work with the students in a lively and an interactive environment to:

- Communicate and converse in Persian (Farsi) on a variety of daily and common topics.
- Develop elementary level reading skills.
- Write elementary, narrative style, paragraphs, and simple correspondence and/or memoirs, coherently and with reasonable accuracy.
- Acquire and develop cultural awareness through readings, class discussions, presentations and films, picture books, *etc!*

Instructor: Aghaei, Behrad

AAPTIS 151. Elementary Turkish, I.

(4). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 155. F.*

Basic Turkish conversation for common and unexpected survival situations. Reading beyond the elementary level to prepare students to conduct research in Turkish. Writing based on conversation and readings. Basic grammar required for all skills. In terms of the Provisional Proficiency Guidelines for Turkish of AATT (American Association of Teachers of Turkic languages), this course aims to bring students to the mid-intermediate level in listening, speaking, reading, and writing. Some course materials are provided through our Turkish Studies website at www.umich.edu/~turkish

Instructor: Er, Mehmet Sureyya

AAPTIS 153. Elementary Uzbek, I.

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

Elementary Uzbek I introduces the literary language, covering pronunciation, grammar, syntax, reading, and writing, as well as culture and daily life of the Uzbeks.

This course will be offered via live video-conferencing from Indiana University through the CIC CourseShare program in which LSA participates.

The instructor is Malik A. Hodjaev, lecturer of Uzbek language in IU's Department of Central Eurasian Studies.

The class schedule will correspond to the IU academic calendar; therefore, the first day of class will be Sept. 1, 2008, and the final exam will be held on Friday, December 19, 2008 from 12:30-2:00 pm.

Instructor: Northrop, Douglas Taylor

AAPTIS 200 / ACABS 200 / HJCS 200 / RELIGION 201. Introduction to World Religions: Near Eastern.

(4). (HU). *May not be repeated for credit. F.*

This course serves two main functions: the first of these is to provide an introductory sense of what is involved in the academic study of religion; the second, which will occupy almost the whole term, is to introduce the major religious traditions of the Near East, with emphasis on the development and major structures of Israelite Religion, Judaism, Christianity, and Islam. The course will keep two foci in view: one will have to do with the historical development of these religious traditions, their sacred texts and major personalities; the second will involve a comparative view of these traditions by analyzing their sense of the sacred in space, time, and text, their views on holy people. This is an introductory course: it is not necessary for students to have any previous experience in the study of religion. The course consists of three weekly lectures and a discussion group. Writing for the course typically involves an essay, a midterm, and a final exam.

Instructor: Williams, Ralph G

AAPTIS 269 / HISTORY 278. Introduction to Turkish Civilizations.

(4). (HU). *May not be repeated for credit. Taught in English.*

This lecture-and-discussion course will teach the basic features of Turkish civilizations from the earliest time in the 6th century to the 20th century, from the viewpoint of cultural history. We will discuss the issue of bonds between the Turkish peoples on both the linguistic and on the cultural level. Besides an overview of the history of Turkish Empires with a special focus on the Ottoman Empire, emphasis will be placed on common cultural elements. These include tribal origins and tribal life, myths of origins as preserved in the epic literature, religious developments from "shamanism" to monotheistic religions, as well as aspects of material culture and arts.

Regular attendance and participation in the discussions, a midterm paper and a final paper will determine success in this course.

Textbook: Carter Findley: *The Turks in world history*. New York : Oxford University Press, 2005.

More (mandatory) readings will be made available through a course website (tba).

Instructor: Hagen, Gottfried J

AAPTIS 274 / ARMENIAN 274. Armenia: Culture and Ethnicity.

(3). (HU). May not be repeated for credit. Taught in English.

Section 001 — Issues in Race & Ethnicity.

This course will explore various aspects of the Christian Armenian identity, from the earliest times to the 1990s, against a historical and political background, with a greater emphasis on the more modern times. It will highlight the formation of the Armenian self-image; its principle features (political, religious, cultural); and its historical evolution in a multi-religious and multi-national region that has undergone territorial and cultural transformations and has experienced many conflicts, at times deadly, resulting from the clash of national-ethnic identities and aspirations, governed and driven by oppression, distrust, religious and cultural intolerance, and aggressive political designs to name but a few. There will be class discussions. Students will be required to write one short term paper (5-7 pages long) and a final paper (8-10 pages long) reflecting research on a selected topic.

Instructor: Bardakjian, Kevork B

AAPTIS 289 / ASIAN 289 / HISTORY 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia.

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

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and Southeast Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars.

Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

Instructor: Northrop, Douglas Taylor

AAPTIS 291. Topics in Arabic, Armenian, Persian, Turkish and Islamic Studies.

(3). May be repeated for a maximum of 6 credits. May be elected more than once in the same term.

Section 001 — Muslim Women's Writings.

Through reading Muslim women's writings written in English or in translation, this course situates Muslim women as complex, multi-dimensional actors engaged in knowledge production, self-representation, and feminist struggles. We will begin with unpacking the title of this course, discussing the act of writing (oral vs. textual transmission of knowledge, the control of technologies of writing, literacy, ...) and the ways in which being a Muslim and a woman impacts it. We will read various writings by Muslim women (memoirs, poetry, blogs, ...) discussing issues such as: family, gender, sex, class, veil, the regulatory discourse of sexual practices and body politics, identity, nation, femininity, power, authority and patriarchy, as well as assertion of power through mystical experiences, rituals, and prayer. Students will gain competence in analytical reading and writing as well as in the pertinent use of feminist and womanist theories to examine concrete issues that mobilize concepts of sex, gender, and religion in relation to writing.

ACABS (Ancient Civilizations and Biblical Studies)

ACABS 100 / AAPTIS 100 / HISTORY 132 / HJCS 100. Peoples of the Middle East.

(4). (HU). May not be repeated for credit. Taught in English.

Section 001 — Issues in Race & Ethnicity.

This course will survey Middle Eastern political, social, and cultural history from Sumer (3000 BC) to Khomeini's Iran (1979-89). The lectures, readings, and visuals (web, movies, slides) are all geared towards providing the student with a sense of the nature of authority, political and cultural styles, the fabric of society, attitudes and behaviors, heroes and villains, that are and were part of the heritage of those peoples who lived in the lands between the Nile and Oxus rivers, generally referred to as the Middle East. Throughout the academic term you will have four quizzes, a midterm, and a cumulative final exam. A one-page synopsis of your readings will be due weekly for your discussion section.

Instructor: Beckman, Gary M

ACABS 101. Elementary Classical Hebrew I.

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

The purpose of this and the complementary course, ACABS 102 Elementary Classical Hebrew II (Winter Term), is to equip the beginning student with the basic tools necessary for reading the Hebrew Bible. The course will introduce the student to the grammar of biblical Hebrew; its phonology (the study of speech sounds), morphology (the study of word formation), and syntax (the study of phrase and sentence formation). In addition to mastering the grammar, the student will need to acquire a sizable working vocabulary of the language, as competency in grammar and lexicon best facilitates the goal of reading the biblical text. The grading will be based on corrected daily assignments (*i.e.*, the textbook exercises), 13-14 announced quizzes (with one class day advance notice), a final comprehensive exam, as well as attendance and participation. The daily assignments will comprise 25% of the grade, the ten best quizzes, 25%, the final exam, 25%, and attendance and participation, 25%.

Instructor: Schmidt, Brian B

ACABS 200 / AAPTIS 200 / HJCS 200 / RELIGION 201. Introduction to World Religions: Near Eastern.

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

This course serves two main functions: the first of these is to provide an introductory sense of what is involved in the academic study of religion; the second, which will occupy almost the whole term, is to introduce the major religious traditions of the Near East, with emphasis on the development and major structures of Israelite

Religion, Judaism, Christianity, and Islam. The course will keep two foci in view: one will have to do with the historical development of these religious traditions, their sacred texts and major personalities; the second will involve a comparative view of these traditions by analyzing their sense of the sacred in space, time, and text, their views on holy people. This is an introductory course: it is not necessary for students to have any previous experience in the study of religion. The course consists of three weekly lectures and a discussion group. Writing for the course typically involves an essay, a midterm, and a final exam.

Instructor: Williams, Ralph G

ACABS 221 / RELIGION 280. Jesus and the Gospels.

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

The course focuses on the founder of Christianity, Jesus son of Joseph (Joshua bar-Yosef), as an historical character. By examining all extant historical sources (Jewish, Christian, and Pagan), the course offers a critical reconstruction of the major stages of the life and deeds of the prophet from Nazareth, from his birth under Herod the Great to his death and crucifixion under Pontius Pilate, within the diverse world of Second Temple Judaism. The course also explores the way in which the figure of Jesus has been reinterpreted over the centuries within the Christian, Jewish, and Muslim traditions, as well as his numerous portraits in the arts, involving the students in a multimedia experience of theater, fine arts, and music (Gospel music, and operas like *Amahl* and the *Night Vision* by Menotti as well as musicals like *Jesus Christ Superstar* and *Godspell*). Particular emphasis is placed on a detailed analysis of the many movies on Jesus, from Zecca-Noguet (1905) to DeMille (1927), Ray (1961), Pasolini (1966), Scorsese (1988), and Gibson (2004). The format of the course consists of two lectures per week by the instructor and a weekly discussion session conducted by a GSI. The course grade will be based upon daily assignments and attendance; midterm(s) and final exam.

ACABS 281. Ancient Egypt and its World.

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

What was the world of the ancient Egyptians? ACABS 281, "Ancient Egypt and its World," is an undergraduate introductory survey of ancient Egyptian culture and history, with the objective that students gain a basic understanding of the ancient Egyptian world. There are no prerequisites, and the course is intended for students with no background in the subject, as well as for students with prior coursework on ancient Egypt. Through lectures, films, and demonstrations, the student will gain an overview of the main periods and trends in ancient Egyptian political history and material culture, as well as an understanding of Egyptian society, religion, and literature. Other topics will include notions of kingship; the status of women; attitudes towards death and strategies for denying it; contacts and relationships with the "outside" world; principal types of archaeological sites; and hieroglyphs, the sacred script of the ancient Egyptian writing system. Also considered will be the perception and representation of Egypt in modern film, fiction, and the press. We will visit the Kelsey Museum of Archaeology, to see the material remains of Egyptian culture firsthand.

Requirements: attendance in all lectures and discussion sections is mandatory.

Grading: three exams worth 30% each; participation in discussion section 10%.

Required reading will include a textbook and a collection of ancient literature (to be purchased), as well as additional materials placed on CTools throughout the academic term.

Instructor: Richards, Janet E

AMCULT (American Culture)

AMCULT 100. Rethinking American Culture.

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

What is an American? Who decides, and on what basis? Why does it matter? This course will consider various answers proposed to

these deceptively simple questions from the early days of the American republic to the present. Through critical readings of literature, law, journalism, memoir, music, film, and popular culture from different eras that address the subject of Americanness, we will explore the central elements affecting the ongoing transformation of American identity (or identities). We will see that changing concepts of race, ethnicity, religion, gender, sexuality and class have in turn shaped American cultural identity as imagined and enacted. Our overall objective will be to deepen our understanding of why this has been and still remains a matter with far-reaching political, economic, social, and personal implications.

Instructor: Daligga, Catherine Elizabeth

AMCULT 102. First Year Seminar in American Studies.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (SS). May not be repeated for credit.

Section 001 — Sports Culture.

This seminar examines the role of sports culture in the social and political construction of individual and collective American identities. Special attention will be given to issues of power, and race, gender, sexuality, class, and nationalism. Readings and films will cover contemporary and historical issues in baseball, basketball, football, boxing, and cheerleading.

Instructor: Diaz, Vicente M

Section 002 — American Culture & Globalization.

This course will introduce students to a wide variety of approaches to studying how globalization has transformed American culture, as well as the ways in which American culture has circulated globally. As the dominant global power through much of the twentieth century, the United States has been particularly influential in shaping processes of globalization, and American culture has circulated widely and through multiple processes; from Hollywood films, to government sponsored cultural and sports programs and military interventions, to corporate and private initiatives. We will examine how American culture has interacted with nations and cultures abroad. A primary goal of the course is to introduce students to a wide variety of perspectives on globalization. Another goal is to explore multiple research methods for approaching topics of globalization. We will critically examine and use the web as an important tool for our investigations along with on-line and traditional archival collections.

Instructor: Von Eschen, Penny M

AMCULT 103. First Year Seminar in American Studies.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit.

Section 002 — Interracial America.

This course will examine the interaction between different racial groups in the U.S. from the 19th century to our present moment. Conventionally, such studies focus solely on the relationship between African Americans and whites, relying on the hackneyed Black-white paradigm of U.S. race relations. This seminar explodes that dichotomy, searching for a broader historical model, which includes yellow, brown, red, and ethnic white.

- In other words, how did African Americans respond to the internment of Japanese Americans?
- What made desegregation cases like Mendez v. Westminster important precedents in the run-up to Brown v. Board of Education?
- What is a "model minority," and why did Asians inherit the mantle from Jews?
- What is a "protest minority," and why were Blacks and Jews labeled as such during the Civil Rights Movement?
- What is the relationship among Black Power, Yellow Power, the American Indian Movement, and Chicano Power, if any?

We will critically interrogate the history of contact that exists between and among these diverse "groups," and whether conflict or confluence dominates their interaction. If conflict, what factors have prevented meaningful alliances? If confluence, what roles

have these groups played in collectively striving for a multiracial democracy?"

Instructor: Briones, Matthew M

Section 003 — Mexicans in the U.S.: Unity and Diversity.

This first-year seminar introduces students to the historical challenges faced by people of Mexican descent in the United States. We will discuss the social, economic, and political changes that influenced the day-to-day life of Mexicans/Mexican Americans. To organize the class, we will question the meaning of a racialized Mexican identity in the United States. This class will highlight the racial, class, gender, and sexual diversity within the Mexican-American community. We will consider how different groups of Mexicans have historically understood these ideas and their relationships to other Americans and other Latino groups. Part of our work will also consider Chicano history's political and intellectual underpinnings as an academic discipline.

Instructor: Mora, Anthony P

AMCULT 204. Themes in American Culture.

(3). (HU). May be elected twice for credit. May be elected more than once in the same term.

Section 001 — Spoken Word Poetry.

Learn the art of performance poetry and spoken word! Each week, we will read contemporary poetry, or watch performances of local and nationally-known spoken word artists, and study the phenomena of Poetry Slam competitions in America. Students will also engage in creative exercises to empower the artist in all of us. No previous poetry experience necessary, although one should have an appreciation for poetry and/or performance. This course will be an opportunity for students to develop their own creative projects, which will contribute to the field of spoken word. For the term project, students will produce a spoken word event and/or poetry publication.

Instructor: Lawsin, Emily P

Section 003 — History of College Athletics.

We've become so accustomed to watching nationally televised football and basketball games played before packed stadiums on college campuses, we rarely stop to wonder how this institution ever came into being. No other nation, not even Canada, takes college sports seriously. Why do we?

This course will develop the central theme that the marriage between university academics and athletics was not inevitable, but has thrived due to the efforts of a few fascinating personalities — three of the most important of whom served as athletic directors at the University of Michigan — at a few crucial junctures. We will also explore how African-Americans and women changed the sports landscape forever, and vice versa. College athletics today is more than a multi-billion dollar industry; it is a quintessential part of American culture.

This course should be innately interesting to many students, but students should know the reading list is extensive, the assignments substantial, and the expectations of attendance, punctuality and professional conduct very high.

Instructor: Bacon, John U

AMCULT 205. American Cultures.

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

Section 001 — Native American Literature.

In this class, we will study the oral and written literatures of the Native American Indian culture of the Great Lakes area — emphasizing memoirs, essays, fiction, poetry, drama, and film of the twentieth and twenty-first centuries — examined within their cultural and historical contexts. We will read and become familiar with a range of oral traditional and 19th-, 20th-, and 21st-century texts by Anishinaabe authors.

This class will promote an understanding of the ways in which the ongoing legacy of colonialism has impacted all Native peoples, especially the Anishinaabeg, and it will explore current debates and issues in the field of Native American, Algonquian, and Anishi-

naabe/Ojibwa studies. Students will be encouraged to become better world citizens through the development of critical thinking skills about cross-cultural issues. Students will also examine how texts were read in their contemporary contexts, as well as the interpretive questions that they present for readers today. The primary goal of this class is to introduce students to the rich literary legacy of this place and the people who have known it for thousands of years.

Instructor: Noori, Margaret Ann

Section 002 — Muslims in America.

This course focuses on the realities, experiences and outlooks of Muslim Americans in the United States. We will explore the complexity of Muslim American identity through its institutions such as mosques and religious and community schools, as well as cultural, artistic expressions, including music, song and literature. We will also examine Muslim American communities within the prevalent framework of identity politics, looking at differences between converted and born Muslims, the nature of their political consciousness and activism, and responses to political racism against Muslims, particularly but not exclusively in the aftermath of September 11th, 2001.

Instructor: Hassounah, Rima Saudi

Section 003 — The Rise and Fall of the American Sports-writer.

Sports do not exist in a vacuum. In America, arguably more than in any other society, sports have reflected our values and our times, and quite often, have actually served as the catalyst for sweeping changes — witness Jackie Robinson. As a result, the messengers of this medium — in this case, the sportswriters and broadcasters — have taken on a vital role. "The Rise and Fall of the American Sportswriter" will examine five phases to explain the vital role sportswriters played in the crucial early years of American sport, and how that role has grown and changed, right up to the present day. You do not need to be interested in sportswriting or even sports to succeed in this course. You need only care about American culture and good story telling, and be willing to meet a very high level of professional conduct.

Instructor: Bacon, John U

AMCULT 206. Themes in American Culture.

(3). (SS). May be elected twice for credit. May be elected more than once in the same term.

Section 001 — AIDS and America.

This is a truly interdisciplinary course, working with materials from the natural and social sciences and the arts and humanities. We will deal with a wide range of subjects from the biology of HIV and the medical treatment of AIDS to the politics and sociology of a worldwide epidemic and the nature of artistic creations in the midst of a terrible epidemic. Students will write papers, do class projects, and participate in discussions. There will be frequent quizzes. Class attendance is required.

Attendance at the first class of the semester is mandatory. No overrides will be issued after the first day of classes.

Instructor: Meisler, Richard A

AMCULT 207. Periods in American Culture.

(3). (SS). May be elected twice for credit. May be elected more than once in the same term.

Section 001 — Religion in American Public Life.

Despite the First Amendment guarantee of freedom of (and from) religion, the role of religious faith and practice in shaping the American political and cultural environment has been enormously important and perennially contentious. Almost every significant contemporary controversy one can name, from abortion to same-sex marriage, from civil rights to the teaching of evolution, has been sustained by people who claim religious principles in support of their positions. At the same time, the practice of religion in America has itself been influenced, even limited, by the civic institutions that regulate public life.

Our investigation of religious expression in the American public square will address the impact of some notable declarations of faith as well as the consequences of some raw struggles over power and access to resources. Following a review of the foundational legal doctrines that have shaped the development of the church-state relationship, for the sake of historical perspective, we will consider several key events that have helped define and maintain a workable compromise among what are generally irreconcilable systems of belief. In applying the insights derived from these examples to current hot-button topics, we will see that drawing distinctions between private beliefs and public policies is a complicated process, often producing inconclusive results that lead to new and similarly challenging questions.

Readings will be drawn from both primary sources (*e.g.*, legal opinions; correspondence; interviews and reportage) and secondary ones (*e.g.*, historical and legal commentary). Assignments will include in-class exams and quizzes, bi-weekly reading responses via CTools, and a group research project.

Instructor: Daligga, Catherine Elizabeth

AMCULT 209. History of American Popular Music.

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

America has never been without popular music. The earliest settlers brought with them songbooks and the broadside tradition, and popular song was often one of the main ways of describing the myths and dreams of America, while at the same time reflecting its history. As America became industrialized, popular music, both sacred and secular, played an increasingly important role in American society. This course traces the history of American Popular Music from its earliest days through contemporary genres. Students listen to, watch, and analyze popular music from its context, styles, and forms, as well as the way(s) these relate to the American Experience.

Intended audience: Undergraduates in general.

Course Requirements: 3 quizzes, midterm (essay), final exam (essay), final paper (min 1500 words)

Instructor: Conforth, Bruce M

AMCULT 213. Introduction to Latina/o Studies.

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

Born in the wake of struggles for social justice and educational equity of the 1960s, Latina/o Studies is a critical practice as varied as the group it seeks to represent. Latina/o Studies offers an interdisciplinary approach to the study of Puerto-Rican, Chicano, Cubano, Caribbean, Central-American, and Latin-American communities in the U.S. Latina/o Studies deploys the disciplines of history, literary studies, anthropology, sociology, political science, media studies, and law among others in its exploration of the lives and histories of these communities. Latina/o Studies offers a rubric for understanding not only the interconnections among these diverse communities but also the differences that sometimes divide them. This course will introduce students to the many practices of Latina/o Studies, by giving them the opportunity to meet and learn more about scholars engaged in this field of study. The class will consist of a series of lectures and projects designed in conjunction with scholars, activists, and cultural practitioners working in different areas of Latina/o Studies at the University of Michigan and beyond.

Instructor: Cotera, Maria E

AMCULT 214. Introduction to Asian/Pacific American Studies.

(3). (ID). (R&E). *May not be repeated for credit.*

This course examines the long history and diverse experiences of Asian Americans in the United States. Starting with their immigration in mass numbers in the mid-1800s, Asian Americans have made major contributions to U.S. history, culture, and society. Despite this fact, Asian Americans are still viewed as "foreigners" in the U.S. This course will review the Asian-American experience

from the mid-19th century to the present and analyze course topics such as anti-Asian immigration and legislation; the "model minority" stereotype and achievement; community activism and political movements; ethnic identity formation and acculturation; pan-ethnic, interracial and multiracial communities and relations; popular culture and mass media representation; and, emotional health, help-seeking, and service delivery.

Instructor: Stillman, Amy K

AMCULT 217. Introduction to Native American Studies — Humanities.

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

This course will give students an overview of many aspects of Native-American culture, including Pre-Columbian lifestyles and gender roles, religion, literature, Native-American identity, attempts and resistance to forced assimilation, and struggles for sovereignty. Themes of colonialism and its impact on Native Americans are featured throughout. The course emphasizes the diversity of Native-American communities, and seeks to broaden students' understanding of Native Americans beyond the image of Plains Indians on horseback. As the course name implies, the topics will be covered in a way that emphasizes breadth, rather than depth, whetting students' appetite for the advanced courses in these areas offered through the Program in American Culture. Guest lecturers from within the Program will introduce students to the ideas and styles of other professors, allowing them to sample courses that they may wish to take in the future from these professors. Students will be required to provide approximately 12 pages of polished writing, complete a midterm and final exam, and participate in class discussions during sections.

Instructor: Daubemier, Judith Marie

AMCULT 219. Survey of American Folklore.

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

This course is a survey of the unofficial culture that has helped shape the American experience, with special emphasis on oral literature, conventional belief, and traditional lifeways. Together we examine various forms of folklore: from the tales of witches and devils that preoccupied the 17th century to the urban legends of "vanishing hitchhikers" of today. The course will feature special sections on dance, material culture, and folk music — especially the emergence of the blues as a musical force. This course helps us understand what it is to be "American" and how we define that status through our traditions and beliefs.

Intended audience: Undergraduates in general.

Course Requirements: 3 quizzes (essay), final essay exam, collection project (1500-word essay, collection items, transcriptions, etc.)

Class Format: Students are expected to attend two 1.5 hour lecture sessions each week.

Instructor: Conforth, Bruce M

AMCULT 222. Elementary Ojibwe I.

(3). *May not be repeated for credit. May not be included in an academic minor in Native American Studies. F.*

The course will serve as an introduction to Anishinaabe language and culture. This course is for students who have no previous knowledge of the tribe as well as tribal members interested in learning more about their culture and language. Because Ojibwe is an endangered language, it is of utmost importance that we make sure the language is learned and used. This is a beautiful language with much to teach about living in this place. It deserves to be revitalized for future generations.

After completing AMCULT 222 students should be able to use Ojibwe to:

- Respond to and initiate simple statements and commands such as greetings and introductions.
- Understand 250 — 500 words.
- Express reactions and courtesy phrases.

- Express likes and dislikes.
- Describe actions, people, places and things using short phrases.
- Be able to read standardized orthography with correct pronunciation.
- Recognize key characters and events found in traditional stories.
- Know the basic chronological history of the Anishinaabe in the U.S. and Southern Ontario.

AMCULT 226 / HISTORY 226. The Latin Tinge: Latin Music in Social Context in Latin America and the U.S.

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

This is a pilot course that experiments with multimedia lectures and podcasting as ways to introduce the social history of key Latin musical styles. Students download listening and video-viewing assignments to their computers or MP3 players, and write about both these assignments as well as their assigned readings. Listening and viewing is paired with analysis of the social contexts and social meanings of musical production and consumption. Students consider how "Latin" musics emerged from persecuted Afro-diasporic musical styles into (often shallow) celebrations of mixed national identity. They will see how music is entangled in the international interplay between colonizing audiences and exotic racial others, but is often also a basis for interchange in a Black Atlantic and oppositional social identity among Latino migrants in the United States. In short, viewing Latin music in social context means thinking about music as a complicated site for the working out of colonialism, international cultural markets, race, and ethnicity.

Instructor: Hoffnung-Garskof, Jesse E

AMCULT 231. Visual & Material Culture Studies.

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

We are living in a material and, increasingly, visual world. Every object you encounter and every image you see is shaped by powerful cultural ideologies — ideas about power and race and gender and class and nation. This class will explore the objects and images of our daily lives as puzzles rich with cultural codes for us to discover and unpack.

Students will be asked to think about how photographs, maps, paintings, graffiti, architecture, monuments, billboards, museums, movies and more — as fundamental elements of our visual and material world — construct and convey meaning. Students will be asked to think about ubiquitous visual and material signs as sites of essential forms of cultural knowledge. They will be asked to develop analytical tools for understanding these signs and to create some signs of their own.

Students will write two papers and produce two visual projects.

Instructor: Hass, Kristin Ann

AMCULT 240 / WOMENSTD 240. Introduction to Women's Studies.

(4). (HU). (R&E). *May not be repeated for credit.*

This course provides an introduction to the feminist scholarship about women and gender. We explore how women's lives differ across social categories such as race, class, sexual orientation, and age, with an emphasis on women in the United States today. Readings are drawn from both the humanities and social sciences to familiarize students with key questions, theoretical tools, and issues within Women's Studies. A variety of topics are covered, including: violence against women; women and work; reproductive justice. The course grade is based on short written assignments, a group project, exams, and participation in discussion.

Instructor: Metzl, Jonathan Michel

AMCULT 295 / WOMENSTD 295. Sexuality in Western Culture.

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

This course is an introduction to major concepts in the history and anthropology of sexuality, as well as an historical survey of important trends in the social organization of gender and sexuality in Western Culture beginning with ancient Greece. We continue through ancient Judaism and early Christianity, medieval courtly love, and 19th-century England and America. The last part of the course deals with 20th-century sexual modernism, ending with the Sexual Revolution and the backlash against it.

Instructor: Newton, Esther

ANTHRARC (Anthropology, Archaeological)

ANTHRARC 282. Introduction to Prehistoric Archaeology.

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

Is archaeology about hunting for lost treasure in exotic places? In Introduction to Prehistoric Archaeology, we examine what archaeology is by investigating the techniques, methods, and theories that archaeologists use to interpret the human past. We then explore what archaeologists have learned about the past through a 'greatest hits' tour of world prehistory, starting with the earliest humans through historic times. The course is specifically designed to be accessible to students regardless of their previous backgrounds in anthropology, but it will provide the foundation necessary for students who want to take more advanced courses in archaeology. The course format is lecture and weekly discussion sections. Students will be evaluated on take-home projects designed to help you think critically about archaeological evidence and two hourly exams.

Instructor: Speth, John D

ANTHRBIO (Anthropology, Biological)

ANTHRBIO 161. Introduction to Biological Anthropology.

(4). (NS). (BS). *May not be repeated for credit. Does not count toward Anthropology concentration requirements. F, W, Su.*

This course will examine the evolutionary foundations of human variability. For this purpose, the course will address the principles of human evolution, fossil evidence, behavior, and morphological characteristics of human and non-human primates. In addition, human inter-population differences and environmental factors that account for these differences will be evaluated. To accomplish this goal the lectures include multimedia information derived from film clips, slides, overhead illustrations, etc. During class, each student is expected to participate actively in the development of all the topics.

The lectures include multimedia information derived from film clips, Power Point lectures along with the resources given in Ctools, etc. This course will examine the evolutionary foundations of human past and present variability. The contents of this course are divided into four interrelated parts.

1. PART I. EVOLUTIONARY ROOTS. Focuses on:
 - a. The history of the development evolutionary theory from the theological phase to the scientific phase of Darwin and Mendel and how it became incorporated into the practice of anthropology;
 - b. The basic principles of cell biology including the principles of cellular and molecular genetics, Mendelian genetics of dominant and recessive discontinuous traits, sex linked recessive genes, autosomal traits, and inheritance of continuous traits; and
 - c. The application of Mendelian and population genetics to study the process of microevolution learned from observation and experimental studies of variability in animals and humans.

2. PART II. MACRO-EVOLUTION. This section examines:
- The roots of mammalian evolution beginning with the successful evolutionary adaptation of mammals that gave rise to the primates;
 - The variability and ecological adaptations of living primates;
 - The fossil evidence of the evolution of primates from their initial appearance to extant primates;
 - The role of food on the evolution of the primate omnivore digestive system.
3. PART III. HOMINID EVOLUTION. This section evaluates the fossil evidence of hominid evolution including:
- Evolution from the earliest hominoid-hominids to the anatomically modern *Homo sapiens*;
 - Peopling of the New World and hypothesis about the origin of the anatomically modern *Homo sapiens*;
 - Role of food on the evolution of human brain size; and
 - and the effects of bipedalism on childbirth and altricial development on the evolution of parental behavior of humans.
4. PART IV. HUMAN ADAPTATION AND BIOLOGICAL DIVERSITY. This part addressed the bio-cultural processes whereby humans have adapted to their current and past environments. It includes reviews of:
- Current views about human variability with reference to the concept of race and the general principles for the study of human adaptation;
 - The general characteristics of the life cycle and the influence of nutritional factors;
 - The physiological adaptive responses of contemporary population to hot and cold climates and the variability in body size and proportions in reference to climatic factors among contemporary and past populations;
 - the biological adaptation to high altitude environments;
 - the bio-cultural origins of individual and population differences in lactose digestibility and evolution of skin color; and
 - How humans are responding to the new and changing world environment, and the factors associated with globalization trend of obesity.

Instructor: Frisancho, Andres R

ANTHRCUL (Anthropology, Cultural)

ANTHRCUL 101. Introduction to Anthropology.

(4). (SS). (R&E). May not be repeated for credit. Does not count toward Anthropology concentration requirements. F, W, Sp.

Section 001. This introductory course examines 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 significance. The principal aim of the course is to help students develop a coherent view of the essential concepts and 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 integrate and interpret information, to evaluate conflicting claims about human nature and diversity, and to think critically. Topics covered include: the nature of culture; 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; and cultural dimension of economic development, contemporary social change, and globalization. Required readings come from one introductory text and additional paperback books. Lectures and discussion-recitation. Two objective exams (multiple choice 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 will assign quizzes, small

projects, and short papers.

Instructor: Kirsch, Stuart A

Section 026. This introductory course 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 integrate and interpret information, to evaluate conflicting claims about human nature and diversity, and to think critically.

Topics covered include: the nature of culture; 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-gender roles; economics, politics, and religion in global perspective; the arts; and medicine. Required readings come from one introductory text, a case studies book and additional paperbacks. Lectures and discussion-recitation. Three multiple choice exams each cover one-third of the course. The third exam is given on the last day of class. There will be several quizzes and short writing assignments due in section.

Instructor: Peters-Golden, Holly

ANTHRCUL 158. First Year Seminar in Cultural Anthropology.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (SS). May not be repeated for credit. May not be included in an Anthropology concentration.

Section 001 — Semiotics of Comedy.

Semiotics is the study of meaning. In this seminar we will explore how humor is meaningful, and to whom, to what ends. We will investigate the formal techniques of humor: how do comics work? When do they fail? At the same time, we will ask how humor resonates with political and social struggles. We will not limit our study to comics who write or perform in the U.S.; we will also explore comedy (subtitled or in translation) in other places, including the former Soviet Union, India, the UK, and others.

Instructor: Lemon, Alaina M

Section 002 — Cities and Communities in Films and Their Scores.

This course combines several approaches, drawing materials from urban and more broadly, cultural anthropology by focusing on cities and communities; media and visual anthropology, taking into account popular cultural forms and life ways as portrayed on the big screen; and musicology and film studies, asking how — and why — film scores are matched and used to evoke particular cinematic narratives. We will watch, read about, listen to and discuss a selection of films and consider the many ways in which, in them, music and images are arranged to convey meanings, symbols, places, cultural practices and political relations. Evaluations will be based on class participation, a short, autobiography about your personal history and relationship to film, a take-home midterm essay, and ongoing group projects organized around distinct film genres, culminating in a final collective paper and presentation.

Instructor: Hart, Janet Carol

Section 003 — Ecotourism and Trophy Hunting.

This course will consider the historical roots of today's rapidly changing nature and cultural tourism industries. We will review relevant theories and methods for the analysis of safari hunting, extreme adventure tourism, socially conscious and low ecological impact tourism, and participation in ritual practice. The course includes both films (streamed via CTOOLS) and assigned readings, and will work to instill critical reading and viewing skills. These assignments focus on practices of consumption by tourists, expectations and challenges among residents whom tourists visit, and power dynamics of tourist/local encounters. The final few weeks of

the seminar entails reading entire books, ethnographic monographs about these forms of tourism, each of which integrates history, social theory and political-economic analysis. Students will produce two papers for the course, counting for 30% and 40% of the grade, respectively. A presentation of one week's materials, and overall participation count for the remaining 30%.

Instructor: Hardin, Rebecca D

Section 004 — Venezuela and Nationalism.

This course examines central themes and representations of nationhood in Venezuelan history, from Simón Bolívar, independence hero, to Hugo Chávez, the current president. Together with theories of nationalism, race, and gender, we will examine key social and international conflicts, symbols of leadership, literary narratives, religious practices, and musical genres in Venezuelan history.

Instructor: Skurski, Julie A

Section 005 — The Sexualities of Race.

From the lynching advocated in D.W. Griffith's *Birth of a Nation* to the feminization of East Asian bodies in David Henry Hwang's *M. Butterfly*, to ethnographies of mail order brides and sex tourism, this course will examine the intimate links between race and sexuality. Through ethnography, film, literature and diverse histories, we will investigate how race gets sexualized and how sexualities get racialized through processes of globalization and in particular local and national settings. This course will include mid-term and final papers, as well as short weekly reading responses. Grades will be based on the quality of written work, on class participation, and on attendance.

Instructor: Partridge, Damani James

AOSS (Atmospheric, Oceanic and Space Sciences)

AOSS 101 / ASTRO 103. Rocket Science.

(NS). (BS). May not be repeated for credit.

An introduction to the science of space and space exploration. Topics covered include history of spaceflight, rockets, orbits, the space environment, satellites, remote sensing, and the future human presence in space. The mathematics will be at the level of algebra and trigonometry.

Course Objectives

- Introduce students to the science of space exploration and the space environment.
- In this context, increase their familiarity with scientific methods of analyzing systems and solving problems.
- Lead the students to understand and appreciate the excitement of space exploration and understanding the space environment

Course Outcomes

- General, qualitative familiarity by the students with the science of space exploration and the space environment.
- In this context, increased familiarity with scientific methods of analyzing systems and solving problems.
- The broad education necessary to understand the impact of science and technology in a societal context
- Improved ability to engage in life-long learning about science and engineering
- Greater knowledge of contemporary issues relating to space exploration and the space environment

Assessment Tools

- Regular homework problems
- Exams

Books

- *Introduction to Space: The Science of Spaceflight*, Author: Thomas D. Damon Publisher: Kriegler Publishing Com-

pany Third Edition, 2001
ISBN: 0-89464-065-8

Instructor: Ridley, Aaron James

AOSS 102 / ENVIRON 102 / GEOSCI 122. Extreme Weather.

(3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AOSS 202.

This course provides an introduction to the physics of extreme weather events. The course uses weather disasters and threats to illustrate the physical laws governing the atmosphere.

We examine solar eruptions, ice ages, climate change, monsoons, El Niño, hurricanes, floods, droughts, heat waves, thunderstorms, lightning, hail, tornados, and other extreme atmospheric events to illustrate the basic physical laws that produce these events. Participants are expected to apply these principles to a series of homework assignments including hands-on weather forecasting and analysis of storm events.

Required resources for this course include:

1. An on-line subscription to *XamPREP: Essentials of Meteorology* by C. Donald Ahrens with
2. (Optionally) A hard-copy version of *Essentials of Meteorology* by C. Donald Ahrens (it's redundant but some really prefer to also have the traditional paper copy), and
3. A copy of *Extreme Weather* by Chris Burt.

Instructor: Samson, Perry J

AOSS 105 / CHEM 105 / ENSCEN 105 / ENVIRON 105. Our Changing Atmosphere.

(3). (NS). (BS). May not be repeated for credit.

This course considers the science needed to understand human-induced threats to the atmospheric environment, with special emphasis on the global changes that are taking place, or are anticipated. We will discuss the greenhouse effect (and its impact on climate), ozone depletion, the polar ozone holes, and urban air pollution. Some basic meteorology will be presented, including how climate changes might affect the frequency and severity of hurricanes and tornadoes. Students will have access to real-time weather information via computer. This lecture course is intended for non-science concentrators, and there are no prerequisites. Grades will be based on three one-hour exams (no final exam) and homework.

Instructor: Keeler, Gerald J

AOSS 171 / BIOLOGY 110 / ENSCEN 171 / ENVIRON 110 / GEOSCI 171. Introduction of Global Change: Physical Processes.

(4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology. Satisfies the geography requirement for State of Michigan certification for social studies teachers. F.

Every day, millions of human and natural activities are altering the planet on which we live. Over the past century, through our ever-increasing population and mastery of technology, we have been changing the global environment at a pace unknown to natural history.

The University of Michigan **Global Change Program** offers an interdisciplinary, introductory course sequence which investigates the causes and potential impacts of these changes using a combination of traditional lecture-based and modern web-based teaching methodologies. The Fall Academic Term course deals with issues relating to the physical, chemical, and biological cycles contributing to Global Change. Students apply learned knowledge by using spreadsheet and systems modeling software to investigate the dynamics of natural systems.

The Web-based course curriculum provides unparalleled opportunities to conduct on-line Internet research. In fact, you will create your own web-based poster on a topic of your choosing. The interactive laboratory exercises provide you the opportunity to use computers to examine how natural systems function as well as develop projections of the future consequences of changes in the environment. And, perhaps most important of all, you will have ample time for discussion of the critical issues in human development and how they relate to the international business community, global economics, society as a whole and the individual. All topics are developed in a manner that students will find both accessible and enjoyable. The course grade is based on two midterm exams, a final exam, completion of laboratory modules, and a course project based on some aspect of global change. There are no prerequisites for the course and no science background is assumed. The course is appropriate for all undergraduate students, irrespective of intended concentration, and is the first of a series of courses that can be taken as part of the **Global Change Minor**.

You will discuss...

- Current and Projected Global Change
- The Role of the Individual as a Citizen of the Planet
- Case Studies of Regional and Global Change Issues

You will create...

- Models of Interacting Systems that Give Insight into the Collision Between Natural and Societal Processes
- A Web-based Poster on a Related Topic of Your Choice

Topics that are covered

The Universe:

- Big Bang Theory
- Birth and Death of Stars
- Radiation Laws
- Origin of the Elements
- Planetary Energy Budget

Our Planet:

- The Age of the Earth
- Primitive Atmospheres
- Natural Hazards
- Plate Tectonics
- Chemical & Biological Evolution
- The Building Blocks for Life

Earth's Atmospheric & Oceanic Evolution:

- Life Processes and Earth Systems
- The Great Ice Ages
- Atmospheric Circulation and Weather
- Climate and Paleoclimate
- Greenhouse Gases and Global Warming
- Sea Level Change
- El Niño

The Tree of Life:

- Emergence of Complex Life
- Extinction and Radiation
- The Five Kingdoms
- Natural Selection
- Respiration and Photosynthesis
- Ecosystems

Projected Ecological Consequences:

- Elevated Carbon Dioxide Levels
- Environmental Pollutants
- Ozone Depletion
- Likelihood of Global Climatic Change

Instructor(s):

- David Allan (NRE)
- George Kling (Ecology and Evolutionary Biology)
- Christopher Poulsen (AOSS)

- Ben van der Pluijm (Geology), coordinator;
vdpluijm@umich.edu

ARMENIAN (Armenian Studies)

ARMENIAN 274 / AAPTIS 274. Armenia: Culture and Ethnicity.

(3). (HU). May not be repeated for credit. Taught in English.

Section 001 — Issues in Race & Ethnicity.

This course will explore various aspects of the Christian Armenian identity, from the earliest times to the 1990s, against a historical and political background, with a greater emphasis on the more modern times. It will highlight the formation of the Armenian self-image; its principle features (political, religious, cultural); and its historical evolution in a multi-religious and multi-national region that has undergone territorial and cultural transformations and has experienced many conflicts, at times deadly, resulting from the clash of national-ethnic identities and aspirations, governed and driven by oppression, distrust, religious and cultural intolerance, and aggressive political designs to name but a few. There will be class discussions. Students will be required to write one short term paper (5-7 pages long) and a final paper (8-10 pages long) reflecting research on a selected topic.

Instructor: Bardakjian, Kevork B

ASIAN (Asian Studies)

ASIAN 204 / HISTORY 204. East Asia: Early Transformations.

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

This course offers an overview of more than three thousand years of East Asian history, from ca. 1600 BCE through ca. 1600 CE. Since every such survey must be selective, this course will emphasize political, social, and cultural transformations. Aided by the course textbook, we will inquire into the nature of political power, the succession of dynasties and military regimes, the growth and spread of religions, and the transformation of family structures, economies, and diplomatic relations. The course will introduce the different, distinct histories of China, Korea, and Japan, but will also chart the interactions between these cultures, following the travels of monks and merchants, diplomats and conquerors, across the islands and continents. The primary-source readings for the lectures, and especially for the discussion sections, will offer an opportunity to see these changing cultures through the eyes of contemporaries: early Chinese philosophers, Korean royal officials, Japanese court ladies, even European travelers. The primary-source readings will also give occasion to reflect on the origins and nature of historical knowledge, thereby making this course not only an introduction to East Asian history, but also an introduction to history as an academic discipline.

The course requires: attendance of all lectures and discussion sections (10%); preparation of the reading assignments and the reading questions for both lectures and discussion sections, and three quizzes in the discussion section (30%); two in-class examinations (30% each). The course uses a textbook and a course pack, at a total cost of ca. \$110.

Instructor: de Pee, Christian

ASIAN 206 / HISTORY 206. Indian Civilization.

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

This course is an introduction to one of the world's great civilizations, that of India, from its beginnings in the third millennium BC to the present day. The first half will deal with classical Indian civilization, its origins, its social structure, religions, arts and sciences. The second half will examine India's encounters with the civilizations of Islam and Europe. We will also study the modern nations—India, Pakistan, Nepal, Bhutan, Bangladesh and Sri Lanka — which have emerged in the twentieth century, and their problems and accomplishments.

Instructor: Trautmann, Thomas R

ASIAN 207 / HISTORY 207. Southeast Asian Civilization.

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

Section 001 — Issues in Race & Ethnicity.

Southeast Asia is one of the world's most culturally diverse regions, home to Buddhist, Moslem, Confucian, and Christian civilizations. It boasts ancient monuments of surpassing grandeur and symbolic complexity. It was the scene of the bloodiest conflict since World War II, the so-called Second Indo-China War (c.1960-1975). Until very recently it boasted the world's fastest growing regional economy.

HISTORY 207 offers an introduction to Southeast Asian history — the earliest civilizations, through the colonial conquest, the struggle for independence, and the development of an interdependent region.

The following paperback books can be purchased at Shaman Drum, 313 South State:

- David Steinberg *et al.*, *In Search of Southeast Asia*
- Milton Osborne, *Southeast Asia: an Introductory History*
- George Orwell, *Burmese Days*
- Clark Neher and Ross Marlay, *Democracy and Development in Southeast Asia*
- Thierry Zephyr, *Khmer: The Lost Empire of Cambodia*

In addition, you will need a course pack which is also available at Shaman Drum Bookstore.

Instructor: Lieberman, Victor B

ASIAN 225 / RELIGION 225. Introduction to Hinduism.

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

Hinduism is a major world religion practiced by over a billion people, primarily in South Asia, but it also was the precursor of Buddhism, and along with Buddhism it had a major impact on the civilizations in East and Southeast Asia. This course will cover its origins and development, its literature, its belief and practices, its unique social structures and doctrines, its interactions with other religions, and finally its confrontation with and accommodation of "modernity." We will use reading materials, lectures, discussions, and audio and video resources.

Instructor: Deshpande, Madhav

ASIAN 230 / PHIL 230 / RELIGION 230. Introduction to Buddhism.

(4). (HU). May not be repeated for credit. May not be included in a concentration plan in Philosophy.

IS THE DALAI LAMA A BUDDHIST POPE? WHY DO SOME BUDDHISTS EAT MEAT? HOW DID "ZEN" BECOME A MARKETING TOOL?

In this course, we will use diverse methodologies — including those of history, philosophy, religious studies, anthropology, and art history — to survey ideas and practices in the Buddhist tradition during its development of some two thousand five hundred years. We will devote most of the course to exploring the origins and development of Buddhism in India, the land of its birth, before surveying the vicissitudes of Buddhism elsewhere, with stops planned in China, Sri Lanka, the Tibetan cultural sphere, and North America. Throughout the semester, we will constantly test and retest our criteria for defining "religion," and our ideas of how people can have fruitful encounters with the religious traditions of others. Themes emphasized in this presentation of Buddhism include:

- (1). the visual arts and other forms of material culture in Buddhism;
- (2). Buddhism, authority and violence; and
- (3). the acculturation of Buddhism to new cultural configurations.

NO PREREQUISITES! ALL STUDENTS ARE WELCOME.

ASIAN 249 / HISTORY 249. Introduction to Korean Civilization.

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

This course is a survey of Korean history and culture from earliest times to the present. From foundation myths detailing miraculous births of ancient kings to latest examples of cultural production in the age of digital media, we will examine texts that give us glimpses of how Korea has developed as a nation over thousands of years. In addition to highlighting major events in Korea's dynastic and national past, particular attention will be paid to everyday practices that shaped the lives of elites and commoners, and the rich tradition of storytelling that helped Koreans make sense of the world as well as their places within it. Developing familiarity with a wide range of sources spanning political, philosophical, economic, religious, and artistic realms, we will visit competing interpretations of Korean history, and think through the different ways that different disciplines construct Korean civilization as an object of study.

Instructor: Ryu, Youngju

ASIAN 251. Undergraduate Seminar in Chinese Culture.

No knowledge of Chinese language is required. (3). (HU). May not be repeated for credit.

Section 001 — The Story of the Stone.

In this first-year seminar class we will try together to get a better understanding of traditional Chinese culture by reading and discussing a novel that has both been praised as a veritable encyclopedia of Chinese life, and which has mattered deeply to countless Chinese readers, some of whom read it year after year. Because the novel focuses on life within the household and the majority of its major characters are female, one of the foci of the course will be on the life of Chinese women during the time the novel was written. Class meetings will feature a number of different activities. One of these will be class debates on specific topics. The main goal of the various debates will be to permit us to get a wider and richer view of the novel and the culture that produced it, but we will also be interested in relating what we see in the novel to life around us and material we have learned in other contexts. The procedure of debating topics from different points of view will also help us be more critical about our own beliefs and predilections.

Instructor: Rolston, David Lee

ASIAN 252. Undergraduate Seminar in Japanese Culture.

No knowledge of Japanese language is required. (3). (HU). May be elected twice for credit.

Section 001 — Food, Identity and Community in Japan.

Students will explore the place of food in a community's understanding of itself and of others. Using modern Japanese fiction and film as our main texts, we will examine how the discourse of food defines regional and national identities, and how communities are represented through patterns of consumption or deprivation. We will probe the tension between the role of certain foods as markers of cultural authenticity and the reality of cuisine as a historically dynamic, hybrid enterprise. We will investigate the connections of gender and class to food and its preparation, and study how the sharing of food affects human alliances. In short, we will be asking what it means to eat sushi.

Instructor: Ito, Ken K

Section 002 — Haiku as Poetry and Philosophy.

Students will examine the world's briefest poem, the haiku. How does this 17-syllable, 3-line poem signify? What assumptions about the nature of language and meaning lie behind its composition and interpretation? What social milieu produced it? What is its link to Zen practice and other Zen arts? Readings will be from the poetry and critical commentaries of the master Bashō and his disciples, with later poets such as Buson and Issa, as well as haiga (haiku paintings), providing opportunities for comparative study. The Western understandings of haiku in the Imagist movement, Ezra Pound, the beat generation, and Barthe's *Empire of Signs* will also be examined. Secondary sources are available in English, but given the brevity of the poems, analysis of some Japanese texts and their

various English renditions will often be possible.

Instructor: Ramirez-Christensen, E

ASIAN 253. Undergraduate Seminar in South and South-east Asian Culture.

No knowledge of any Asian language required. (3). (HU). May be elected twice for credit.

Section 001 — The Philippines: Culture and History.

This course surveys major themes in the history of the Philippines, paying particular attention to their cultural dimensions. Starting with its inception as a colony of Spain, through the American colonial period, to the post-colonial present, we will draw from Philippine historiography, ethnography, literary works and popular culture to examine the cultural effects of processes such as religious conversion and colonial encounter; revolution and nationalism; hybridity and language; regionalism and identity formation; modernity, globalization, and migration. Class format will consist of lectures and discussion, with several classes dedicated to exploring the University of Michigan's vast collections of Philippine-related material. Students will be expected to be present for all classes, participate in discussion, and carry out individual research projects. Grades will be determined by short-answer exams, reading response papers, and the final paper.

Instructor: de la Cruz, Deirdre Leong

ASIAN 260 / HISTORY 252. Introduction to Chinese Civilization.

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

This course is intended to introduce students to major issues in pre-modern Chinese history. The course covers the political, cultural, social, and intellectual history from the Neolithic to the Mongol conquest (in the 13th century). Some of the major questions we will treat include:

- Is "China" the oldest continuous civilization?
- Was it culturally and ethnically homogeneous?
- Was Chinese traditional culture and society "patriarchal"?
- To what extent was the state successful in penetrating into the daily lives of individuals?

Course assignments will include not only reading primary and secondary literature (entirely in English); but they will also require students to analyze visual sources (to a lesser degree). No assumed knowledge of Chinese history, culture, or language required.

Instructor: Brown, Miranda D

ASIAN 289 / AAPTIS 289 / HISTORY 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia.

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

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and South-east Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at

first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars.

Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

Instructor: Northrop, Douglas Taylor

ASIANLAN (Asian Languages)

ASIANLAN 101. First Year Chinese I.

(5). May not be repeated for credit. Native or near-native speakers of Chinese are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 103.

ASIANLAN 101 is an introductory course for students who do not understand or speak any Chinese. (If you speak Chinese, the right course for you is ASIANLAN 104, Reading and Writing Chinese I.) In this course, students are expected to achieve control of the sound system (especially the 4 tones), basic sentence patterns, aural comprehension, daily conversations and writing characters. 374 characters will be introduced in this course. Students are required to perform skits in front of the class almost every week. A written quiz or test will be given every Tuesday and Thursday. This is a 5-credit course. Students have class one hour per day. Tuesdays and Thursdays are lectures; Mondays, Wednesdays and Fridays are recitations. Students are required to register for both a lecture section and a recitation section. Attendance is taken every day. Textbooks: (1) *Integrated Chinese* (Level One, Part I) — Textbook, Workbook, Character Workbook (all in Traditional Character Edition); (2) *Getting Around in Chinese — Chinese Skits for Beginners*.

Instructor: Tao, Hilda Hsi-Huei

ASIANLAN 104. Reading & Writing Chinese I.

Consent of instructor required. Permission of instructor. (4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 101, 102, 103.

This course is designed for students with native or near-native speaking ability in Chinese, but little or no reading and writing ability. Classes, which are conducted in Chinese, meet four hours per week with a focus on reading and writing. Coursework will be graded on the basis of classroom performance, quizzes, tests, and homework assignments. Students are required to register for both a lecture section and a recitation section. They must have the permission of the instructor in order to register for this course. Most students will receive this permission via a placement test before fall classes begin. For test information, please refer to www.lsa.umich.edu/asian/language/.

ASIANLAN 111. First Year Filipino I.

(5). May not be repeated for credit.

This is a beginners' class (two-term sequence) that uses the functional-situational approach in learning a language. The students focus on conversational skills in Filipino. Classroom techniques include role-plays, games, songs, pair work, and writing exercises. At the end of the course, they should be able to use Filipino in greetings and situations such as visiting a friend's house, shopping, telling the time, making an appointment, asking and giving directions, and going to a medical clinic. They should also be able to use Filipino in: describing people, objects, and places; narrating an event or simple story; expressing feelings; and expressing agreement or dis-

agreement.

Instructor: Barrios, Maria Josephine Castro

ASIANLAN 115. First Year Hindi I.

(4). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 117. Students with prior knowledge of Hindi are encouraged to take ASIANLAN 118.*

The first year is the beginner's level Hindi (ASIANLAN 115) course. The aim of the course is to enable the student to acquire the major language skills — speaking, listening, reading and writing. Standard text materials, audio-visual clips from Hindi films and popular TV programs, and graded conversations prepared by the instructor are used with equal emphasis on spoken and written Hindi. Training in spoken Hindi emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. See the instructor for placement.

ASIANLAN 121. First Year Indonesian I.

(5). *May not be repeated for credit.*

ASIANLAN 121 is an introduction to the speaking, reading, and writing of modern Indonesian. Students with previous experience with Indonesian or Malay should contact the department for placement into the course. Indonesian is the national language of Indonesia, a country noted for its rich and deep cultural heritage as well as for its remarkable cultural diversity. With more than 200 million speakers, Indonesian is the sixth most prevalently spoken language in the world. The relatively simple syntactic and grammatical structures that characterize Indonesian make it an accessible language for any native speakers of other languages. The elementary course comprises a two-term sequence designed to provide the student with a basic working knowledge of the Indonesian language. The course aims at the acquisition of the four basic language skills: listening, speaking, reading, and writing in modern Indonesian. The course emphasizes aural-oral exercises and practice and the learning of culture throughout the course. The text used is keyed to a set of tapes for use in the language lab and concentrates on practical knowledge of the language. Evaluation is based on classroom performance, homework assignments, tests, and a final project.

Instructor: Agustini, Fnu

ASIANLAN 125. First Year Japanese I.

(5). *May not be repeated for credit. Native or near-native speakers of Japanese are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 127 or 129.*

This course is designed for students who have less than the equivalent of one year's study of Japanese at the University of Michigan. The goal of the course is the simultaneous progression of four skills (speaking, listening, writing, and reading) as well as becoming familiar with aspects of Japanese culture which are necessary for language competency. Recitation sessions are conducted in Japanese emphasizing speaking/reading in Japanese contexts at normal speeds. Analyses, explanations, and discussions involving the use of English are specifically reserved for lectures. It is expected that, by the end of the academic term, students will have basic speaking and listening comprehension skills, a solid grasp of basic grammar, reading and writing skills in *Hiragana* and *Katakana*, and will be able to recognize and produce approximately 58 *Kanji* in context.

Texts: *Genki* Vol.1, Tokyo: The Japan Times, 1998.

ASIANLAN 129 / RCLANG 196. Intensive Japanese I.

Consent of instructor required. (10). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 125, 126, or 127.

This course is designed for you to learn Novice (beginning)-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-semester amount of materials in one semester. It is "semi-immersion" in that in our classroom we constantly simulate authentic communicative interactions with speakers of Japanese, and will use the target language as much as possible while minimizing the use of English. Through extensive communication practice in classroom activities, we will

work on developing all four skills (listening, speaking, reading, and writing, using *hiragana*, *katakana* and 177 *kanji*) along with cultural understanding. You will learn to acquire a sentence-level command in limited topics around everyday life for college students. Most course-related activities are collaborative in nature. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week. (No prior knowledge in Japanese is assumed; if you have studied Japanese before, the instructor's permission is required).

Instructor: Sato, Tetsuya

ASIANLAN 135. First Year Korean I.

(5). *May not be repeated for credit. Native or near-native speakers of Korean are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 137.*

This course, the first of the two-term sequence (ASIANLAN 135 and ASIANLAN 136), is for those who have no or minimal proficiency in Korean. This course introduces the basic structures of Korean while focusing on the development of speaking, listening, reading, and writing skills. Class regularly meets five times a week — two hours of lecture and three hours of aural/oral practice — and daily attendance is expected. In addition, students are required to do additional hours of work for practice on their own. The checkpoints for evaluation include class participation, homework assignments, weekly quizzes, vocabulary quizzes, chapter tests, and oral tasks. At the completion of the course, students will be able to express simple ideas such as self-introduction, location, daily lives and leisure time activities, while understanding Korean culture and courtesy requirements as well.

Instructor: Cho, Haewon

ASIANLAN 138. Reading and Writing Korean I.

Consent of instructor required. (5). May not be repeated for credit. No credit granted for students who have completed or are enrolled in ASIANLAN 135, 136, or 137.

This course, the first of the two-term sequence (ASIANLAN 138 and ASIANLAN 238), is for students who were raised at home where Korean was spoken, and who have speaking and listening abilities in some informal contexts while their reading and writing abilities are not so strong. This course meets five hours per week and covers course materials for non-heritage courses of ASIANLAN 135 and 136 within one academic term. After completing ASIANLAN 138, students will be able to continue their study of Korean by taking ASIANLAN 238 (Reading and Writing Korean II). While this course focuses on developing linguistic competence in four language skills, more emphasis will be given to accuracy in speaking and writing of Korean. Students will meet five hours per week. Students with previous experience with Korean should contact the instructor for a placement into the course.

Instructor: Park, Kyeong-min

ASIANLAN 155. First Year Tamil I.

(4). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 157.*

Course (beginners' level) begins with an introduction to language, land, history, cultures, and traditions of Tamilnadu. The aim of this course is achieving proficiency in spoken comprehension, enable the student to acquire the major language skills in the written language — listening, speaking, reading, and writing. Standard text materials, course packs prepared by the instructor, as well as audio, video, and web-based materials are used with some emphasis on both spoken and written varieties of Tamil. Spoken materials emphasize speaking and listening in native contexts at normal speed with near-native pronunciation, intonation, style, etc. There will be opportunity to do exercises, assignments, spoken language practice, and language games. Students will also have the opportunity to do Group Work to develop their skill development particularly in reading the written variety of Tamil through writing, comprehension, class quizzes administered and conversational practice in spoken Tamil.

Instructor: Krishnamoorthy, Karunakaran

ASIANLAN 161. First Year Thai I.

(5). May not be repeated for credit.

This is the first of the two-term sequence of courses in which students will achieve control of the sound system (Thai has five tones), basic sentence pattern, aural comprehension, and basic daily conversation. Students will be exposed to the authentic character of the language from the first day of class. Not only will students be able to speak the beautiful language, but also will be able to read and write the beautiful and unique script. Daily written assignments will be given to reinforce what was covered in class that day. By the end of the first term, students will be able to read, converse, and write about selective topics. Upon successful completion of the second term, students will be able to conduct conversations dealing with several survival concerns — ordering food, shopping, visiting the post office, going to the doctor, banking, etc. Many facets of Thai cultures will also be part of the lessons. Grading will be based upon class attendance and participation, written homework, weekly quizzes, and a final exam.

ASIANLAN 171. First Year Urdu I.

(4). May not be repeated for credit.

Urdu is one of the major languages of South Asia. Though Urdu shares its grammar with Hindi, it differs in vocabulary and script. The presence of Perso-Arabic elements makes Urdu different as well as beautiful. ASIANLAN-171 is an introduction to the Urdu Language and the Nastaliq script. The course is designed to focus on learning the script with basic grammatical structure. It aims at learning and developing all the four basic skills in reading, writing, speaking, and listening comprehension. Grading will be based on attendance, class participation, written homework assignments, dictations, and quizzes/tests. No prior knowledge of Urdu is expected.

Instructor: Ali, Syed Ekhteyar

ASIANLAN 175. First Year Vietnamese I.

(5). May not be repeated for credit.

ASIANLAN 175-176 is the introductory course sequence in reading, listening, speaking, and writing the only language of more than 74 million speakers, from the South to the utmost northern part of Vietnam. This country now adopts the free market economy and needs foreign capital and know-how. With the normalization of U.S.-Vietnamese relations, a knowledge of the Vietnamese language and culture will be a crucial asset in enabling one to participate in many opportunities. This first half of the two-term sequence course is designed to accommodate students with no knowledge of the Vietnamese language, as well those with some knowledge who want to develop the four basic language skills (listening, speaking, reading, and writing) and to improve their knowledge in Vietnamese history and culture. The format will be as follows: four class hours a week will be focused on the aural-oral approach in reading, dialoguing, translating, and responding to the content of the texts using a question-and-answer format. One class hour a week will be devoted to quizzes and tests. In addition, there will be written assignments and works in the language lab. Throughout the course, students will be encouraged to communicate in Vietnamese, and classes will be largely conducted in Vietnamese to develop the students' ability to acquire sufficient automaticity and fluency in spoken Vietnamese. Students will be graded on classroom performance, class attendance, homework assignments, and a final examination.

Instructor: Nguyen, Thuy Anh Thi

ASTRO (Astronomy)**ASTRO 101. Introductory Astronomy: The Solar System and the Search for Life Beyond Earth.**

A basic high school math and science background. (4). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 111 or 115. F, W.

Three lectures and a one-hour discussion period each week. Lecture topics include sun, planets, earth-moon system, comets, and asteroids, including information obtained from recent space probes;

telescopes; time and the seasons; and the origin of the solar system and of life. Discussion sections feature planetarium visits, observing sessions with telescopes, demonstrations of astronomical phenomena, and student-inspired topics.

ASTRO 102. Introductory Astronomy: Stars, Galaxies, and the Universe.

A basic high school math and science background. (4). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 112, 120, 130, or 160. F, W.

Discover the nature of stars, black holes, luminous nebulae, supernovae, galaxies, and other cosmic phenomena. In this concept-focused course you will learn what these objects are, how they formed, and what is ultimately in store for the universe.

Explore the roles of light, energy, and gravity in astronomy, and get hands-on experience with telescopes and other astronomy tools during mini-labs.

Three lectures and a one-hour discussion period each week. Having trouble with Math Anxiety? The discussion section includes a workshop that covers basic tools and methods for solving problems. Basic high school math is a prerequisite.

Instructor: Aller, Hugh D

ASTRO 103 / AOSS 101. Rocket Science.

(NS). (BS). May not be repeated for credit.

An introduction to the science of space and space exploration. Topics covered include history of spaceflight, rockets, orbits, the space environment, satellites, remote sensing, and the future human presence in space. The mathematics will be at the level of algebra and trigonometry.

Course Objectives

- Introduce students to the science of space exploration and the space environment.
- In this context, increase their familiarity with scientific methods of analyzing systems and solving problems.
- Lead the students to understand and appreciate the excitement of space exploration and understanding the space environment

Course Outcomes

- General, qualitative familiarity by the students with the science of space exploration and the space environment.
- In this context, increased familiarity with scientific methods of analyzing systems and solving problems.
- The broad education necessary to understand the impact of science and technology in a societal context
- Improved ability to engage in life-long learning about science and engineering
- Greater knowledge of contemporary issues relating to space exploration and the space environment

Assessment Tools

- Regular homework problems
- Exams

Books

- *Introduction to Space: The Science of Spaceflight*, Author: Thomas D. Damon Publisher: Kriegler Publishing Company Third Edition, 2001 ISBN: 0-89464-065-8

Instructor: Ridley, Aaron James

ASTRO 115. Modern Planetary Astronomy.

Basic high school math and science background. (4). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 101 or 111.

This course covers the recent advances in our knowledge of the sun, Earth, and planets. It presents the Earth as a planet, and the planets and their satellites as bodies with similarities as well as differences with the Earth. The course also covers modern developments in molecular and biochemistry and the ever-relevant question of life on other worlds.

Instructor: Bergin, Edwin Anthony

ASTRO 127. Naked Eye Astronomy.

(1). (NS). (BS). May not be repeated for credit.

Students learn about the nature of the most common astronomical objects that can be observed by eye, such as the Sun, Moon, planets, stars, comets, and meteors. The motion of these objects in the sky is studied along with their influence on the Earth

ASTRO 142. From the Big Bang to the Milky Way.

(3). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to students who have completed or are enrolled in PHYSICS 112.

This course will trace our progress in understanding the nature of the Universe from the early Greeks to today, with emphasis on our current understanding based on Einstein's relativity. The Big Bang Theory will be presented and origin of matter will be traced from the formation of atoms, to the formation of the first stars, to the build-up of galaxies such as the Milky Way. Dark energy and the ultimate fate of the universe will also be discussed in the context of the recent results from space satellites concerning the cosmic microwave background radiation that fills the universe and the large scale distribution of galaxies that form the cosmic web. This course is intended for non-science concentrators with a basic math and science background.

Intended audience: Introductory course for non-science concentrators with an interest in the evolution of the Universe.

Course Requirements: Assigned reading, six homework assignments with some basic math required, and in-class discussion worksheets. Three exams, short answer and multiple choice.

Class Format: 3 hours of lecture weekly

ASTRO 160. Introduction to Astrophysics.

MATH 115, and prior or concurrent enrollment in PHYSICS 140 or 160. (4). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 102, 112, 120, or 130. F, W.

This course is an introductory course in astrophysics, intended for science students who have a background in mathematics (MATH 115 level) and physics (prior or concurrent enrollment in PHYSICS 140). The lectures will cover selected topics in modern astronomy (loosely following the text book), and the accompanying laboratory is aimed at giving students practical experience in observational techniques.

Instructor: Volonter, Marta

BCS (Bosnian, Croatian, and Serbian)

BCS 131. First-Year Bosnian/Croatian/Serbian I.

(4). May not be repeated for credit.

An introduction to the grammar of the principal literary language of the former Yugoslavia, with exercises in reading, writing, and speaking, including drills in the language laboratory.

Instructor: Rosic, Marija

BIOLOGY (Biology)

The Interdepartmental Program in Biology (BIOLOGY) is administered jointly by the Department of Ecology and Evolutionary Biology (EEB) and the Department of Molecular, Cellular, and Developmental Biology (MCDB). All three of these units offer courses in the biological sciences. 100- and 200-level courses are listed under the subject of BIOLOGY, as well as the core concentration course in Genetics (305). All other intermediate and upper-level courses are listed under EEB or MCDB, depending on the course topics. Students should look under all three subjects to see whether or not a course is being offered. Those students planning to register for independent research, 300 or 400, will enroll in either MCDB 300 or 400 or EEB 300 or 400, based on their faculty sponsor's departmental affiliation.

BIOLOGY 100. Biology for Nonscientists.

Some exposure to biology and chemistry at the high school level is assumed. (4). (NS). (BS). May not be repeated for credit. Not open to those with Advanced Placement or "Departmental" credit in biology, nor to those concentrating in the biological sciences. Credit is granted for a combined total of 17 credits elected in introductory biology. F.

BIOLOGY 100 is a one-term course designed to introduce students to current biological concepts. The course consists of three hours of lecture per week plus a coordinated discussion session which occupies two hours per week. BIOLOGY 100 provides an introduction to some general principles of biology and concentrates on the areas of cell biology and biotechnology, genetics and genetic diseases, physiology, evolution, and environmental biology.

A major objective of this course is to point out to students the nature of the scientific process and illustrate the uses and non-uses of science in contemporary life. Wherever possible, the ethical and social implications of contemporary scientific effort will be discussed. This course is designed for students with a minimal background in the biological sciences, but we do assume some exposure to biology and chemistry at the high school level. Discussion sections enroll 20 students and are taught by graduate student instructors. In the discussion section, students have the opportunity to review material presented in lecture and participate in discussions of issues raised in the lecture segment.

Textbook: Starr, C., *Biology: Today and Tomorrow*. Brooks/Cole, a division of Thomson Learning, Inc., Belmont, CA. 2005. Softcover student edition. ISBN 0-534-46732-6

Instructor: Kurdziel, Josephine P

BIOLOGY 101. Biology and Human Affairs.

(4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology. F.

This is a course for non-science concentrators that provides an introduction to those aspects of biology that have direct applicability to the lives of people in today's world. Subjects include race and the historical development of ideas about how biology was thought to be a determinant; a critique of the biological determinist assumption of genetic control of human behavior; energy and the history of its development; global warming as a consequence of that history; agriculture and food production and its historical relationship with ecology.

Instructor: Vandermeer, John H

BIOLOGY 105. Biology of Human Nutrition.

(4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology. F.

Several times a day you make a decision about whether to eat, and if so, what to eat. When, how much, and what kind of food you eat has a tremendous impact on how you feel, what you look like, how well you function, and what health you will enjoy (or suffer) throughout your life.

BIOLOGY 105 is a natural science course for undergraduates who want to learn about human nutritional needs. It will give students a

biologically sound foundation on which to make judgments about personal and public health related to food consumption and production. BIOLOGY 105 does not require any prerequisite other than a strong desire to learn about this subject for practical and personal empowerment. BIOLOGY 105 will discuss human physiology as it relates to human nutrition; the content and availability of nutrition in food sources; the effect on human health of dietary choices; how food has been and is now grown, processed, and marketed, and the impact of these practices on human health; food safety issues related to food poisoning organisms and food additives; and special nutritional needs of pregnancy and feeding babies.

Plenary lectures and small GSI-lead discussions.

Textbook and CD:

Nutrition: Science and Applications, L.A. Smolin and M.B. Grosvenor, John Wiley and Sons, 2007, casebound with the CD "iProfile." ISBN 978-470-22394-9. The book and CD will be available in on-line versions. Information about this will be posted as soon as it is available.

Instructor: Estabrook, George F

BIOLOGY 110 / AOSS 171 / ENSCEN 171 / ENVIRON 110 / GEOSCI 171. Introduction of Global Change: Physical Processes.

(4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology. Satisfies the geography requirement for State of Michigan certification for social studies teachers. F.

Every day, millions of human and natural activities are altering the planet on which we live. Over the past century, through our ever-increasing population and mastery of technology, we have been changing the global environment at a pace unknown to natural history.

The University of Michigan **Global Change Program** offers an interdisciplinary, introductory course sequence which investigates the causes and potential impacts of these changes using a combination of traditional lecture-based and modern web-based teaching methodologies. The Fall Academic Term course deals with issues relating to the physical, chemical, and biological cycles contributing to Global Change. Students apply learned knowledge by using spreadsheet and systems modeling software to investigate the dynamics of natural systems.

The Web-based course curriculum provides unparalleled opportunities to conduct on-line Internet research. In fact, you will create your own web-based poster on a topic of your choosing. The interactive laboratory exercises provide you the opportunity to use computers to examine how natural systems function as well as develop projections of the future consequences of changes in the environment. And, perhaps most important of all, you will have ample time for discussion of the critical issues in human development and how they relate to the international business community, global economics, society as a whole and the individual. All topics are developed in a manner that students will find both accessible and enjoyable. The course grade is based on two midterm exams, a final exam, completion of laboratory modules, and a course project based on some aspect of global change. There are no prerequisites for the course and no science background is assumed. The course is appropriate for all undergraduate students, irrespective of intended concentration, and is the first of a series of courses that can be taken as part of the **Global Change Minor**.

You will discuss...

- Current and Projected Global Change
- The Role of the Individual as a Citizen of the Planet
- Case Studies of Regional and Global Change Issues

You will create...

- Models of Interacting Systems that Give Insight into the Collision Between Natural and Societal Processes
- A Web-based Poster on a Related Topic of Your Choice

Topics that are covered

The Universe:

- Big Bang Theory
- Birth and Death of Stars
- Radiation Laws
- Origin of the Elements
- Planetary Energy Budget

Our Planet:

- The Age of the Earth
- Primitive Atmospheres
- Natural Hazards
- Plate Tectonics
- Chemical & Biological Evolution
- The Building Blocks for Life

Earth's Atmospheric & Oceanic Evolution:

- Life Processes and Earth Systems
- The Great Ice Ages
- Atmospheric Circulation and Weather
- Climate and Paleoclimate
- Greenhouse Gases and Global Warming
- Sea Level Change
- El Niño

The Tree of Life:

- Emergence of Complex Life
- Extinction and Radiation
- The Five Kingdoms
- Natural Selection
- Respiration and Photosynthesis
- Ecosystems

Projected Ecological Consequences:

- Elevated Carbon Dioxide Levels
- Environmental Pollutants
- Ozone Depletion
- Likelihood of Global Climatic Change

Instructor(s):

- David Allan (NRE)
- George Kling (Ecology and Evolutionary Biology)
- Christopher Poulsen (AOSS)
- Ben van der Pluijm (Geology), coordinator; vdpluijm@umich.edu

BIOLOGY 111. Investigative Biology Laboratory.

Prior or concurrent enrollment in BIOLOGY 100 or another 100-level BIOLOGY course. (2). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology.

Biology is a fascinating and diverse field of study. This one-term laboratory course is intended for students not planning to concentrate in the biological sciences that want an introduction to the nature of science and first-hand experience with processes of scientific inquiry. It complements BIOLOGY 100, and either BIOLOGY 100 or another 100-level biology course should be taken concurrently or have been taken previously.

An introductory biology course should expose students to the ways that biologists explore questions about the natural world, drawing on the latest research, and let students experience that sense of personal discovery for themselves. In this course, students will not be graded on their ability to memorize isolated facts, but will be coerced into thinking about how biologists address and answer questions about biological phenomena. This course will focus on the processes of scientific inquiry and require students to think critically and creatively. Students will improve their thinking and reasoning skills as they pose original questions, formulate testable hypotheses and predictions, design experiments and tests to address their re-

search questions, collect and analyze data, interpret their results, and present their research projects to their peers.

Textbook: None. Readings will be available through CTools.

Instructor: Kurdziel, Josephine P

BIOLOGY 120. First Year Seminar in Biology.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology.

Section 001 — Living with Evidence.

A neuroscientist will lead a broad survey which critically explores scientific and religious views of life on Earth. Take this course if you want to learn the basics either about DNA and evolution or about religion and Christianity. Avoid this course if you wish to protect a traditional Christian or Islamic outlook from criticism and scrutiny.

Instructor: Oakley, Bruce

Section 002 — Living with Evidence.

A neuroscientist will lead a broad survey which critically explores scientific and religious views of life on Earth. Take this course if you want to learn the basics either about DNA and evolution or about religion and Christianity. Avoid this course if you wish to protect a traditional Christian or Islamic outlook from criticism and scrutiny.

Instructor: Oakley, Bruce

BIOLOGY 130. Animal Behavior.

(4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology. F.

Why are male cardinals brilliant red while females are dull brown? Why do some ground squirrels emit alarm calls when a predator is nearby, thus drawing attention to themselves? Why do lions commit infanticide? Do animals lie? These are just some of the questions you should be able to discuss by the end of this course.

This course is an introduction to the behavior of animals in their natural environment. Examples will be drawn from birds, mammals, insects, and humans. Specific topics include: sexual selection and mating behavior; cooperation and conflict in animal families; natural selection; Darwinian medicine; communication; culture; and behavioral development. The goals are to: a) gain a background in the natural behavior of animals, and b) understand sexual, aggressive, and social behaviors from an evolutionary perspective.

The course consists of lectures, discussions, and movies. There will be two midterms and a final exam.

Textbook: *Principles of Animal Behavior*, Lee A. Dugatin. (W.W. Norton)

Instructor: Tibbetts, Elizabeth Alison

BIOLOGY 140. Genetics and Society.

(4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology. F.

BIOLOGY 140 is designed to provide students with an understanding of the latest developments in genetics, as well as of their societal implications. The material is presented in a lecture format, as well as in small discussions. Among the topics covered are: genetic counseling, genetics and privacy issues, race and genetics, genetics and bioterrorism, GM crops, DNA and forensics, gene therapy, evolution and creationism, genetics and behavioral traits.

Instructor: Adams, Julian P

BIOLOGY 171. Introductory Biology: Ecology and Evolution.

(4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed BIOLOGY 162 or 163 or 195. Credit is granted for a combined total of 17 credits elected in introductory biology.

EXAMS WILL BE GIVEN MON., SEPT. 29, WED., OCT. 22, AND MON., NOV. 17, 6:00-8:00 PM.

BIOLOGY 171 is a one-term course in ecology and evolutionary biology that, together with BIOLOGY 172 and 173, collectively form the introductory biology course unit. BIOLOGY 171 and 172 can be taken in either order. The two-semester set of BIOLOGY 171, 172, and 173 is intended for concentrators in biology, other science programs, or pre-professional studies. Other suitably prepared students wishing detailed coverage of biology are also welcome. The primary aims of BIOLOGY 171 are:

1. to provide factual and conceptual knowledge concerning the origin and complex interactions of the earth's biodiversity;
2. to give an integrated overview of biological organization including genes, individuals, kin groups, populations, species, communities, and ecosystems;
3. to engage with biological hypotheses dealing with prominent current issues such as human evolutionary origins, emerging diseases, conservation biology and global change; and
4. to develop critical-thinking and writing skills.

Topics in BIOLOGY 171 are divided among three primary areas:

- Mendelian genetics and evolutionary processes;
- biodiversity, organismal biology and the evolution of development; and
- ecology.

Textbook: *Biological Science*, Scott Freeman, 2nd edition, Pearson Prentice Hall, 2008.

Instructor: OConnor, Barry M

BIOLOGY 172. Introductory Biology — Molecular, Cellular, and Developmental.

Prior or concurrent enrollment in CHEM 130. (4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in BIOLOGY 162, 163, 174, or 195. Credit is granted for a combined total of 17 credits elected in introductory biology.

EXAMS WILL BE GIVEN MONS., SEPT. 29, OCT. 27, AND NOV. 17, 6:00-8:00 PM.

BIOLOGY 172 is a one-term course in molecular, cellular, and developmental biology that, together with BIOLOGY 171 and 173, collectively forms the introductory biology course sequence. BIOLOGY 171 and 172 can be taken in either order. It is intended for concentrators in biology, other science programs, or pre-professional studies. Other suitably prepared students wishing detailed coverage of biology are also welcome. The aims of BIOLOGY 172 are:

1. to provide factual and conceptual knowledge of how cells, organs, and organisms work; and
2. to develop scientific hypothesis-testing and critical-thinking skills.

Textbook: *Biological Science*, Scott Freeman. 2nd edition. Pearson Prentice Hall, 2005.

Instructor: Clark, Steven E

BIOLOGY 173. Introductory Biology Laboratory.

BIOLOGY 163 or 171 or 172 or 174 or 195. (Prerequisites enforced at registration.) Students should have completed one of the introductory lecture courses [either BIOLOGY 171 or (172 or 174)] and be concurrently enrolled in the other. (2). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed BIOLOGY 162. Credit is granted for a combined total of 17 credits elected in introductory biology.

BIOLOGY 173 is a one-term project-based laboratory course that with BIOLOGY 171 and 172 forms the introductory biology sequence. It is intended for concentrators in biology, other science programs, or pre-professional studies. Other suitably prepared students wishing detailed coverage of biology are welcome.

The aims of BIOLOGY 173 are:

1. to provide an integrated introduction to experimental biology;

2. to foster hypothesis-testing, analytical approaches to experimental data; and
3. to develop critical-thinking and writing skills.

Topics in BIOLOGY 173 are divided among four primary areas:

1. Biochemistry
2. Molecular genetics
3. Evolution
4. Ecology

Textbook: None required.

Instructor: Ammerlaan, Marcus C

BIOPHYS (Biophysics)

BIOPHYS 120. The Discovery of the DNA Double Helix and its Hidden Mysteries.

(3). (NS). (BS). May not be repeated for credit.

This course introduces students to biophysics and its role in the life sciences. The historical example of the discovery of the structure of DNA by Watson and Crick is discussed and re-created using modern techniques. As a highlight, the structure of a DNA crystal will be determined using the synchrotron at the Argonne National Laboratory. Students will compose a term paper that critically compares the historical and the modern techniques at each step of the structure determination.

Intended audience: First-year students interested in the natural sciences and medicine.

Course Requirements: Student presentations, quizzes, and a term paper.

Class Format: Class will meet twice for 3 hours per week in a lecture / discussion format plus a 2 hpw laboratory. In addition, a field trip to the Argonne National Laboratory is planned.

Instructor: Al-Hashimi, Hashim M

CAAS (Afroamerican and African Studies)

CAAS 103. First Year Social Science Seminar.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (SS). May not be repeated for credit. (Cross-Area Courses). May not be included in a concentration plan.

Section 001 — I, Too, Sing America: A Psychology of Race & Racism.

Taking its title from the Langston Hughes poem, this seminar will explore psychological aspects of race, ethnicity, and other cultural differences in the United States. What are some of the opportunities and obstacles to our joining with Hughes in affirming, "They'll see how beautiful I am . . . I, too, sing America?" Topics include stereotyping, communication, cooperation, conflict, justice, and discrimination. What psychological theories address how individuals and groups might benefit most from life in pluralistic societies? What are some psychological dynamics of stereotyping? What are possible connections between various forms of discrimination, *e.g.*, racism, sexism, homophobia, and anti-Semitism?

Instructor: Behling, Charles F

Section 002 — The Crisis of the African American Male.

For most of the last half the twentieth century, scholars, journalists, and policy advocates have considered African American men to be in a state of crisis. This course provides a critical examination of works that aim to document and interpret that crisis. We will explore a range of arguments produced in the past thirty years that aim to define the state of Black masculinity and the social condition of African American men. These works will stimulate our effort to pose and answer questions about what, if anything, constitutes a condition of crisis for African American men and what needs to happen to and for them in order to improve their prospects in

American society.

Instructor: Young Jr, Alford A

Section 003 — The Races of Sexuality and Sexualities of Race.

From the lynching advocated in D.W. Griffith's *Birth of a Nation* to the feminization of East Asian bodies in David Henry Hwang's *M. Butterfly*, to ethnographies of mail order brides and sex tourism, this course will examine the intimate links between race and sexuality. Through ethnography, film, literature and diverse histories, we will investigate how race gets sexualized and how sexualities get racialized through processes of globalization and in particular local and national settings. This course will include mid-term and final papers, as well as short weekly reading responses. Grades will be based on the quality of written work, on class participation, and on attendance.

Instructor: Partridge, Damani James

CAAS 104. First Year Humanities Seminar.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit. (Cross-Area Courses). May not be included in a concentration plan.

Section 001 — Interracial America.

This course will examine the interaction between different racial groups in the U.S. from the 19th century to our present moment. Conventionally, such studies focus solely on the relationship between African Americans and whites, relying on the hackneyed Black-white paradigm of U.S. race relations. This seminar explodes that dichotomy, searching for a broader historical model, which includes yellow, brown, red, and ethnic white.

- In other words, how did African Americans respond to the internment of Japanese Americans?
- What made desegregation cases like *Mendez v. Westminster* important precedents in the run-up to *Brown v. Board of Education*?
- What is a "model minority," and why did Asians inherit the mantle from Jews?
- What is a "protest minority," and why were Blacks and Jews labeled as such during the Civil Rights Movement?
- What is the relationship among Black Power, Yellow Power, the American Indian Movement, and Chicano Power, if any?

We will critically interrogate the history of contact that exists between and among these diverse "groups," and whether conflict or confluence dominates their interaction. If conflict, what factors have prevented meaningful alliances? If confluence, what roles have these groups played in collectively striving for a multiracial democracy?"

Instructor: Briones, Matthew W

Section 002 – Gender and Black Identity in the 1960s.

It is common knowledge that the fault lines of gender and sexuality were far more pronounced and prominent in Black public culture during the post-civil rights era than during the high tide of the Black freedom movement. In recognizing gender as a crucial aspect of discourses of black identity and authenticity in the art, literature, and politics of the Black freedom movement, we will reexamine that assumption. We will draw on secondary sources, as well as a range of primary sources, including government documents, fiction, drama, periodicals, popular music, and visual art-to explore the centrality of gender and sexuality as markers for notions of "authentic" Black identity.

Instructor: Gaines, Kevin K

CAAS 108 / HISTART 108. Introduction to African Art.

(4). (HU). May not be repeated for credit. (African Studies). May not be included in a concentration plan.

Through the study of a selected group of African and African Diaspora cultures, we will investigate several pivotal issues and narratives that lie behind the surfaces of some extraordinary objects and practices. African people have their own stories to tell about these

things, of course: stories of mythic power expressed as living form, stories of historical contact with other cultures, stories of struggle and redemption, stories of ordinary, everyday life. And over the past several centuries, we in the "West" also have had a decisive, often disturbing hand in the framing of African peoples, objects and stories. The coupled histories of colonialism and the slave trade, along with our inevitably distorted views and representations of what African people are and what they do, have affected Africa and its peoples to the core. When we look at and think critically about "African Art," then, we necessarily must look at and think critically about ourselves. Ultimately, the goal is to understand aspects of African cultures in the terms by which Africans understand them — to know African ideals and realities as they are shaped in word, sound, matter and movement. In this course we'll be taking a few steps towards that goal. In lectures and weekly discussion sections, in films, recorded sound, and perhaps even in live performance, we will examine objects and the many stories that surround them. Looking and listening closely, we will learn to see and to understand a wide range of African visual practices including architecture, textiles, body adornment, painting, graphic communication systems, photography, dance, ritual performance and, of course, sculpture — not only as these practices continue to unfold on the African continent, but also as they are transformed, and as they endure, in the African Diaspora.

II. V. 4

Instructor: Doris, David T

CAAS 111. Introduction to Africa and Its Diaspora.

(4). (HU). (R&E). May not be repeated for credit. May not be included in a concentration plan. F.

Introduces basic concepts and methods involved in the study of Africa and its Diaspora. This team-taught course takes a multimedia, interdisciplinary approach using maps, cultural artifacts, films, art, music, archival documents, literary texts, and key scholarly readings from both the humanities and social sciences. Prerequisite to the CAAS concentration and academic minor.

Instructor: Fadlalla, Amal Hassan

CAAS 246 / HISTORY 246. Africa to 1850.

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

This course is a survey of African history, from about 3000 BCE until the middle of the nineteenth century CE. We will focus our attention on the following major themes in pre-colonial African history:

- The Development of Social Complexity
- African Political Cultures
- Religion (African Traditional Religions, Islam, and Christianity)
- Transformations in Gender Relations
- Slavery and the Slave Trades
- African history beyond the continent: The Making of African Diasporas
- Increasing European Encroachment

Africa is very large — 3½ times the size of the continental U.S. — so covering roughly five millennia of its history could never be accomplished in an exhaustive way for the whole of the continent in thirteen weeks! Our approach will be to explore this history through five regional case studies each highlighting particular themes:

1. Egypt and the Greater Nile Valley
2. West Africa, the Sahara, and the Maghrib
3. West-Central Africa
4. East Africa and the Swahili coast
5. Southern Africa

BOOKS:

- Erik Gilbert and Jonathan T. Reynolds, *Africa in World History: From Prehistory to the Present*
- John Thornton, *The Kongolese Saint Anthony: Dona Beatriz Kimpa Vita and the Antonian Movement: 1684-1706*

EVALUATION METHOD:

- Exam #1 : 25 %
- Exam #2 : 25%
- Paper : 25%
- Participation: 25%
- Discussion

CHEM (Chemistry)

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.

Laboratory Check-in

Check into labs on the first day they are scheduled. You must take a print-out of your class schedule to Lab Check-in. If you fail to appear, your space may be given to a waitlisted student 2 hours after the lab begins. You are at risk of having to waitlist for another lab.

CHEM 125, 211 and 216 Laboratory Waitlist

Obtain a space on the electronic waitlist from Wolverine Access. You will be notified by email from the Chemistry Department when a space becomes available.

CHEM 105 / AOSS 105 / ENSCEN 105 / ENVIRON 105. Our Changing Atmosphere.

(3). (NS). (BS). May not be repeated for credit.

Section 001. This course considers the science needed to understand human-induced threats to the atmospheric environment, with special emphasis on the global changes that are taking place, or are anticipated. We will discuss the greenhouse effect (and its impact on climate), ozone depletion, the polar ozone holes, and urban air pollution. Some basic meteorology will be presented, including how climate changes might affect the frequency and severity of hurricanes and tornadoes. Students will have access to real-time weather information via computer. This lecture course is intended for non-science concentrators, and there are no prerequisites. Grades will be based on three one-hour exams (no final exam) and homework.

Instructor: Keeler, Gerald J

CHEM 125. General Chemistry Laboratory I.

To be elected by students who are eligible for (or enrolled in) CHEM 130, and concurrent enrollment in CHEM 126. (1). (NS). (BS). May not be repeated for credit. F, W, Sp.

Students MUST also elect CHEM 126.

TEXT: Collaborative Investigations in Chemistry, Konigsberg Kerner & Penner-Hahn, Hayden McNeil (Required).

Exams: 11/4 & 12/9 — 6-8 PM

This laboratory course can be elected with, or following, CHEM 130. It is intended that students planning to enroll in CHEM 130 who have had little or no previous chemistry laboratory enroll concurrently in CHEM 125 and CHEM 126. The focus of this guided inquiry laboratory is to foster critical thinking that allows students to de-

sign, perform, and interpret experiments. In addition, the student acquires 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 completion of each multi-period project lab where groups communicate their findings during a student-led discussion.

There are two one-hour written examinations, scheduled for Tuesday evenings, that constitute 30% of the grade. The remaining 70% of the grade is based on the points acquired in laboratory and discussion.

NOTES:

Section 100 — Students must also elect one 100 level dis/lab combination and a matching CHEM 126 lecture. Combinations are made in consecutive order and are linked. For example: If you elect CHEM 125.110 DIS section and CHEM 125.111 LAB section you MUST elect CHEM 126.100 LEC.

Section 200 — Students must also elect one 200 level DIS/LAB combination and a matching CHEM 126 lecture. For example: If you elect CHEM 125.250 DIS section and CHEM 125.251 LAB section you MUST elect CHEM 126.200 LEC.

Section 600. STUDENTS ELECTING CHEM 125 SECTION 600 MUST ALSO ELECT CHEM 126 SECTION 600 AND CHEM 130 SECTION 600. (For example: You would elect 125.601(dis)/602(lab); 126.600; 130.600)

Instructor: Gottfried, Amy C

CHEM 126. General Chemistry Laboratory II.

To be elected by students who are eligible for (or enrolled in) CHEM 130, and concurrent enrollment in CHEM 125. (1). (NS). (BS). May not be repeated for credit. F, W, Sp.

Students electing CHEM 126 MUST also elect CHEM 125. CHEM 126 is not a stand alone course.

One four-hour laboratory and one discussion. Basic laboratory techniques and applications to simple chemical systems.

CHEM 130. General Chemistry: Macroscopic Investigations and Reaction Principles.

Three years of high school math or MATH 105; one year of high school chemistry recommended. Placement by testing, or permission of Chemistry department. (3). (NS). (BS). (QR/2). May not be repeated for credit. Intended for students without AP credit in Chemistry. F, W, Sp.

Exams: 9/30, 10/28, 12/2 — 8-10 PM

This General Chemistry course is intended to satisfy 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 CHEM 130, 210/211, 215/216, 260/241/242, etc.) for science concentrators and pre-professional students.

CHEM 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 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 lecture sections with senior faculty (the intensive section will have four lectures a week), and once a week in small group discussion classes led by graduate student instructors. Lecturers and graduate student instructors 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, three one-hour examinations (Tuesday nights), and a final examination.

Section 400. The intensive lecture section (Section 400) is intended for those students who would benefit from a smaller lecture section (maximum 100 students) and more lectures so that the pace is slower and there is more feedback. Placement by LSA testing or permission of the Chemistry Department (1500 Chemistry, ChemUndergrad@umich.edu) is needed for enrollment in this section.

Instructor: Sipowska, Jadwiga T

CHEM 210. Structure and Reactivity I.

High school chemistry. Placement by examination during Orientation. To be taken with CHEM 211. (4). (NS). (BS). May not be repeated for credit. F, W, Sp.

Exams: TUES, 9/30, 10/28, 12/2, 6-8 PM.

TEXT: *Organic Chemistry*, Ege, 5th edition, Houghton Mifflin (Required).

Structure & Reactivity, Coppola, Hayden McNeil (Required).

CHEM 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 lectures with the professor and one hour of discussion with a graduate student instructor per week. There are Thursday evening workshops with the professors from 5:30-7:30 in 1210 Chemistry. There are three hour examinations (Tuesday nights) and a final examination.

CHEM 211. Investigations in Chemistry.

To be taken with CHEM 210. (1). (NS). (BS). May not be repeated for credit. F, W, Sp.

TEXT: *Investigations in Chemistry Coursepack*, Nolte, Hayden McNeil

Coursepack used in Sections 100,200,300; Section 400 will use Zubrick text (see individual Course sections)

CHEM 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, titrations, 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.

Section 400. *Section 400 is Honors.*

CHEM 211H (Section 400) is a science and project-oriented section of CHEM 211 that is meant for students who wish to take CHEM 211 at a slightly higher level. The location of the course is in the upper-level laboratory rooms, so the sections are slightly smaller

and better equipped for testing out original ideas. The last third of the course is a relatively independent student-run project.

Instructor: Koreeda, Masato

CHEM 218. Independent Study in Biochemistry.

Consent of instructor required. Permission of instructor. For students with less than junior standing. (1). (INDEPENDENT). May be repeated for a maximum of 4 credits. F, W, Sp/Su, Sp, Su.

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. CHEM 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 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 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.

CHEM 219. Independent Study in Chemistry.

Consent of instructor required. Permission of instructor. For students with less than junior standing. (1). (INDEPENDENT). May not be repeated for credit. F, W, Sp/Su, Sp, Su.

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 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 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.

CLARCH (Classical Archaeology)

CLARCH 221 / HISTART 221. Introduction to Greek Archaeology.

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

The Ancient Greeks are always with us, in high places and low, from the halls of our democratic institutions to the pages of the Sports Illustrated swimsuit edition. How can we explain their ubiquitous presence in our lives? Why won't they go away? This course explores the art and archaeology of ancient Greece, beginning in the Bronze Age (the famous Minoan and Mycenaean civilizations) through to Hellenistic times (the age of Alexander the Great). We

will explore all aspects of Greek life as reflected in the materials they left behind, objects that range from mighty marble temples such as the Parthenon, to discarded drinking vessels from their parties, from cities to theaters, from houses to palaces. Such artistic and archaeological evidence allows us to consider how Greek society worked, and how they understood the relations of humans and gods, men and women, Greeks and barbarians. Having taken this course, you will understand far better just why they Greeks are so hard to forget.

Instructor: Herbert, Sharon C

CLCIV (Classical Civilization)

CLCIV courses 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.

CLCIV 101. Classical Civilization I: The Ancient Greek World (in English).

Freshman or Sophomore or permission of instructor. (4). (FYWR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GTBOOKS 191 or 201. F.

This course is an introduction to the history and culture of Ancient Greece. We will laugh with the ancient comedians and think with the ancient philosophers. We will also confront the contradictions of this complex society: Why did the freedom-loving Greeks condone slavery? Why were women denied a role in politics, but were featured prominently in public performances of tragedy? Finally, we will explore the complex legacy of the Greeks to the modern world, in part through the study of the representation of ancient Greece in film.

A major goal of the course is to help students develop college-level writing skills. Short essays (two pages) written in response to reading assignments are required each week. In addition, there will be two longer essays (5 pages each) and two one-hour exams. Active participation is required.

Instructor: Forsdyke, Sara L

CLCIV 120. First-year Seminar in Classical Civilization (Humanities).

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit.

Section 001 — Representations of Food in Antiquity.

Descriptions of food and drink abound in ancient literature. This course will examine the role of food and banquets in a variety of works, from Aristophanes' comedies to Horace's *Satires* to Petronius' *Satyricon*. We will consider actual evidence about dining practices, but our central emphasis will be on the representation of food in literature. Much more than mere sustenance, food has the potential to reveal one's origins, status, personal taste and style. In addition to bi-weekly papers, each student will also investigate one practical feature of ancient dining (*e.g.*, seating, food preparation, "china") as preparation for an authentic banquet of our own at the end of term.

Instructor: Caston, Ruth Rothaus

Section 003 — Euripides our Contemporary?

In this course we will read the 18 surviving plays of Euripides, c. 480-405 BCE. (Greek tragedies are short, though this is not as much as it looks).

These are a wild mixture of pure tragedies, plays of adventure with happy endings, and miniature soap operas. We will concentrate on how Euripides can be relevant for us — what we can enjoy, what we can learn from — but also on what in these plays is strange and hard to understand no matter how much we study it.

Instructor: Scodel, Ruth S

CLCIV 215. Ovid.

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

We read and discuss Ovid's *Metamorphoses* and *Amores* in modern translations, with selections from Ovid's other works. We look at Golding's *Metamorphoses* (the translation Shakespeare used) and Marlowe's *Amores*, as well as the recent volume of translations and imitations.

Instructor: Scodel, Ruth S

COMM (Communication Studies)

COMM 101. The Mass Media.

First- and second-year students. (Prerequisites enforced at registration.) (4). (SS). May not be repeated for credit.

This course provides 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.

This course is one of four prerequisites required for students to have completed before declaring a Communication Studies concentration.

Instructor: Douglas, Susan J

COMM 102. Media Processes and Effects.

First- and second-year students. (Prerequisites enforced at registration.) (4). (SS). May not be repeated for credit.

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.

This course is one of four prerequisites required for students to have completed before declaring a Communication Studies concentration.

Instructor: Kwak, Nojin

COMM 111. Workshop on Managing the Information Environment.

First- and second-year students. (Prerequisites enforced at registration.) (1). May not be repeated for credit. Offered mandatory credit/no credit.

This course is a 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.

This course is one of four prerequisites required for students to have completed before declaring a Communication Studies concentration.

COMP (Music Composition)

COMP 139. Intro Basic Craft.

FR.COMP.MAJ. (3). May be repeated for credit.

An introduction to the basic craft of musical composition.

COMP 221. Intro Elem Comp.

NON-MUS ONLY. (3). (CE). May be repeated for credit.

For non-music concentrators. For students with limited musical background who wish to gain understanding of the creative process and contemporary art music by composing. The course investigates traditional compositional crafts, as well as more current or experimental tendencies, including pop, ethnic, and jazz idioms. Student creative projects receive individual attention. No prerequisites, but the ability to read music is strongly recommended.

Instructor: Rush, Stephen J

COMPLIT (Comparative Literature)

COMPLIT 122. Writing World Literatures.

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

An intensive writing course focusing on multiple translations of works, asking students to consider how these translations reflect different cultural times and milieu as well as choices in language. Students work intensely with issues of composition, argument, and source material related to the creative texts.

Section 004. How does the voice you adopt to tell a story shape the way the story sounds? When you write in a globalizing language such as English, this is an especially tricky question, since there are so many different communities of speakers you can address. You may imagine yourself one way writing to your grandmother in Madras, and another way when writing to your friends in Miami, Monrovia or Melbourne. This course will combine readings from a range of times and places (an Indian play from the 4th century in older and newer versions, American folktales from the 1930s, Homer rewritten in Renaissance England) with creative assignments that encourage you to travel imaginatively in time and place in your own writing. This course aims to help you test out for yourself what stories sound like in a range of different Englishes and to explain the significance of those differences in terms of the history of the language.

You will be graded on your active participation in class discussion, weekly writing exercises towards developing a timeline, as well as a midterm and a final paper.

Instructor: Merrill, Christi Ann

COMPLIT 240. Introduction to Comparative Literature.

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

Section 001 — A Mystery to Me: The Puzzle, Desire, and Meaning.

The stories we will read in this class are woven of mysteries and enigmas. They want very much to answer questions of life and death (what went wrong? who done it? why?), but often pose more questions than they answer. Some of our questions, then: What makes a detective? What does she or he want? What does it mean to solve a problem? How do we know when it's completely solved? We will explore these questions, working under the hypothesis that asking questions is as important as answering them. Readings will be drawn across genres, time, and cultures, from ancient Greece to the present in New York and Martinique.

Instructor: Brown, Catherine

COMPLIT 260. Europe and Its Others.

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

The course explores the appearance of female figures in mythological stories and their literary renditions. Primarily oriented towards the role women were assigned in Western literary tradition, but not strictly limited to it, the texts include Classical Greek, later literary appropriations of myths, as well as literary theory and film. An important departure from the specificity of the Greek literary setting will be made in the space dedicated to the occurrence of female figures in mythological and religious texts (e.g., the Fall of Eve) that almost completely defined the character of woman in literature. The final segment of the course consists of texts by women authors that apparently subvert the patriarchal mythology imposed

on women and liberates women from myth.

Instructor: Aleksić, Tatjana

CSP (Comprehensive Studies Program)

CSP 100. CSP Freshpersons Readings Seminar.

(2). *May be elected twice for credit. F, W, Su. Offered mandatory credit/no credit.*

In CSP 100 participants are encouraged to learn and apply meta-cognitive principles to the planning of their own academic, professional, and personal goals. Participants in the seminar work to enhance their academic success by embarking on a thorough examination of how they are currently approaching their learning. They then set goals for adjusting and improving their current skills to help them become better learners in this context.

Topics participants in this seminar explore have included but are not limited to the following:

- Developing critical thinking skills
- Basic principles of formal argumentation
- Enhancing study techniques.
- Improving and/or developing test-taking strategies.
- Creating a personal philosophy and four or five-year plan
- Establishing academic and personal goals [short and long term]
- Identifying individual learning styles
- Time Management
- Effective note-taking
- Enhancement of Test Taking
- Stress Management
- The impact of diversity on academic success
- Problem solving techniques in an academic context
- Discussion of faculty/instructor expectations for academic success
- Career Exploration and its related skills [interview techniques / marketing self]

CZECH (Czech)

CZECH 141. First-Year Czech.

(4). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in CZECH 143.*

This is an introductory course to Czech language and culture. Students are introduced to Czech sounds and alphabet, pronunciation and spelling, to basic grammatical structure of nouns, verbs and modifiers. Course focuses on active language use through oral and conversational drills — students also practice greetings and social phrases using reading and writing skills. Course provides basic facts of geography of the Czech Republic.

Daily preparation is essential.

Instructor: Malachowska-Pasek, Ewa

DUTCH (Dutch and Flemish Studies)

DUTCH 111. First Special Speaking and Reading Course.

(4). *May not be repeated for credit. Graduate students should elect DUTCH 511. No credit granted to those who have completed or are enrolled in DUTCH 100. F.*

This course provides the student with the basics of the Dutch language and culture. Besides the course book, we use CD-ROM's and available Internet sites to get a wonderful introduction and first step into the Dutch language and the Dutch-speaking world. In class we practice conversations, do exercises, and have cultural discussions to give a real taste of the Dutch experience in a friendly atmosphere.

Required course materials (available from Shaman Drum):

- Boers *et al.*: CODE. Basisleergang Nederlands voor anderstaligen. Takenboek & CD-ROM; ThiemeMeulenhoff, Utrecht/Zutphen 2004
- Boers *et al.*: CODE. Basisleergang Nederlands voor anderstaligen. Oefenschrift; ThiemeMeulenhoff, Utrecht/Zutphen 2004

Instructor: Broos, Antonius J M

DUTCH 160. First Year Seminar: Colonialism and its Aftermath.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit. Taught in English. F.

Section 001 — Issues in Race & Ethnicity.

The course introduces first-year students to cultural studies in general and Dutch Studies in particular, integrating social, political, and economic history with literary renderings, and artistic representations of colonialism. The Netherlands has been an active participant in shaping the world as we know it, through mercantile and political involvement around the globe. The Dutch were colonizers of Indonesia and its many islands, founders of New Amsterdam/New York, traders in West Africa, first settlers in Capetown in South Africa, and the first trading partners with the Japanese. The Netherlands held colonial power over Suriname until 1975; other West Indies islands, i.e., Aruba, Bonaire, Curaçao are still part of the Dutch Kingdom. We will trace the origin and development of the Dutch expansion in the world, how countries were conquered and political systems were established. Mercantile gains as shown in the spice trade and the many aspects of the slave trade will be emphasized. The role of the Dutch East India Company (VOC), once called the world's largest multinational in the 17th and 18th century, will be examined. We will read from the vast body of Dutch literary works related to the East and West Indies, started as early as the 17th century.

Instructor: Broos, Antonius J M

ECON (Economics)

For textbook information, please visit the ECON Textbook Information Website. Information will be posted for each class as soon as it is available.

ECON 101. Principles of Economics I.

High school algebra and geometry. (4). (SS). (QR/2). May not be repeated for credit. F, W, Sp/Su.

Section 100. ECON 101 examines the microeconomics of capitalism — the behavior of households and businesses, the generation of prices and outputs in markets, and applications to public policy. Specific topics in ECON 101 include: supply and demand; the differences between competition and monopoly; environmental problems and policies; labor markets; and international trade. ECON 101 is the first part of the two-term introduction to economics — the second part (ECON 102, for which ECON 101 is a prerequisite) examines macroeconomics. Prerequisites for ECON 101: high school algebra and geometry and a willingness to use them.

Midterm exams for this class are given in the evening (outside regular class time) from 8-10 PM on Wed Oct 8, Wed Nov 5, and Tues, Dec 9.

Instructor: Gerson, Janet

Section 200. ECON 101 examines the microeconomics of capitalism — the behavior of households and businesses, the generation of prices and outputs in markets, and applications to public policy. Specific topics in ECON 101 include: supply and demand; the differences between competition and monopoly; environmental problems and policies; labor markets; and international trade. ECON 101 is the first part of the two-term introduction to economics — the second part (ECON 102, for which ECON 101 is a prerequisite) examines macroeconomics. Prerequisites for ECON 101: high school algebra and geometry and a willingness to use them.

Midterm exams for this class are given in the evening (outside regular class time) from 8-10 PM on Wed Oct 10, Wed Nov 7, and Tues Dec 11.

Instructor: Malone, Paula A

Section 300. ECON 101 examines the microeconomics of capitalism — the behavior of households and businesses, the generation of prices and outputs in markets, and applications to public policy. Specific topics in ECON 101 include: supply and demand; the differences between competition and monopoly; environmental problems and policies; labor markets; and international trade. ECON 101 is the first part of the two-term introduction to economics — the second part (ECON 102, for which ECON 101 is a prerequisite) examines macroeconomics. Prerequisites for ECON 101: high school algebra and geometry and a willingness to use them.

Midterm exams for this class are given in the evening (outside regular class time) from 8-10 PM on Mon Oct 8, Mon Nov 5, and Mon Dec 10.

ECON 108. Introductory Microeconomics Workshop.

First-year standing and concurrent enrollment in ECON 101. (1). (SS). May not be repeated for credit. Offered mandatory credit/no credit.

Students in ECON 108 MUST BE enrolled in ECON 101. Please contact Jan Gerson if you are interested in enrolling for ECON 108.

Section 001 — Microeconomic Theory in the News.

Course meets weekly for discussion of current *Wall Street Journal* articles related to the week's ECON 101 topics, stressing the use and application of the microeconomics tools being learned in ECON 101.

Students will select a topic, turn in weekly summaries, open the discussion on their week's topic, and write a brief paper evaluating one of the articles discussed in more detail. This paper will be turned in on the last day of classes.

Workshop attendance is mandatory, and each student will be required to subscribe to the *Wall Street Journal* for the term. Evaluation of students will be entirely on the basis of their paper, attendance, and summaries.

Instructor: Gerson, Janet

Section 002 – Economic Analysis Through Service Learning.

This section of ECON 108 focuses on economic analysis through service-learning. Service-learning is a teaching-learning process that involves students in the community for both service and learning reasons. The service this academic term will be at one of a number of local agencies where you will serve in capacities that are negotiated with the staff there. The learning will focus on observation and analysis at the service agency. As you serve in the agency, you will observe and actively analyze incentives, decision-making and the costs and benefits of the agency.

ECON 108 meets weekly for discussion. Written assignments include keeping a structured journal and an end-of-term paper summarizing your observations and analysis.

Instructor: Gerson, Janet

EECS (Electrical Engineering and Computer Science)

EECS 183. Elementary Programming Concepts.

(4). (MSA). (BS). May not be repeated for credit. Credit is granted for only one course among EECS 183 or ENGR 101. Not intended for Engineering students (who should take ENGR 101), nor for CS concentrators in LSA who qualify to enter EECS 280. F, W, Sp.

Fundamental concepts and skills of programming in a high-level language. Flow of control: selection, iteration, subprograms. Data structures: strings, arrays, records, lists, tables. Algorithms using selection and iteration (decision making, finding maxima/minima,

searching, sorting, simulation, etc.). Good program design, structure and style are emphasized. Testing and debugging.

EECS 203. Discrete Math.

MATH 115 or 116 or 119 or 120 or 121 or 156 or 176 or 185 or 186 or 295 or 296 or 215 or 255 or 285 with a grade of at least C or better. (Prerequisites enforced at registration.) (4). (MSA). (BS). May not be repeated for credit. F, W.

Introduction to the mathematical foundations of computer science. Topics covered include: propositional and predicate logic, set theory, function and relations, growth of functions and asymptotic notation, introduction to algorithms, elementary combinatorics and graph theory, and discrete probability theory.

EECS 280. Programming and Introductory Data Structures.

MATH 115. (4). (MSA). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in EECS 283. F, W.

Techniques and algorithm development and effective programming, 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.

EECS 285. A Programming Language or Computer System.

Some programming knowledge required. (2). (BS). May not be repeated for credit.

A course covering a complex computer system or programming language. Programming problems will be assigned. Specific languages or systems to be offered will be announced in advance.

Instructor: Morgan, Andrew Michael

ENGLISH (English Language and Literature)

ENGLISH 124. College Writing: Writing and Literature.

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

This course studies the intersection between critical thinking and persuasive writing, and, using literary texts as the point of reference, takes as its goal the development of the student's skill at writing cogent expository and argumentative prose.

ENGLISH 125. College Writing.

(4). (FYWR). May not be repeated for credit. F, W, Sp, Su.

A study of rhetoric, both as a body of principles, and as a practical art, emphasizing the writing of expository and argumentative essays.

ENGLISH 223. Creative Writing.

(3). (CE). May not be repeated for credit. F, W, Sp.

Introductory creative writing course in which students compose pieces in fiction, poetry or drama.

ENGLISH 225. Academic Argumentation.

Completion of the First-Year Writing Requirement. (4). (HU). May not be repeated for credit. F, W, Sp.

Instruction in composition with weekly papers and overall review of style and arrangement.

Section 030 & 031. In this course, you are assumed to have learned the basics of grammar and citation formats, as well as how to assemble a coherent argument. Here you will learn how to develop more sophisticated arguments, and how to present effective theses while avoiding logical pitfalls. With those goals in mind, we will discuss ways to make use of the "Four Classes of Argument," and to eliminate the most damaging "Logical Fallacies."

Instructor: Taylor III, Charles Lavelle

ENGLISH 245 / RCHUMS 280 / THTREMUS 211. Introduction to Drama and Theatre.

(3). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RCHUMS 281.

The course aims to introduce students to the theatre in its myriad forms, and to help them understand the processes which go toward making a production. Five to seven plays will be subjects of special study, chosen to cover a wide range of style and content, but interest will not be confined to these. Each student will attend two lectures weekly. Students will be required to attend two or more performances, chosen from those available on campus. Three papers are required plus two midterms and a final examination.

Instructor: Woods, Leigh A

ENGLISH 267. Introduction to Shakespeare.

Completion of first-year writing requirement. (3). (HU). May not be repeated for credit.

We will read seven plays and seven sonnets by our most popular and enduring dramatic poet. Shakespeare's plays will be approached both as poetic texts and as scripts for performance. We will ask how they might have been understood by their original audiences and will consider various modern interpretations — including our own. Readings, lectures, discussions, writing assignments, video screenings, and in-class performance (reading lines, blocking scenes) will all contribute to the process. Because our reading depends crucially on the comprehension of poetic features, we will pay special attention to these, beginning with close readings of several great sonnets. Plays will probably be: *Richard III*, *A Midsummer Night's Dream*, *Twelfth Night*, *Romeo and Juliet*, *Othello*, *King Lear*, and *The Tempest*. All participants can expect to gain a greater appreciation of poetry, drama, and the creative power of well-wrought language.

Instructor: Smith, Macklin

ENGLISH 270. Introduction to American Literature.

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

Here "American" means of the United States of America." We will read Mark Twain's *Adventures of Huckleberry Finn* (1884; the Norton Critical Edition), probably the greatest novel produced by an American writer although Twain is not our greatest novelist. Henry James is that. *Huck Finn* treats a most important American topic — the problem of race relations, black and white folks. It is a story of a white boy and a black man seeking freedom in "our" country and illustrating the need of mutual support. *Huck Finn* depends on a youthful narrator who speaks a Midwest black-and-white idiom and derived thence a useful ironic narrative mode. *Huck Finn* begins, "You don't know about me, without you have read a book by the name of "The Adventures of Tom Sawyer, " ...by Mark Twain..." It is almost imperative to read that book (1876) before embarking on *Huck Finn* — so we will make room for it (Bantam Books) at the beginning of the course. Edith Wharton's *Ethan Frome* (1911; Scribner Paper) gives a sharp and convincing look at New Englanders and their "harsh and beautiful land" (as she called it); Wharton presents that land to provide a grimly appropriate setting for her gripping and cleverly told tale. Wharton was a good friend of Henry James and like him anticipated the work of James Baldwin as a creator of realistic fiction — what H. James called the successful portrayal of "the look of things" and qualified that to "the look that conveys their meaning." Then some examples of the short fiction of James Baldwin — "Sonny's Blues" (1957), "This Morning, This Evening, So Soon" (1960), "Going to Meet the Man" (1965) — in the collection *Going to Meet the Man* (Vintage International). Baldwin begins his 1961 book of essays *Nobody Knows My Name* with this: "It is a complex fate to be an American, Henry James observed, and the principal discovery an American writer makes in Europe is just how complex this fate is." There is perhaps our greatest African-American writer of fiction quoting the much older James. Furthermore, Baldwin addresses in these stories a dilemma similar to that addressed in *Huck Finn* — and in "Sonny's Blues" focuses sharply on the salvation offered by art. Our two significant Nobel Laureates, fiction-writers Hemingway and Faulkner, are not in-

cluded here because they pose difficulties and offer rewards more appropriate to a course not fashioned as an "Introduction." But this course also introduces you to one of our greatest poets, Robert Frost (1874-1963), whose healthy preference for neighbors over "good fences" makes his poetry (*Selected Poems*, St. Martin's Press) of urgent importance to us in the 21st-century U.S.A. And finally we will read an important early play (1949) by the maize and blue Arthur Miller, quite possibly our greatest playwright. His *Death of a Salesman* (Penguin Classics) is a painfully apt portrayal of another victim of the U.S. "complex fate" — a "tragic hero" sort of like (yet different from) Huck Finn and Ethan Frome; the Salesman, Willie Loman, heard music as Baldwin's Sonny did; but another clamor overwhelmed it. The specified texts will be available at Shaman Drum Books, State St. near North U.

We will discuss these writings in class after fairly informal introductory "lectures." Students will write some 6 or 7 short essays (say 500 to 1000 words) and also a couple of impromptu exercises. It is signally important that students read and ponder the literary selections before the days on which we are to discuss them. There may be a final examination.

Instructor: Powers, Lyall H

ENGLISH 280. Thematic Approaches to Literature.

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

Section 001 — The Habits of the American Blockbuster, Or How to Write a Book That Makes a Million Bucks.

This course will examine the contemporary history of the bestseller in the United States with particular attention to the way these books have been conceived, structured, written, and marketed. We will examine with especial interest these novels' patterns of narrative energy — how they keep readers reading and why — and take up the questions of high vs. low art, how cinematic habits might have influenced the manners of the popular novel, what a 'literary thriller' might be, how market influences may come to shape an author's decisions, and how publishing has changed to accommodate — or even rely on — knockout hits. Students will be asked to read several novels intently with an eye for narrative analysis, make a presentation on an historical bestseller now forgotten, and write at least two analytical papers.

Instructor: Byers, Michael Denis

ENSCEN (Environmental Sciences and Engineering)

ENSCEN 105 / AOSS 105 / CHEM 105 / ENVIRON 105. Our Changing Atmosphere.

(3). (NS). (BS). May not be repeated for credit.

This course considers the science needed to understand human-induced threats to the atmospheric environment, with special emphasis on the global changes that are taking place, or are anticipated. We will discuss the greenhouse effect (and its impact on climate), ozone depletion, the polar ozone holes, and urban air pollution. Some basic meteorology will be presented, including how climate changes might affect the frequency and severity of hurricanes and tornadoes. Students will have access to real-time weather information via computer. This lecture course is intended for non-science concentrators, and there are no prerequisites. Grades will be based on three one-hour exams (no final exam) and homework.

Instructor: Keeler, Gerald J

ENSCEN 171 / AOSS 171 / BIOLOGY 110 / ENVIRON 110 / GEOSCI 171. Introduction of Global Change: Physical Processes.

(4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology. Satisfies the geography requirement for State of Michigan certification for social studies teachers. F.

Every day, millions of human and natural activities are altering the planet on which we live. Over the past century, through our ever-

increasing population and mastery of technology, we have been changing the global environment at a pace unknown to natural history.

The University of Michigan **Global Change Program** offers an interdisciplinary, introductory course sequence which investigates the causes and potential impacts of these changes using a combination of traditional lecture-based and modern web-based teaching methodologies. The Fall Academic Term course deals with issues relating to the physical, chemical, and biological cycles contributing to Global Change. Students apply learned knowledge by using spreadsheet and systems modeling software to investigate the dynamics of natural systems.

The Web-based course curriculum provides unparalleled opportunities to conduct on-line Internet research. In fact, you will create your own web-based poster on a topic of your choosing. The interactive laboratory exercises provide you the opportunity to use computers to examine how natural systems function as well as develop projections of the future consequences of changes in the environment. And, perhaps most important of all, you will have ample time for discussion of the critical issues in human development and how they relate to the international business community, global economics, society as a whole and the individual. All topics are developed in a manner that students will find both accessible and enjoyable. The course grade is based on two midterm exams, a final exam, completion of laboratory modules, and a course project based on some aspect of global change. There are no prerequisites for the course and no science background is assumed. The course is appropriate for all undergraduate students, irrespective of intended concentration, and is the first of a series of courses that can be taken as part of the **Global Change Minor**.

You will discuss...

- Current and Projected Global Change
- The Role of the Individual as a Citizen of the Planet
- Case Studies of Regional and Global Change Issues

You will create...

- Models of Interacting Systems that Give Insight into the Collision Between Natural and Societal Processes
- A Web-based Poster on a Related Topic of Your Choice

Topics that are covered

The Universe:

- Big Bang Theory
- Birth and Death of Stars
- Radiation Laws
- Origin of the Elements
- Planetary Energy Budget

Our Planet:

- The Age of the Earth
- Primitive Atmospheres
- Natural Hazards
- Plate Tectonics
- Chemical & Biological Evolution
- The Building Blocks for Life

Earth's Atmospheric & Oceanic Evolution:

- Life Processes and Earth Systems
- The Great Ice Ages
- Atmospheric Circulation and Weather
- Climate and Paleoclimate
- Greenhouse Gases and Global Warming
- Sea Level Change
- El Niño

The Tree of Life:

- Emergence of Complex Life
- Extinction and Radiation
- The Five Kingdoms
- Natural Selection

- Respiration and Photosynthesis
- Ecosystems

Projected Ecological Consequences:

- Elevated Carbon Dioxide Levels
- Environmental Pollutants
- Ozone Depletion
- Likelihood of Global Climatic Change

Instructor(s):

- David Allan (NRE)
- George Kling (Ecology and Evolutionary Biology)
- Christopher Poulsen (AOSS)
- Ben van der Pluijm (Geology), coordinator; vdpluijm@umich.edu

ENVIRON (Program in the Environment)

ENVIRON 102 / AOSS 102 / GEOSCI 122. Extreme Weather.

(3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AOSS 202.

This course provides an introduction to the physics of extreme weather events. The course uses weather disasters and threats to illustrate the physical laws governing the atmosphere.

We examine solar eruptions, ice ages, climate change, monsoons, El Niño, hurricanes, floods, droughts, heat waves, thunderstorms, lightning, hail, tornados, and other extreme atmospheric events to illustrate the basic physical laws that produce these events. Participants are expected to apply these principles to a series of homework assignments including hands-on weather forecasting and analysis of storm events.

Required resources for this course include:

1. An on-line subscription to *XamPREP: Essentials of Meteorology* by C. Donald Ahrens with
2. (Optionally) A hard-copy version of *Essentials of Meteorology* by C. Donald Ahrens (it's redundant but some really prefer to also have the traditional paper copy), and
3. A copy of *Extreme Weather* by Chris Burt.

Instructor: Samson, Perry J

ENVIRON 105 / AOSS 105 / CHEM 105 / ENSCEN 105. Our Changing Atmosphere.

(3). (NS). (BS). May not be repeated for credit.

This course considers the science needed to understand human-induced threats to the atmospheric environment, with special emphasis on the global changes that are taking place, or are anticipated. We will discuss the greenhouse effect (and its impact on climate), ozone depletion, the polar ozone holes, and urban air pollution. Some basic meteorology will be presented, including how climate changes might affect the frequency and severity of hurricanes and tornadoes. Students will have access to real-time weather information via computer. This lecture course is intended for non-science concentrators, and there are no prerequisites. Grades will be based on three one-hour exams (no final exam) and homework.

Instructor: Keeler, Gerald J

ENVIRON 110 / AOSS 171 / BIOLOGY 110 / ENSCEN 171 / GEOSCI 171. Introduction of Global Change: Physical Processes.

(4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology. Satisfies the geography requirement for State of Michigan certification for social studies teachers. F.

Every day, millions of human and natural activities are altering the planet on which we live. Over the past century, through our ever-increasing population and mastery of technology, we have been

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The Web-based course curriculum provides unparalleled opportunities to conduct on-line Internet research. In fact, you will create your own web-based poster on a topic of your choosing. The interactive laboratory exercises provide you the opportunity to use computers to examine how natural systems function as well as develop projections of the future consequences of changes in the environment. And, perhaps most important of all, you will have ample time for discussion of the critical issues in human development and how they relate to the international business community, global economics, society as a whole and the individual. All topics are developed in a manner that students will find both accessible and enjoyable. The course grade is based on two midterm exams, a final exam, completion of laboratory modules, and a course project based on some aspect of global change. There are no prerequisites for the course and no science background is assumed. The course is appropriate for all undergraduate students, irrespective of intended concentration, and is the first of a series of courses that can be taken as part of the **Global Change Minor**.

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- The Role of the Individual as a Citizen of the Planet
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You will create...

- Models of Interacting Systems that Give Insight into the Collision Between Natural and Societal Processes
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Topics that are covered

The Universe:

- Big Bang Theory
- Birth and Death of Stars
- Radiation Laws
- Origin of the Elements
- Planetary Energy Budget

Our Planet:

- The Age of the Earth
- Primitive Atmospheres
- Natural Hazards
- Plate Tectonics
- Chemical & Biological Evolution
- The Building Blocks for Life

Earth's Atmospheric & Oceanic Evolution:

- Life Processes and Earth Systems
- The Great Ice Ages
- Atmospheric Circulation and Weather
- Climate and Paleoclimate
- Greenhouse Gases and Global Warming
- Sea Level Change
- El Niño

The Tree of Life:

- Emergence of Complex Life
- Extinction and Radiation
- The Five Kingdoms
- Natural Selection
- Respiration and Photosynthesis

- Ecosystems

Projected Ecological Consequences:

- Elevated Carbon Dioxide Levels
- Environmental Pollutants
- Ozone Depletion
- Likelihood of Global Climatic Change

Instructor(s):

- David Allan (NRE)
- George Kling (Ecology and Evolutionary Biology)
- Christopher Poulsen (AOSS)
- Ben van der Pluijm (Geology), coordinator;
vdpluijm@umich.edu

ENVIRON 118 / GEOSCI 118. Introductory Geology Laboratory.

Prior or concurrent enrollment in GEOSCI 119, or 205 and 206, or 135. (1). (NS). (BS). May not be repeated for credit. No credit if completed an introductory course in geology (GEOSCI/ENVIRON 116, 117, or 218). F, W.

A one-term laboratory course covering the laboratory portion of Introduction to Geology. The laboratory provides hands-on experience with minerals, rocks, and maps. Participants will learn to identify common minerals and rocks, use topographic and geologic maps, and draw and interpret geologic cross sections. Examples will be drawn from areas of recent glaciation, volcanism, and earthquakes to show how these features are depicted in maps.

Students who register for GEOSCI 118 must also be enrolled in GEOSCI 119 or they must have taken 119 in an earlier academic term.

ENVIRON 119 / GEOSCI 119. Introductory Geology Lectures.

Concurrent enrollment in ENVIRON or GEOSCI 118 for the lab. (4). (NS). (BS). May not be repeated for credit. No credit granted if completed or enrolled in GEOSCI/ENVIRON 116, 117, 120. No credit granted if completed both GEOSCI 205 AND GEOSCI/ENVIRON 206. Only 3 credits with GEOSCI 205 or GEOSCI/ENVIRON 206. F, W.

GEOSCI 119 is a basic single-term course in introductory geology concentrating on the evolution of the Earth in physical and chemical terms. Reference to the interaction of the external biosphere— atmosphere—hydrosphere with the earth's interior is an essential component of the course.

Topics covered include:

- plate tectonics: continental collision and fragmentation
- tsunamis, earthquakes and volcanoes
- evolution and extinction: dinosaurs and the fossil record
- glaciers, global warming and climate change
- geologic time

Lectures three hours per week. A separate discussion section for one hour each week is scheduled for review and discussion of topics covered in class.

To also enroll in the Introductory Geology Laboratory, register for any section of GEOSCI 118. The GEOSCI 118 laboratory provides a practical study of minerals, rocks, fossils and geologic maps. Students are strongly encouraged to enroll in both GEOSCI 119 and 118, since the lab sessions complement the lectures and discussions.

NOTE: GEOSCI 119 plus 118 replaces GEOSCI 117.

REQUIRED TEXTBOOK: *Earth: Portrait of a Planet*, by Marshak, second edition, W.W. Norton & Company, New York. ISBN: 0-393-92502-1

Instructor: Lohmann, Kyger C

ENVIRON 120 / GEOSCI 120. Geology of National Parks and Monuments.

(4). (NS). (BS). May not be repeated for credit. No credit if completed GEOSCI/ENVIRON 116, 117, or 119, or both GEOSCI 205 AND GEOSCI/ENVIRON 206. Only 3 credits with GEOSCI 205 or GEOSCI/ENVIRON 206. W.

This course approaches Earth history by examining the geology of places rather than by taking a process approach. It is designed for all interested undergraduates at the University of Michigan. The course format consists of three lectures each week and one two-hour demonstration-laboratory period, for four credits. Lecture material deals with the geologic history of selected national parks and monuments, which are chosen and scheduled so that those in which the oldest rocks are exposed (thus relating to the earliest portions of Earth history) are covered first. In so doing, we cover Earth history in a temporal progression, but do so by discussing different geographic areas. The demonstration-laboratory portion of the course will give you first-hand experience with rocks, minerals, and fossils; and an opportunity to discuss these in small groups.

Text: *Parks and Plates: The Geology of Our National Parks, Monuments, and Seashores* by Robert J. Lillie ISBN: 0393924076 W. W. Norton & Company

Instructor: Lange, Rebecca Ann

ENVIRON 139. First-Year Seminar in the Environment.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (ID). May not be repeated for credit.

Section 003 — Environmental Literature.

Stewardship of the Earth is not a new ideal. American Indians have long fostered the belief that humans are merely caretakers of the environment. Over time, industrialized society has made attempts to carry forward this tradition. In the 1970's, when the modern environmental movement was born, our country enacted sweeping environmental laws. In the decades since, however, our commitment to environmental protection has waned. This course will explore the human connection to the environment and the evolution of American attitudes toward the natural world as reflected in environmental literature. Using language to understand our connection to the world around us, we will examine our relationship with nature in various works of fiction, non-fiction, poetry, and film. In addition to exploring environmental literature and film, students will complete a social service requirement that benefits the health of the environment or furthers understanding of environmental issues. By fostering a greater appreciation for our connection to the environment and our attempts to reconcile our ambivalent attitudes toward nature, this course will help us define our place in the natural world.

Required texts/authors may include:

- Edward Abbey *Desert Solitaire*
- Diane Ackerman *The Whale by Moonlight*
- Rachel Carson *Silent Spring*
- Ralph Waldo Emerson *Selected Essays*
- Ted Kerasote *The Return of the Wild*
- Donald Knowler *The Falconer of Central Park*
- Craig Lesley *Winterkill*
- Aldo Leopold *Sand County Almanac*
- Ellen Meloy *Eating Stone*
- Scott Momaday *The Man Made of Words*
- Gary Snyder *The Practice of the Wild*
- Jack Turner *The Abstract Wild*

Instructor: Murphy, Virginia E

Section 020 — Environment, Religions, Spirituality and Sustainability.

Inquiry into the fundamental changes occurring in the natural environment (including humans) and in human social systems and culture, to explore the question "To what extent, in what ways and why are current trends in human impacts on the environment and

social relations unsustainable/sustainable? The seminar will introduce the major contrasting responses being made to this question along with their differing scenarios of the future in terms of their visions, strategies, and examples of practices to be pursued.

Learning resources will be selected from four types of information:

1. scientific,
2. religious/spiritual,
3. documentation of innovative environmental, social (including economic and political) and technological practices and
4. personal experiences and commitments.

Religions to be considered include those of Native Americans and other indigenous peoples as well as world religions, e.g., Buddhism, Islam, Judaism, and Christianity. The consideration of spirituality is based on individuals' experiences and recognition of "sacred" or "ultimate" realities that are variously understood and characterized.

Students will be asked to engage in interdisciplinary, seminar based inquiry through reading and thinking critically, reflecting on and analyzing their own values, beliefs and practices, sharing the results of their own inquiries through discussions, writing, and presentations and by comparing and contrasting their own beliefs and ideas with others who have different backgrounds and current values, beliefs and goals.

It is expected that students enrolling in this seminar will have differing backgrounds of knowledge and experience in relation to the environment, science, religion/spirituality, and unsustainability / sustainability. Both students with religious commitments are welcome as well as students who are agnostics, atheists or who would describe themselves as secular humanists, skeptics, and "undecided" or by some other name for their highest values and related belief systems and practices. This opportunity for participatory inquiry will require enrolled students to engage in respectful dialogue along with acceptance of people with backgrounds and present commitments and beliefs that are different from their own.

Instructor: Crowfoot, James E

ENVIRON 201. Ecological Issues.

(4). (NS). (BS). May not be repeated for credit.

A course involving lectures and discussions on ecological principles and concepts underlying the management and use of natural resources, with consideration of socioeconomic factors and institutional roles. Throughout the course, emphasis is placed on the importance of interdisciplinary approaches to matters concerning the allocation of natural resources and the quality of our environment. Topics covered include biodiversity, endangered species, exploitation practices, tropical deforestation, agriculture, air and water pollution, energy production and use, waste disposal, and the role of politics and economics in environmental issues.

Instructor: Diana, James Stephen

ENVIRON 206 / GEOSCI 206. How the Earth Works: The Water Cycle and Environment.

(2). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI/ENVIRON 116, 117, 119, or 120. Those with credit for GEOSCI 109 may only elect GEOSCI/ENVIRON 206 for 1 credit.

This course describes behavior of earth materials in the surficial environment. Water is the main transport agent in the geological cycle; its unique properties and exchange rates among oceans, lakes, rivers, and groundwater are one focus. Interaction between water reservoirs and physical and chemical weathering of soils, sediments, and rocks also are discussed. Impact of humans on the surficial environment is a unifying theme because we can affect hydrologic and geochemical cycles. No special background required. Two lectures per week. Evaluation based on exams and participation.

Required text: *The Blue Planet*, by Skinner, Porter & Botkin.

Instructor: Walter, Lynn M

ENVIRON 222. Introduction to Environmental Justice.
(3). (SS). May not be repeated for credit.

Section 001 — Issues in Race & Ethnicity.

This course will explore the environmental concerns of people of color and will specifically focus on the connections between environmental insults and communities of color and communities of low-income. We will grapple with questions such as:

- To what extent do people of color and low-income communities bear a disproportionate share of environmental pollutants?
- To what extent are they exposed to environmental conditions that threaten their health?

We will discuss and define environmental racism and environmental justice in this course as well as discuss and define race, white privilege, internalized oppression and non-violence. To understand the above concepts more fully we will review the current research literature in the field as well as place the concepts into the analytical frameworks of culture and the social structure of accumulation. We will also apply the analytical construct of resource mobilization and social movement theory to help us understand people and their struggle to protect themselves and their communities against environmental harm. Although the course focuses on domestic issues, some attention is given to the international perspective.

To maximize our understanding as we explore the above questions and topics, several pedagogical techniques will be used such as lectures, videotapes, case studies, guided interactive group discussion, outside speakers, and UM Lessons, which is a computer designed (guided) interactive study program. Two examinations will be required — a midterm and a final as well as one paper.

If you cannot attend a class or a discussion group, please let the Graduate Student Instructor know in advance.

For more information regarding the course contact me by e-mail at: bbryant@umich.edu or slashley@umich.edu. For more information on past work of students consult the web page address below. www.umich.edu/~snre492/cases.html

Instructor: Bryant Jr, Bunyan I

ENVIRON 232 / GEOSCI 222. Introductory Oceanography.
(3). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AOSS 203.

Section 001. This course explores the oceans of Earth, their circulation, biology, chemistry, geology of the sea floor, and marine resources. Emphasis is on understanding the oceans as a single ecosystem.

While GEOSCI 222.001 students are encouraged to take the lab, GEOSCI 223, it is not required.

Instructor: Hendy, Ingrid L

Section 002. This course introduces students to the scientific study of the oceans. Contents include: a brief history of ocean exploration; origins of the Earth, the oceans and life; the theory of plate tectonics; how ocean sediments serve as the Earth's history book; the composition of seawater and its influence on life and climate; waves, tides and currents; the life of the oceans and how it depends upon the marine environment; and the resources of the ocean. The course format consists of lectures and readings from an assigned textbook. The course grade will be based on three one-hour exams and a two-hour final exam.

Section 002 is a Gateway Science Course, designed especially for students considering an academic major or minor in one of the sciences. **All students signing up for GEOSCI 222.002 must also take GEOSCI 223 Lab (any section).**

NOTE: GEOSCI 222.001 is **not** a Gateway science course and does not require the GEOSCI 223 lab.

Instructor: Owen, Robert M

ENVIRON 233 / GEOSCI 223. Introductory Oceanography, Laboratory.

Concurrent enrollment in GEOSCI 222/ENVIRON 232. (1). (NS). (BS). (QR/2). May not be repeated for credit.

Laboratory course to be elected concurrently with GEOSCI 222. One two-hour lab each week.

ENVIRON 270. Our Common Future: Ecology, Economics & Ethics of Sustainable Development.
(4). May not be repeated for credit.

An interdisciplinary foundation of the concepts and strategies of sustainability from an ecological, economic, and socio-political perspective. The quest for sustainable development is the most critical, yet challenging, issue of our times. Defining what sustainable development is and how it ought to be accomplished is profoundly influencing government, academics, business, science, and people's culture and livelihoods at the local, national, and global levels.

Instructor: Perfecto, Ivette

ENVIRON 380 / GEOSCI 380. Mineral Resources, Economics, and the Environment.

No previous courses in Geology or other sciences are required. (4). (NS). (BS). (QR/2). May not be repeated for credit.

GEOSCI 380 deals with mineral resource-related problems in a complex society. The course discusses the origin, distribution, and remaining supplies of oil, coal, uranium, copper, gold, diamonds, potash, sulfur, gravel, water, soil, and other important mineral resources in terms of the economic, engineering, political, and environmental factors that govern their recovery, processing, and use. Topics discussed in GEOSCI 380 include ore-forming processes, mineral exploration methods, mineral land access, strip mining, nuclear power, recycling, smelting methods, money and gold, mercury poisoning, and taxation vs. corporate profit. Three lectures and one discussion per week. Evaluation by means of quizzes, exercises, and a final exam.

Required text: A course pack is required, but no textbook.

No previous background in geology is necessary for this course.

Instructor: Kesler, Stephen E

FRENCH (French)

A student who misses either of the first two meetings of any course offered by the Department of Romance Languages may be dropped from the course for non-attendance.

Students who intend to continue a language begun in high school or another college or university must take the Placement Test to determine the language course in which they should enroll. Please note that students may not take the French placement test more than one time. Students must check with the Course Coordinator for any exceptions to the Placement Test level. For more information, visit the department website:

www.lsa.umich.edu/rll/langinstruct/placementtest.html

FRENCH 101. Elementary French.

No prior instruction in French OR placement of FRENCH 101. (Prerequisites enforced at registration.) Students with any prior study of French must take the Placement Test. (4). May not be repeated for credit. No credit granted to those who have completed FRENCH 100, 111 or 112, or RCLANG 190.

Coordinator, Lorrel Sullivan, lorrelsu@umich.edu.

The sequence of FRENCH 101/102 presents the essentials of French grammar, vocabulary, and culture needed to communicate in French at a moderate speed. Vocabulary and structures are practiced through communicative activities stressing listening and speaking. Authentic documents are used to develop reading skills. Cultural awareness and listening skills are also developed through listening and video materials.

FRENCH 103. Review of Elementary French.

Students with any prior study of French must take the Placement Test. Only the placement score and not language coursework com-

pleted at a previous school will determine placement; RCLANG 150. (Prerequisites enforced at registration.) (4). May not be repeated for credit. No credit granted to those who have completed FRENCH 100, 102, 111 or 112, or RCLANG 190.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course Coordinator: Lorrel Sullivan, lorrelsu@umich.edu

FRENCH 103 is a course for students with some prior language study in French, and covers the same material presented in FRENCH 101 and 102. Entrance into the course is by recommendation of the placement exam or with the permission of the coordinator. (Information on the placement exam is available online at www.lsa.umich.edu/rll/langinstruct/placementtest.html.) Because students placed in FRENCH 103 are already familiar with some of the material, the course moves at a rapid pace. Students will need to plan on spending at least 8 to 10 hours each week preparing for daily lessons. Tests and quizzes (with both aural and written components) will be administered to check students' assimilation of the material covered in class. There will be hourly exams, quizzes, a final exam, writing assignments, and speaking tests.

By the end of the course, students will have a good working vocabulary and strong listening comprehension skills; they should be able to express themselves in French (both in writing and orally) using most of the basic structural patterns in the language. Students will also have a general knowledge of some French-speaking cultures. Technology (multi-media, the web) will be used to aid in developing writing, reading, and listening skills as well as cultural competency. Since active participation is essential to the development of strong communicative skills, regular attendance is required and participation will be included in the final grade.

FRENCH 231. Second-Year French.

FRENCH 100, 102, or 103 or RCLANG 190 with a grade of C- or higher; or assignment of FRENCH 231 on Placement test. (Prerequisites enforced at registration.) (4). May not be repeated for credit. No credit granted to those who have completed FRENCH 230 or RCLANG 290 or 310.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course Coordinator: Lori McMann, lmcman@umich.edu

Students whose last French course was NOT at UM–Ann Arbor must take the placement test. Details are available online at www.lsa.umich.edu/rll/langinstruct/placementtest.html.

FRENCH 231 builds and expands upon the work done in FRENCH 101/102 or FRENCH 103. The primary goals of FRENCH 231 are to:

- develop and refine your listening, speaking, reading, and writing skills;
- provide you with strategies that allow you to communicate and read more effectively;
- help you review previously learned grammatical structures and acquire new structures and uses;
- develop your awareness of French-speaking cultures around the world, via the exploration of a variety of Francophone cultural documents (including Internet resources, literary texts, and demographic information).

Classes meet four times per week. Since communicative skills are emphasized daily, regular attendance and active participation are essential. Homework consists of reading and writing assignments, written exercises, and computer-based laboratory work, both audio and video. There are comprehensive course-wide tests as well as a final examination.

FRENCH 232. Second-Year French, Continued.

FRENCH 231 with a grade of C- or higher; RCLANG 250; assignment by placement test. (Prerequisites enforced at registration.) (4). (Lang Req). May not be repeated for credit. No credit granted

to those who have completed FRENCH 112 or 230 or RCLANG 290 or 310.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course Coordinator: Kathleen Meyer, kemeyer@umich.edu

In FRENCH 232, we will use literature, magazine articles, movies, videos, and songs to explore the history of France and several other Francophone countries from the 1940's until the present. We will begin by studying life in France during the Second World War. Then, through some videos and the literature of several other Francophone cultures, we will examine the effects of colonization and decolonization on language use, culture, and identity. The last part of the course will focus on the politics and social climate in modern French society. Throughout the course of the term, students will be expected to review and learn various grammatical elements and vocabulary in order to participate in classroom activities and discussions. Linguistically, we will focus on supporting opinions, making comparisons, hypothesizing, and composing more and more sophisticated sentences.

Classes meet four times per week. Since communicative skills are emphasized, daily, regular attendance and active participation are essential and will be included in the final grade. There will be several short writing assignments, one composition, two tests, and a final examination.

REMINDER: All students who have not taken any French language courses at U-M should take the placement exam before registering for a course.

FRENCH 235. Advanced Practice in French.

FRENCH 230 or 232 with a grade of C- or higher; or RCLANG 290 or 310, or assignment by placement test. Only the placement score and not language coursework completed at a previous school will determine placement. (Prerequisites enforced at registration.) Students who receive transfer credit from FRENCH 232 and wish to continue with their language study are strongly encouraged to take the placement exam to be certain that they are prepared for FRENCH 235. (3). May not be repeated for credit.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course Coordinator: Yannick Viers, yannick@umich.edu

This course deals with recent political, social, economic and cultural issues facing today's French/European societies. Themes are explored through readings and audiovisual material.

Its content includes:

1. *The French Republic*
2. *The European Union*
3. *Transatlantic Relations:*
 - Franco/Euro-American Relations
 - Globalization and its Opponents
4. *Some Critical Issues:*
 - Delinquency
 - AIDS
 - Homophobia
 - Rights of Handicapped People
5. *Families:*
 - Marriages
 - P.A.C.S. (Civil Solidarity Pacts)
 - Gay Marriages and Adoption
6. *Women:*
 - Rights and Inequalities
 - Abortion

- Violence against Women (Domestic Violence and Genital Mutilation)
- Bioethics

7. *France's Multicultural Society*:

- Slavery and Colonization
- Immigration
- Islam of France and in Europe
- Islamic veil controversy
- "Fighting Hatreds" (Anti-Semitism and Racism)
- Stand-Up Comedy/Rai Music/French Rap

The final grade is based on three oral presentations (30 %), three essays (30 %), several written exercises (20 %), and class participation (20 %).

Required Texts: *French 235 Coursepack* (Yannick Viers), *French Grammar* (M. Crocker Coffman, McGraw-Hill)

Recommended Texts: *Insiders' French* (Eleanor Levieux, University of Chicago Press), *Robert Micro Poche* (Le Robert)

FRENCH 240. French and Francophone Topics in Translation.

A knowledge of French is not required. Enrollment restricted to first- and second-year students. (3). (HU). May not be repeated for credit. Taught in English.

Intensive study of a selected topic in the cultures and societies of French-speaking peoples, taught in English using translated materials.

FRENCH 270. French and Francophone Literature and Culture.

FRENCH 235 with a grade of C- or higher. (Prerequisites enforced at registration.) (3). (HU). May be elected twice for credit. May be elected more than once in the same term.

Section 001 — From Werewolves to the Holy Grail: Magic and the Marvelous in Medieval and Early Modern Literature.

What is it about magic that draws us to texts set in magical realms? In this course, we will study texts that transcend borders between worlds both religious and fantastical. The *merveilleux chrétien* comes in to play in medieval texts about miracles and saints (and sinners), and their interactions with holy figures. What can these texts reveal about ways in which medieval people understood the supernatural? And how do these religious texts compare to other texts of the medieval *merveilleux* tradition — stories about fairies, magical boats, werewolves, the holy grail? Do these different literary uses of the marvelous speak to each other, and if so, what might this interplay reveal? We will move from these questions to read some later representations of the marvelous, including stories about giants who lived in Renaissance Paris and 17th-century fairy tales.

This course explores a variety of texts from medieval and early modern France in order to understand how representations of magic and the marvelous define literary forms. We will also use these texts as a basis from which to think about the role of magic and the marvelous in modern culture.

Instructor: Human, Julie Lynn

FRENCH 272. French and Francophone Film, Media, and Culture.

FRENCH 235 with a grade of C- or higher. (Prerequisites enforced at registration.) (3). (HU). May be elected twice for credit. May be elected more than once in the same term.

Section 003 — Race and Ethnicity in French Cinema.

Race and ethnicity have meanings and modalities in French culture that often differ from what we see in the United States. In this course, we will study how race and ethnicity are portrayed in French-language cinema. Who gets to film whom and in which sorts of roles and stories?

Why are certain movies being made today? Who is constructed as the Other, how, and for what reasons? Who is rendered invisible in certain films? Are certain actors confined to certain roles? What to make of tokenism, "misrepresentations," and stereotypes? What of gender and sexuality? In what ways is ethnicity admitted, problematized, or denied? Do the ideas of *beur* and *banlieue* cinema ghettoize certain productions and people? How does cinema participate in current debates on the contested notion of cultural pluralism in France?

This course will examine questions such as these through the medium of film. It will also include readings to provide historical context, theory, and reviews.

Class attendance is obligatory, and a participation grade will be a significant part of students' final grades. There will also be three required papers, as well as daily homework assignments.

Instructor: Wines, Rebecca Willa

FRENCH 274. French and Francophone Societies and Culture.

FRENCH 235 with a grade of C- or higher. (Prerequisites enforced at registration.) (3). (HU). May be elected twice for credit. May be elected more than once in the same term.

Section 001 — France and the New World.

In French: In direct competition with Spanish and English explorers, the French launched numerous expeditions to both North and South America. These trips not only encouraged diverse reactions to native cultures; imagining what natives might have thought of European culture led the French to a consciousness of their own "foreign" character. The New World has continued to shape France's image of itself as the United States has become the country's most important point of comparison and opportunity for self-reflection.

Readings from Verazzanno's *Lettre à François I*, Cartier's *Relations*, Léry's *Voyage au Brésil*, Marguerite de Navarre's *Heptaméron*, Rufin's *Rouge Brésil*, Rabelais's *Quart livre*, Montaigne's *Essais*, Shakespeare's *Tempest*, Graffigny's *Lettres péruviennes*, Tocqueville's *De la démocratie en Amérique*, Baudrillard's *L'Amérique*.

Films: *La Controverse de Valladolid*, *Black Robe*, *How Tasty Was My Little Frenchman*.

Four papers, presentation, visit to special collections, two quizzes, and two exams.

Instructor: Hoffmann, George P

Section 002 — Intoxicating Culture.

This course will consider the role of alcohol, alcoholism and drinking in French and Francophone literatures and cultures from a variety of perspectives (social, cultural, post-colonial, medical and legal). By studying literary texts, films, images, advertisements, and "drinking" songs, we will question how representations of drinking slip from being something one does, to being a part (or the entirety) of one's identity. From this central premise, we will examine how alcohol can pass from an element of celebration to one that marginalizes and shames the drinker and/or alcoholic. Special attention will be devoted to the effects of alcohol on judgments of competency or impairment for characters and narrators, as well as for authors, particularly as the figure of the "drunken author" is an enduring Romantic concept (myth?) of literary creativity. Moreover, we will focus on the links that texts draw between alcohol and forgetting, alcohol and the creation/destruction of groups or communities, and the prominence of first-person narratives in this particular sub-group of texts.

Course readings include texts by: Roland Barthes, François Rabelais, Marcel Proust, Amos Tutuola (translated by Raymond Queneau), André Langevin, Yves Thériault, Émile Zola, and selections from *Magazine littéraire*. We will also view *Le feu follet* and consider a variety of images (paintings, photos, advertisements).

Course requirements include daily preparation (including homework questions) and participation, 3 response papers (1-2 pages each), a short essay (3 pages) and one longer essay (6 pages).

Instructor: Robert, Julie L

FRENCH 276. Spoken and Written Performance in French.
FRENCH 235 with a grade of C- or higher. (Prerequisites enforced at registration.) (3). (HU). May be repeated for a maximum of 6 credits.

Section 001. This course is devoted to the principle that literature and culture in French are things that students should create and perform, not just learn or analyze. Literature, in this course, will be taken not as a group of texts to be studied, but as something to be produced, transformed, read aloud, played with, and invented. The main activities will be creative writing, oral interpretation, and small-scale theatrical performances, and will offer diverse opportunities for using and practicing the French language. Writing projects will often involve imitation, pastiche, parody, and other forms that emphasize creative responses to readings, as well as techniques such as those of the French group Oulipo for doing original work when one is not necessarily inspired. There will be collectively written works started by one student and continued by others. Authors encountered, exploited, and performed, largely in brief works or excerpts, will include Molière, La Rochefoucauld, Rousseau, Chamfort, Flaubert, Baudelaire, Ponge, Laye, Perec, Pennac, and Vasset.

Written assignments will be frequent and generally not long. Grading will be based on written work and on class participation, which is extremely important. Regular attendance is also very important. No final examination.

Instructor: Paulson, William R

GEOG (Geography)

GEOG 201 / ENVIRON 209 / GEOSCI 201. Introduction to Physical Geography: The Earth System.

(4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 144. F.

This introduction to physical geography emphasizes the nature and dynamics of the earth system including the atmosphere, hydro-sphere, and solid earth, and their interactions. Topics include seasons, heat balance, global warming, ozone destruction and circulation, moisture, precipitation, clouds, groundwater, ocean circulation, waves and tides, plate tectonics, landform evolution and soil development, the biosphere, climate evolution, and global change.

Instructor: Blum, Joel D

GEOSCI (Geological Sciences)

GEOSCI 100. Coral Reefs.

(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 156.

Coral Reefs is an in-depth tour of the biological and physical processes active in modern reef systems to provide a detailed understanding of the ecology of the individual organisms and the complex nature of their interactions within the reef community. Evolution of the reef community is examined, ranging from the crude framework structures formed over one billion years ago by primitive algae to luxuriant and diversified reefs of the modern-day oceans. The implications of man's intervention in the Earth's hydrosphere and atmosphere on the character of future reef communities are also considered.

Instructor: Hendy, Ingrid L

GEOSCI 102. Energy from the Earth.

(1). (NS). (BS). May not be repeated for credit.

The nature, mode of occurrence, and the technology of exploration and exploitation of energy resources, and their relevance to the present and future world energy needs. Special attention is given to oil, gas, oil shale, tar sands, coal, uranium, and geothermal re-

sources.

Instructor: Kesler, Stephen E

GEOSCI 103. Dinosaurs and Other Failures.

(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 149.

Some of the outstanding "failures" in evolutionary history also involve the most interesting success stories. This course looks at the fossil record and the ecological causes of diversification and extinction of the ruling reptiles.

Instructor: Finarelli, John Albert

GEOSCI 105. Continents Adrift.

(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 205 or 146.

The seemingly stable land masses of the world are in motion. Continental collision and fragmentation are only a few of the attendant processes associated with these motions. This course deals with the modern concept of plate tectonics and continental drift, the processes, and the products of this dynamic system.

GEOSCI 107. Volcanoes and Earthquakes.

(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 205, 146, or 147.

The earth in action; geography of earthquakes and volcanoes and catastrophic events in historic times; size and frequency of occurrence of earthquakes and volcanic eruptions; the products of volcanism, volcanic rocks, and volcanic and geologic activity through geologic time; volcanic exhalations and the evolution of the earth's atmosphere and oceans; the relationship of earthquakes and volcanoes to plate tectonics and the internal dynamics of the earth; and volcanism and geothermal energy, man-made earthquakes, and earthquake prediction and control.

Instructor: Zhang, Youxue

GEOSCI 110. History of the Oceans.

(1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 222.

The history of past oceanic life, events, and environments as recorded in seafloor sediments is examined and discussed.

Instructor: Arnaboldi, Michela

GEOSCI 118 / ENVIRON 118. Introductory Geology Laboratory.

Prior or concurrent enrollment in GEOSCI 119, or 205 and 206, or 135. (1). (NS). (BS). May not be repeated for credit. No credit if completed an introductory course in geology (GEOSCI/ENVIRON 116, 117, or 218). F, W.

A one-term laboratory course covering the laboratory portion of Introduction to Geology. The laboratory provides hands-on experience with minerals, rocks, and maps. Participants will learn to identify common minerals and rocks, use topographic and geologic maps, and draw and interpret geologic cross sections. Examples will be drawn from areas of recent glaciation, volcanism, and earthquakes to show how these features are depicted in maps.

Students who register for GEOSCI 118 must also be enrolled in GEOSCI 119 or they must have taken 119 in an earlier academic term.

GEOSCI 119 / ENVIRON 119. Introductory Geology Lectures.

Concurrent enrollment in ENVIRON or GEOSCI 118 for the lab. (4). (NS). (BS). May not be repeated for credit. No credit granted if completed or enrolled in GEOSCI/ENVIRON 116, 117, 120. No credit granted if completed both GEOSCI 205 AND GEOSCI/ENVIRON 206. Only 3 credits with GEOSCI 205 or GEOSCI/ENVIRON 206. F, W.

GEOSCI 119 is a basic single-term course in introductory geology concentrating on the evolution of the Earth in physical and chemical

terms. Reference to the interaction of the external biosphere— atmosphere—hydrosphere with the earth's interior is an essential component of the course.

Topics covered include:

- plate tectonics: continental collision and fragmentation
- tsunamis, earthquakes and volcanoes
- evolution and extinction: dinosaurs and the fossil record
- glaciers, global warming and climate change
- geologic time

Lectures three hours per week. A separate discussion section for one hour each week is scheduled for review and discussion of topics covered in class.

To also enroll in the Introductory Geology Laboratory, register for any section of GEOSCI 118. The GEOSCI 118 laboratory provides a practical study of minerals, rocks, fossils and geologic maps. Students are strongly encouraged to enroll in both GEOSCI 119 and 118, since the lab sessions complement the lectures and discussions.

NOTE: GEOSCI 119 plus 118 replaces GEOSCI 117.

REQUIRED TEXTBOOK: *Earth: Portrait of a Planet*, by Marshak, second edition, W.W. Norton & Company, New York. ISBN: 0-393-92502-1

Instructor: Lohmann, Kyger C

GEOSCI 120 / ENVIRON 120. Geology of National Parks and Monuments.

(4). (NS). (BS). May not be repeated for credit. No credit if completed GEOSCI/ENVIRON 116, 117, or 119, or both GEOSCI 205 AND GEOSCI/ENVIRON 206. Only 3 credits with GEOSCI 205 or GEOSCI/ENVIRON 206. W.

This course approaches Earth history by examining the geology of places rather than by taking a process approach. It is designed for all interested undergraduates at the University of Michigan. The course format consists of three lectures each week and one two-hour demonstration-laboratory period, for four credits. Lecture material deals with the geologic history of selected national parks and monuments, which are chosen and scheduled so that those in which the oldest rocks are exposed (thus relating to the earliest portions of Earth history) are covered first. In so doing, we cover Earth history in a temporal progression, but do so by discussing different geographic areas. The demonstration-laboratory portion of the course will give you first-hand experience with rocks, minerals, and fossils; and an opportunity to discuss these in small groups.

Text: *Parks and Plates: The Geology of Our National Parks, Monuments, and Seashores* by Robert J. Lillie ISBN: 0393924076 W. W. Norton & Company

Instructor: Lange, Rebecca Ann

GEOSCI 122 / AOSS 102 / ENVIRON 102. Extreme Weather.

(3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AOSS 202.

This course provides an introduction to the physics of extreme weather events. The course uses weather disasters and threats to illustrate the physical laws governing the atmosphere.

We examine solar eruptions, ice ages, climate change, monsoons, El Niño, hurricanes, floods, droughts, heat waves, thunderstorms, lightning, hail, tornados, and other extreme atmospheric events to illustrate the basic physical laws that produce these events. Participants are expected to apply these principles to a series of homework assignments including hands-on weather forecasting and analysis of storm events.

Required resources for this course include:

1. An on-line subscription to *XamPREP: Essentials of Meteorology* by C. Donald Ahrens with
2. (Optionally) A hard-copy version of *Essentials of Meteorology* by C. Donald Ahrens (it's redundant but some really prefer to also have the traditional paper copy), and
3. A copy of *Extreme Weather* by Chris Burt.

Instructor: Samson, Perry J

GEOSCI 146. Plate Tectonics.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed three of GEOSCI 105, 107, and 205. Those with credit for one of GEOSCI 105 and 107 may only elect GEOSCI 146 for two credits. Those with credit for GEOSCI 205, or both GEOSCI 105 and 107, may only elect GEOSCI 146 for one credit.

Two hundred million years ago the Earth's continents were joined together to form one gigantic super-continent, called Pangea. Plate tectonic forces broke Pangea apart and caused the continents to drift. We study the evidence for plate tectonics and the large-scale dynamics of the Earth's interior that is responsible for mountain building, earthquakes faulting, volcanic eruptions, changes in Earth's magnetic field and much more.

The course involves three hours of weekly meeting time and selected reading material. No background in Earth science is necessary. Evaluation is based on class participation, three exams, a series of student presentations on selected topics and written essays on the same subject.

Instructor: Ritsema, Jeroen

GEOSCI 147. Natural Hazards.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (NS). (BS). May not be repeated for credit. Those with credit for GEOSCI 107 or 205 may only elect GEOSCI 147 for 2 credits. Those who have credit for both GEOSCI 107 and 205 may only elect 147 for 1 credit.

This first-year seminar examines the geologic origin, as well as economic and societal impact of natural hazards such as earthquakes, volcanoes, landslides, floods, tsunamis, climate change, and meteorite impacts through lectures, discussion, student presentations, and research projects.

Instructor: Kesler, Stephen E

GEOSCI 148. Seminar: Environmental Geology.

High school math and science. Enrollment restricted to first-year students, including those with sophomore standing. (3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 284. Those with credit for GEOSCI 109 may only elect GEOSCI 148 for 2 credits.

This seminar will focus on a wide spectrum of possible interactions between people and their physical environment. Fundamental principles important to the study of environmental geology will be presented followed by readings of case histories and discussions of selected environmental problems, in particular those of anthropogenic origin. Examples of topics discussed include issues related to global warming, energy (fossil fuels, nuclear energy), water resources (impacts of excessive groundwater withdrawal, allocation of surface water rights), radioactive waste disposal, and geological aspects of environmental health.

Instructor: Ruff, Larry John

GEOSCI 154. Ocean Resources.

High school science and math recommended. Enrollment restricted to first-year students, including those with sophomore standing. (3). (NS). (BS). May not be repeated for credit.

Survey of oceanography and the resources of the ocean. Consideration of conflicts arising from overexploitation and competing uses of the ocean and its resources.

Instructor: Alt, Jeffrey C

GEOSCI 171 / AOSS 171 / BIOLOGY 110 / ENSCEN 171 / ENVIRON 110. Introduction of Global Change: Physical Processes.

(4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 17 credits elected in introductory biology. Satisfies the geography requirement for State of Michigan certification for social studies teachers. F.

Every day, millions of human and natural activities are altering the planet on which we live. Over the past century, through our ever-increasing population and mastery of technology, we have been changing the global environment at a pace unknown to natural history.

The University of Michigan **Global Change Program** offers an interdisciplinary, introductory course sequence which investigates the causes and potential impacts of these changes using a combination of traditional lecture-based and modern web-based teaching methodologies. The Fall Academic Term course deals with issues relating to the physical, chemical, and biological cycles contributing to Global Change. Students apply learned knowledge by using spreadsheet and systems modeling software to investigate the dynamics of natural systems.

The Web-based course curriculum provides unparalleled opportunities to conduct on-line Internet research. In fact, you will create your own web-based poster on a topic of your choosing. The interactive laboratory exercises provide you the opportunity to use computers to examine how natural systems function as well as develop projections of the future consequences of changes in the environment. And, perhaps most important of all, you will have ample time for discussion of the critical issues in human development and how they relate to the international business community, global economics, society as a whole and the individual. All topics are developed in a manner that students will find both accessible and enjoyable. The course grade is based on two midterm exams, a final exam, completion of laboratory modules, and a course project based on some aspect of global change. There are no prerequisites for the course and no science background is assumed. The course is appropriate for all undergraduate students, irrespective of intended concentration, and is the first of a series of courses that can be taken as part of the **Global Change Minor**.

You will discuss...

- Current and Projected Global Change
- The Role of the Individual as a Citizen of the Planet
- Case Studies of Regional and Global Change Issues

You will create...

- Models of Interacting Systems that Give Insight into the Collision Between Natural and Societal Processes
- A Web-based Poster on a Related Topic of Your Choice

Topics that are covered

The Universe:

- Big Bang Theory
- Birth and Death of Stars
- Radiation Laws
- Origin of the Elements
- Planetary Energy Budget

Our Planet:

- The Age of the Earth
- Primitive Atmospheres
- Natural Hazards
- Plate Tectonics
- Chemical & Biological Evolution
- The Building Blocks for Life

Earth's Atmospheric & Oceanic Evolution:

- Life Processes and Earth Systems
- The Great Ice Ages
- Atmospheric Circulation and Weather

- Climate and Paleoclimate
- Greenhouse Gases and Global Warming
- Sea Level Change
- El Niño

The Tree of Life:

- Emergence of Complex Life
- Extinction and Radiation
- The Five Kingdoms
- Natural Selection
- Respiration and Photosynthesis
- Ecosystems

Projected Ecological Consequences:

- Elevated Carbon Dioxide Levels
- Environmental Pollutants
- Ozone Depletion
- Likelihood of Global Climatic Change

Instructor(s):

- David Allan (NRE)
- George Kling (Ecology and Evolutionary Biology)
- Christopher Poulsen (AOSS)
- Ben van der Pluijm (Geology), coordinator; vdpluijm@umich.edu

GEOSCI 201 / ENVIRON 209 / GEOG 201. Introduction to Physical Geography: The Earth System.

(4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 144. F.

This introduction to physical geography emphasizes the nature and dynamics of the earth system including the atmosphere, hydrosphere, and solid earth, and their interactions. Topics include seasons, heat balance, global warming, ozone destruction and circulation, moisture, precipitation, clouds, groundwater, ocean circulation, waves and tides, plate tectonics, landform evolution and soil development, the biosphere, climate evolution, and global change.

Instructor: Blum, Joel D

GEOSCI 205. How the Earth Works: The Dynamic Planet.

(2). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 116, 117, 119, 120, or 146. No credit granted to those who have completed both GEOSCI 105 and 107. Those with credit for one of GEOSCI 105 and 107 may only elect GEOSCI 205 for 1 credit.

An integrated look at the dynamic Earth, with an emphasis on processes involved in its formation 4.56 billion years ago, the early development of its atmosphere, oceans and crust, and the subsequent evolution of its continents and ocean basins.

Instructor: Walter, Lynn M

GEOSCI 206 / ENVIRON 206. How the Earth Works: The Water Cycle and Environment.

(2). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI/ENVIRON 116, 117, 119, or 120. Those with credit for GEOSCI 109 may only elect GEOSCI/ENVIRON 206 for 1 credit.

This course describes behavior of earth materials in the surficial environment. Water is the main transport agent in the geological cycle; its unique properties and exchange rates among oceans, lakes, rivers, and groundwater are one focus. Interaction between water reservoirs and physical and chemical weathering of soils, sediments, and rocks also are discussed. Impact of humans on the surficial environment is a unifying theme because we can affect hydrologic and geochemical cycles. No special background required. Two lectures per week. Evaluation based on exams and participation.

Required text: The Blue Planet, by Skinner, Porter & Botkin.

Instructor: Walter, Lynn M

GEOSCI 208. Hot Topics in the Earth Sciences.

(1). (NS). (BS). May be elected twice for credit. Offered mandatory credit/no credit.

The modern Earth Sciences are in the middle of some of the hottest debates in science on topics such as climate, global change, natural hazards, water and resources, evolution and origin of life, and the future of our planet. The Geological Sciences Department hosts an endowed Smith Lecture Series in which earth scientists from many research areas around the world share their latest work on these topics. Seminar participants will attend the lectures, read the posted topical articles, and post a weblog entry each week discussing new earth science insights gained from hearing the lecture and the effectiveness of the speaker in communicating these points.

GEOSCI 208 covers the entire range of research in the department. Lectures include the latest research and analysis of important issues in the field, and students work on understanding these issues during class. Nor prerequisites are required, and students throughout the College are welcome.

Intended audience: Undergraduates interested in earth sciences and the environment.

Course Requirements: Attendance at both the weekly Smith Lecture and preceding seminar is mandatory. Grade is based on weekly attendance, participation in discussion sessions, and weblog entries.

Class Format: Meets for one hour before lecture, then for the Smith Lecture.

This minicourse has no textbook since the lecture topics vary from term to term, but students read papers each week written by the speaker and others on the topic of the week; these are posted online by the instructor.

Instructor: Walter, Lynn M

GEOSCI 222 / ENVIRON 232. Introductory Oceanography.

(3). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AOSS 203.

Section 001. This course explores the oceans of Earth, their circulation, biology, chemistry, geology of the sea floor, and marine resources. Emphasis is on understanding the oceans as a single ecosystem.

While GEOSCI 222.001 students are encouraged to take the lab, GEOSCI 223, it is not required.

Instructor: Hendy, Ingrid L

Section 002. This course introduces students to the scientific study of the oceans. Contents include: a brief history of ocean exploration; origins of the Earth, the oceans and life; the theory of plate tectonics; how ocean sediments serve as the Earth's history book; the composition of seawater and its influence on life and climate; waves, tides and currents; the life of the oceans and how it depends upon the marine environment; and the resources of the ocean. The course format consists of lectures and readings from an assigned textbook. The course grade will be based on three one-hour exams and a two-hour final exam.

Section 002 is a Gateway Science Course, designed especially for students considering an academic major or minor in one of the sciences. **All students signing up for GEOSCI 222.002 must also take GEOSCI 223 Lab (any section).**

NOTE: GEOSCI 222.001 is **not** a Gateway science course and does not require the GEOSCI 223 lab.

Instructor: Owen, Robert M

GEOSCI 223 / ENVIRON 233. Introductory Oceanography, Laboratory.

Concurrent enrollment in GEOSCI 222/ENVIRON 232. (1). (NS). (BS). (QR/2). May not be repeated for credit.

Laboratory course to be elected concurrently with GEOSCI 222. One two-hour lab each week.

GEOSCI 231. Elements of Mineralogy.

Prior or concurrent enrollment in CHEM 125/126/130 or 210/211. (4). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 431. Those with credit for GEOSCI 232 may elect GEOSCI 231 for only 2 credits. F.

This course offers a comprehensive introduction to the nature, properties, structures, and modes of occurrence of minerals. The general features of the common rock-forming minerals are covered in lectures (3 hours per week). Topics that will be covered include an introduction to crystal chemistry, phase equilibria and crystallography, as well as the use of the SEM and XRD in characterizing solids. The principal rock-forming minerals such as sulfides, oxides, carbonates, garnets, olivines, pyroxenes, amphiboles, micas, and feldspars are individually reviewed with respect to properties, structures, genesis, and their natural associations. The laboratory (three hours per week) includes systematic study of the properties and associations of the common rock-forming minerals and the routine use of the polarizing microscope for mineral identifications. In early October, there is a required four-day field trip to Bancroft, Ontario. Students will each collect a rock-forming mineral and prepare a term paper on a study using different experimental (*e.g.*, optics, XRD and SEM) and theoretical methods. This provides an independent research experience.

The grade is based on two midterms and a final exam, laboratory exercises, the term project, and class participation.

Required text: *Introduction to Mineralogy* (Hardcover) by William D. Nesse, Oxford University Press.

Instructor: Ewing, Rodney C

GEOSCI 380 / ENVIRON 380. Mineral Resources, Economics, and the Environment.

No previous courses in Geology or other sciences are required. (4). (NS). (BS). (QR/2). May not be repeated for credit.

GEOSCI 380 deals with mineral resource-related problems in a complex society. The course discusses the origin, distribution, and remaining supplies of oil, coal, uranium, copper, gold, diamonds, potash, sulfur, gravel, water, soil, and other important mineral resources in terms of the economic, engineering, political, and environmental factors that govern their recovery, processing, and use. Topics discussed in GEOSCI 380 include ore-forming processes, mineral exploration methods, mineral land access, strip mining, nuclear power, recycling, smelting methods, money and gold, mercury poisoning, and taxation vs. corporate profit. Three lectures and one discussion per week. Evaluation by means of quizzes, exercises, and a final exam.

Required text: A course pack is required, but no textbook.

No previous background in geology is necessary for this course.

Instructor: Kesler, Stephen E

GERMAN (German)

GERMAN 101. Elementary Course.

All students with prior coursework in German must take the placement test. (4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 100 or 103. F, W, Su.

GERMAN 101 is an introductory course for students who have not previously studied German. Learning a new language for the first time is exciting and fun, and we hope students will approach the course in this spirit! The course focuses systematically on the development of all four basic language skills (listening, speaking, reading, and writing), and aims to do this by taking advantage of the cognitive advantages adult language learners have over children. This means focusing on material that will engage learners' interest, creativity, and sense of humor, as well as on the development of effective language learning strategies. By the end of the semester, students will have a firm foundation in some of the fundamental elements of German grammar and will be able to understand and respond appropriately to a variety of texts and basic conversational situations.

Required Texts:

- Lovik, Guy & Chavez: Vorsprung Text, up-dated edition, Houghton Mifflin,
- Lovik, Guy & Chavez: Vorsprung Workbook, up-dated edition, Houghton Mifflin
- Course pack (Available at Excel; 1117 South University; 996-1500)
- Audiotape Program Accompanying Vorsprung (Available online and at the LRC)
- Flippo: *When in Germany, Do as the Germans Do.*

Recommended:

- Webster's New World German Dictionary, Concise Edition, Macmillan
- Zorach/Melin: English Grammar for Students of German, 4th edition, Olivia & Hill
- Brown: A Practical Guide to Language Learning McGraw-Hill
- Lovik, Guy & Chavez: Vorsprung Computer Study Modules (IBM or Mac) Houghton Mifflin
- Vocabulary tapes for Vorsprung (Available at the LRC).
- Harper Collins Beginner's German Dictionary
- PONS Basiswörterbuch, Deutsch als Fremdsprache

GERMAN 103. Review of Elementary German.

Assignment by placement test or permission of department. (4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 100, 101, or 102.

GERMAN 103 provides a review of the fundamental components of the German language for students who have had German language instruction before entering the University of Michigan. The course focuses systematically on all four basic language skills (listening, speaking, reading, and writing), and aims to take advantage of the cognitive advantages adult language learners have over children. This means focusing on material that will engage learners' interest, creativity, and sense of humor, as well as on the development of effective language learning strategies. By the end of the academic term, students will have been exposed to all the essentials of German grammar, which will then be reviewed and extended in the third and fourth semesters. Students will be able to cope with a variety of conversational situations and written texts. In particular, they will have the necessary "survival skills" for a visit to a German-speaking country, as well as a foundation for doing intellectual work in German.

Required Texts:

- Widmaier/Widmaier, Treffpunkt Deutsch 4th Ed., Textbook, Houghton Mifflin
- Widmaier/Widmaier, Treffpunkt Deutsch 4th Ed., Workbook, Houghton Mifflin
- Course pack. Available at Excel, 1117 South University, phone 996-1500
- Janosch: *Oh, wie schon ist Panama* [Paperback edition; ISBN: 3407780028](P)

Recommended Texts:

- Webster's New World German Dictionary, Concise Edition, Macmillan
- Zorach, Melin, English Grammar for Students of German, 4th Ed. Olivia & Hill
- Brown A Practical Guide to Language Learning, McGraw-Hill
- Widmaier/Widmaier Treffpunkt Deutsch 4th Ed., CD-ROM, Prentice-Hall
- Widmaier/Widmaier Treffpunkt Deutsch 4th Ed., Tutorial Software — Mac or IBM, Prentice Hall.
- Harper Collins *Beginner's German Dictionary*
- PONS Basiswörterbuch, *Deutsch als Fremdsprache*

GERMAN 191 / RCLANG 191. Intensive German I.

(8). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 100, 101, 102, or 103. Pass/Fail with Narrative Evaluation.

Intensive German I covers the first year of German language study in one semester. The goal of this course is to provide students with a basic but solid knowledge of grammatical structures and syntax, a functional vocabulary, familiarity with intonation patterns and native pronunciation, and practice in speaking and writing. At the end of German Intensive I, students can understand authentic and literary texts appropriate to the level and short spoken passages without glossed vocabulary, they can write an essay or short story without the aid of a dictionary, and they can converse on a range of general topics. This course, like all RC German language courses, is conducted in German, so students quickly become accustomed to using German for daily activities. Students in RCLANG 191 have many opportunities to gain facility with the language by speaking with more advanced learners and teachers in the program in informal settings, such as RC German lunch tables and coffee hours. In addition, they are introduced to web activities and films to help them explore aspects of German language and culture.

RCLANG 191 in the Fall academic term is intended for students who have had HS German, who place below GERMAN 231. In the Winter academic term, the course is geared to students who have little or no prior exposure to the language.

Instructor: Goertz, Karein K

GERMAN 205. Conversation Practice.

GERMAN 102 or 103. (1). May not be repeated for credit. Students previously enrolled in a 300- or 400-level GERMAN conversation course may not register for GERMAN 205 or 206. May not be included in a concentration plan or minor in German. Offered mandatory credit/no credit.

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 course may address in particular those of you who are currently enrolled in GERMAN 221, 231, or 232 and those who intend to participate in the junior-year-abroad program. Graduates of previous GERMAN 205 classes are regrettably barred from this course.

GERMAN 221. Accelerated Third Semester German.

GERMAN 102 and assignment by placement test. (5). May not be repeated for credit. No credit granted to those who have completed GERMAN 230 or 231. Four credits granted to those who have completed GERMAN 102 or 103.

This course combines an intensive review of basic grammar with more advanced practice in the four basic language skills (reading, writing, listening, and speaking). It covers the same content as GERMAN 231, but with an extra day of class each week for additional review and speaking practice, so that by the end of the academic term, students in GERMAN 221 and 231 will be at the same level.

See GERMAN 231.

GERMAN 231. Second-Year Course.

GERMAN 102 or 103 and assignment by placement test. (4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 230 or 221.

By this point in your career as a German student, you're ready to do some really interesting, fun and challenging things. In this course, you will watch 5 feature films (including *Good Bye Lenin!*) and one set of video interviews online, and see numerous other DVD/video clips in class. You will read some short texts and two short novels edited for language learners. The first is based on a popular movie about growing up and falling in love in former East Germany shortly before the fall of the Berlin Wall. The second is Kafka's *Die Verwandlung (The Metamorphosis)*, in which Gregor Samsa awakes one morning from uneasy dreams to find himself transformed in his bed into an enormous bug, and wonders how he's going to get to work on time. The course pack will provide you with extensive explanatory notes and vocabulary glosses in order to help you to enjoy these two books, and to read them at a reasonable speed. Several class sessions will take place in the computer lab, where you will have an opportunity to listen to some German popular music, look at some art by German-speaking artists, learn about the geography of the German-speaking countries, take (part of) a test that has been proposed as a requirement for immigrants seeking German citizenship, and to inform yourself about the Holocaust.

You will review and extend the grammatical knowledge with which you entered the course by means of an online grammar consisting of summaries, explanations, lots of examples, practice exercises and "diagnostic exercises"; we've done our best to make learning grammar fun and interesting for you by our choice of exercises and examples.

You will have six opportunities in the first month of the course to pass a "Gateway Vocabulary Test" on a list of slightly less than 600 of the most common German words and phrases, most of which you will already have encountered. This will provide you with a solid vocabulary base which will make everything else you do with German easier for you. You need a score of 70% to pass this multiple choice test; once you pass it, you need not take it again. If you do not manage to pass this test by the last scheduled time, your final course grade will be reduced by one grade notch, *i.e.*, an A would become an A-, an A- would become a B+ *etc.* Six additional, much shorter vocabulary lists later in the course will help you to further extend your vocabulary. We are working on projects that would allow you to listen to this vocabulary against a fun musical background, and to practice the vocabulary online using simulated flashcards; we hope you will enjoy these when they are ready! To help you study for the test, an identical version of the test will be available for you to take online as often as you wish. The test consists of a large item bank, of which you will see 40 items each time the test loads.

The feature films, DVD and video clips, readings and other course materials will cover a variety of fields and themes ranging from popular culture, contemporary social issues and history to classical music, art, and literature. By the end of the course, you should be able to survive without using English in a German-speaking coun-

try, and have enough conversational skills to meet people and enjoy yourself. You should be comfortable surfing the web in German, able to read and write independently about short texts covering a wide range of topics, and you should be quite familiar with all the basics of German grammar, so that you will be able to pursue your own specific interests in GERMAN 232 and beyond.

Course requirements include daily homework assignments (reading, writing, learning vocabulary, practicing grammar, watching movies, *etc.*), regular attendance and participation, tests (including two informal oral tests), quizzes, and the Gateway Vocabulary Test. Instead of a final examination, students will work in groups to produce short videos, which will be screened on the last day of classes. A \$200 prize is awarded each semester for the best final video in GERMAN 221/231.

Required Texts:

- Thomas Brussig: *Am kürzeren Ende der Sonnenallee* — Easy Reader Series, ISBN: 3126756891 **Note: You will need this specific edited version**
- Franz Kafka [edited by Achim Seiffarth]: *Die Verwandlung*, [Book & CD], ISBN: 88-7754-808-8 **Note: You will need this specific edited version**
- Coursepack (CP) (Available at Excel; 1117 South University; 996-1500)

Recommended Grammar Text

All the grammar you are required to know is in the coursepack and on the web, but this book is an excellent reference:

- Rankin/Wells. *Handbuch zur deutschen Grammatik* (grammar text), 4th Edition (G)

Recommended Texts for "Language Learning Journals"

Please wait for information in class on the "Language Learning Journal" before you decide if you want to buy one of these.

- Hans Peter Richter: *Damals war es Friedrich* ISBN: 3423078006
- Adalbert von Chamisso: *Peter Schlemihls wundersame Geschichte* [*Lesen leicht gemacht Series*] ISBN: 3125592208
- J.K. Rowling: *Harry Potter und der Stein der Weisen*
- C.R. Goedsche: Cultural Graded Reader: Heine ISBN: 0442220383 Unfortunately, this text has been out of print for some time ==> we cannot order copies for the bookstores. If you are interested in it, you should be able to find a used copy online, *e.g.*, via amazon.com!

Other Recommended Texts

- Webster's New World German Dictionary, Concise Edition (\$14, orange; conventional dictionary with >100,000 entries)
- Harper Collins Beginner's German Dictionary, 2nd ed. 10,000 (??) entries, lots of helpful usage examples, especially easy to read and use.
- *PONS Basiswörterbuch Deutsch als Fremdsprache* (Green German-German dictionary. 8,000 entries + 1,500 idioms and much more usage information than a regular dictionary)
- Zorach & Melin: *English Grammar for Students of German*, 4th ed.
- Brown: *A Practical Guide to Language Learning*
- Jones & Tschirner: *A Frequency Dictionary of German* (ISBN: 0-415-31632-4) Expensive, and not suited for use as a regular dictionary, but an excellent resource if you want to build your vocabulary systematically.

GERMAN 232. Second-Year Course.

GERMAN 221 or 231 and assignment by placement test. (4). (Lang Req). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 230. All sections of GERMAN 232 address special topics, e.g., music, philosophy, science, current political issues, etc. F, W, Sp, Su.

Students complete the four-term introductory language sequence by selecting one of several "special topics" courses intended as an introduction to the study of an academic discipline, such as music, philosophy, history, science, literature, or psychology, in German.

Section 001 — Contemporary German Society and Business Culture.

While building a basic vocabulary and reviewing essential grammar appropriate to this level, students will be reading a variety of authentic texts dealing with such current issues as Germany's geographic location; Germany's recent history and the need to come to terms with its past; the reunification of "the two" Germanys and repercussions thereof in contemporary German society and business world; foreigners in German society and workplace; and the evolution of the European Union.

Section 003 — Mathematical Scientific German.

This course serves as an 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 addition to reading various scientific articles, we will go on excursions to the Hands on Museum, and the Exhibit Museum of Natural History, students will have the opportunity to present some fun experiments in groups; there will be an elementary math lesson (or more if the class is interested) as well as presentations by other guest speakers, etc.

In addition, we will 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. No background in math or science is assumed. Grades will be based on participation, homework, quizzes, presentations/projects, and exams.

By the end of the course, students will be ready to pursue an internship or study abroad in Germany, and are strongly encouraged to take advantage of the assistance offered by the German department and by the Office of International Programs in this regard.

Required Text:

- Course pack (Available at Excel; 1117 South University; 996-1500)

Recommended Texts:

- Webster's *New World German Dictionary*, Concise Edition;
- Zorach: *English Grammar for Students of German*

Section 004 — Introduction to German Theater.

One of the longest and richest cultural traditions in Germany has been in Theater and Drama. In this course we will take a look at that tradition by reading texts about the history of German theater, excerpts from some well-known 18th- and 19th-century plays, and two 20th-century plays: *Der gute Mensch von Sezuan* by Bertolt Brecht, and *Die Physiker* by Friedrich Dürrenmatt. In addition, we will "experience" the tradition first-hand by producing our own German language theater production — an evening of directed scenes. Through reading, writing, and theater activities in the classroom, students will develop the basic vocabulary of the theater in addition to other conversational vocabulary related to the texts, and focus on pronunciation and oral communication skills. Students will also learn basics of acting, directing, and theater production. Course grades will be based on active class participation, essays, assigned homework, in-class quizzes, and participation in the final theatrical production.

Section 005 — Introduction to German Film.

This fourth-term course provides a creative and entertaining approach to the field of Film Studies in German. Students will read articles on film criticism (English and German) as well as view and discuss German film classics of various periods and genres. In the

hands-on part of the course students will shoot a short movie (10-15 min) based on a self-produced script. Workshops in shooting and editing video will be provided. Grades will be based on participation, homework, quizzes, presentations, essays, and the script/video-project.

Section 006 — Introduction to German Film.

This fourth-term course provides a creative and entertaining approach to the field of Film Studies in German. Students will read articles on film criticism (English and German) as well as view and discuss German film classics of various periods and genres. In the hands-on part of the course students will shoot a short movie (10-15 min) based on a self-produced script. Workshops in shooting and editing video will be provided. Grades will be based on participation, homework, quizzes, presentations, essays, and the script/video-project.

GERMAN 291 / RCLANG 291. Intensive German II.

RCLANG 191/GERMAN 191. (8). (Lang Req). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 230, 231, or 232. Pass/Fail with Narrative Evaluation.

Intensive German II covers all of second-year German in one academic term. The goals of the course are to expand vocabulary, to improve communication skills, and to master grammatical structures and syntax to the level of competency that meets advanced intermediate standards for proficiency. One hour of class develops essay writing and oral communication skills, focusing on autobiographical and literary texts about the major events in 20th- and 21st-Century German cultural history. The second hour is devoted to in depth study and practice of grammar; it is aimed at developing students' ability to apply correct forms and syntax and be aware of stylistic nuances even when using the language spontaneously. Through engagement with course materials, including films and other visual and performance texts, and through interaction with teachers and classmates both in formal and informal contexts, students develop speaking, aural comprehension, and writing skills. By the end of the term, students are able to understand the content of texts and lectures of a non-technical nature and of general interest, and to communicate with some ease with a native speaker, in spoken and written language. Though training for study abroad or work abroad are not course objectives, *per se*, students are often well qualified to do either after completion of this course.

Instructor: Shier, Janet Hegman

GERMAN 300. German Grammar and Composition.

GERMAN 230 or 232. (3). May not be repeated for credit.

This course seeks to increase the accuracy of students' grammar and vocabulary through conversation, writing, and reading. The content of the course is focused on everyday life, cultural trends, and current events in Germany. Texts to be read include journalistic prose, material from the Internet, movies, and popular music. The course will also provide a systematic review of German grammar. The course is intended for students still wishing or needing a systematic review of German grammar and practice in composition after having satisfied the language requirement.

Textbook:

Martin Durrell. *Hammer's German Grammar and Usage*. Lincolnwood: NTC, 1997.

GERMAN 305. Conversation Practice.

GERMAN 230, 231, or 232; concurrent enrollment in a 300-level course is encouraged but not necessary. (1). May be elected twice for credit. Students who have previously participated in a 400-level GERMAN conversation course may not register for GERMAN 305 or 306. This course does not satisfy the language requirement. May not be included in a concentration plan or minor in German. Offered mandatory credit/no credit.

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 course 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.

GERMAN 325. Intermediate German.

GERMAN 230 or 232, or the equivalent (placement test) or permission of instructor. (3). May be elected twice for credit. May be elected more than once in the same term.

Designed to improve proficiency in written and spoken German by way of introductions to various topics in German studies.

Section 001 — Other Victims of the Holocaust.

It is well-known that there were over 6 Million Jewish victims of the Holocaust. Much less well-known is that there were 5 Million other victims of the Nazi Regime in Germany.

In this course we will examine accounts about and by representative of this other very large and disparate group of Nazi victims: Resistance Fighters, Blacks, Roma, Jehovah's Witnesses, Homosexuals, Dwarfs, Swing Kids, Slavs. There will be readings from, among other books: "*Die Weisse Rose*"; "*Edelweisspiraten*"; "*Neger, Neger, Schornsteinfeger*"; "*Muscha*"; "*Abschied von Sidone*"; "*Da wollten wir FREI sein*"; "*Die Männer mit dem Rosa Winkel*"; "*Getanzte Freiheit*". The course will include several movies, and there will also be vocabulary and writing work on the topic and several tests during the semester. The language of instruction is German.

Instructor: VanValkenburg, Janet K

Section 002 — Expressionism and German Culture.

The goal of this course is to provide a general introduction into the phenomenon of Expressionism and to situate it within German culture as a whole. A major cultural movement of early twentieth-century Germany, Expressionism was not confined to any one realm of aesthetic production. Its extent ranged from drama and poetry to painting, architecture, and music. Indeed, for this reason, the 1910s have often been called "the Expressionist decade" in Germany. We will look at how Expressionism shaped and was in turn shaped by its surroundings, asking how this interdisciplinary movement sought to come to terms with a German culture undergoing rapid transformations due to modernization, war, and revolution. We will read, view, and hear works by Alfred Döblin, Elsa Lasker-Schüler, Arnold Schoenberg, Franz Marc, Wassily Kandinsky, and Fritz Lang.

The language of instruction and readings for this course will be German.

Instructor: Choberka, David M

Section 003 — Threepenny Opera.

Explore the seamy side of Germany during the 1920s. In this course, we look at the ways in which Bertolt Brecht's comic opera, *Die Dreigroschenoper* ('The Three Penny Opera'), formed a basis for topical commentary on bourgeois society, love, sexuality, fashion, politics, poverty, and urban life during the Weimar period. The course provides background information on Germany between the World Wars, and, against this backdrop, we examine music as a critical response to changing social and political conditions. We will examine Brecht's biography and influence on later writers and dramatists, and discuss Brecht's radical contributions to the theater — for example his notions of *episches Theater* ('epic' theater) and *Verfremdung* (the 'alienation' effect). In addition to improving written, spoken and comprehension German skills, a large part of the course will be devoted to singing and performing Kurt Weill's music and reflecting on its jazz influences. At the end of the semester, we'll perform selections from the opera. The assessment will be based on class participation and weekly writing and grammar assignments. Other than a willingness to participate, there are no music prerequisites. *Die Dreigroschenoper* is a complement to the

course on Mozart's *Zauberflöte*.

Instructor: Agnew, Vanessa Helen

Section 004 — German for Engineering I.

This course will introduce students to German engineering discourse. It is the first course in a two-course sequence designed to prepare students for internships and jobs requiring some knowledge of technical German, and for study abroad in a technical field in a German-speaking country. Readings will be taken primarily from *Wie funktioniert das? Technik heute* (5th ed.). This book provides a wide range of technical information in a standardized format consisting of one page of text with a facing page of illustrations for each topic. We will watch a number of videos related to the course material, and will make some use of the internet. The course will also include one or two field trips and/or guest lectures by faculty from technical fields. In addition, we will spend one day taking some things apart and putting them back together again. Vocabulary building will be emphasized strongly; grammar will be reviewed as needed. There will be a lot of partner and small group work during class time, in order to maximize students' opportunities to practice speaking and to help each other master the material.

Student tasks and the instructor's expectations will be based on the assumption that the majority of students will previously have had (no more than!) the equivalent of four semesters of college German. It is strongly recommended, but not required, that students have some background in Engineering. Students enrolling in the course without such a background should be open to and interested in the study of scientific and technical concepts.

Instructor: Rastalsky, Hartmut Maria

Section 006 — Soccer.

In this course, students are invited to dive into the fascination 'Fußball'. Introduction to the rules, soccer-jargon, teams, and players will be part of the class time, as well as historical and cultural aspects of soccer in the German-speaking countries. The material for discussions and student presentations is based on literary texts, Internet resources, videos and a movie. The course will be conducted in German; weekly readings and motivated participation are required. Matters of German grammar, which may occur while improving the speaking, reading and writing skills, will be reviewed as needed.

Instructor: Federhofer, Karl-Georg

Section 007 — Voices from the First World War.

This course probes the everyday experiences of ordinary people in Germany and Austria before, during and after World War I, and their reactions to the war. We begin with the history of the war and the conflicts and misunderstandings that led to it, e.g., the rivalry between Prussia and Austria-Hungary, growth of German colonialism and sea-power, the rising tide of separatist movements, nation vs. empire, democracy vs. monarchy, and their intersections. We then proceed to the focus of the course, ordinary people, whose voices have remained largely silent through the decades, and read their diaries, letters and memoirs, in conjunction with our main text, Brigitte Hamann's *Der Erste Weltkrieg*. Additional materials include films, musical compositions, works of art and poetry inspired by the war. Students will submit one 5-pages essay, in German, every second week, write daily summaries of their readings, and present oral reports in class on their essay topics.

Text to buy: Brigitte Hamann, *Der Erste Weltkrieg*, available at Shaman Drum Bookshop

Instructor: Kyes, Robert L

GERMAN 350. Business German.

GERMAN 230 or 232, or the equivalent (placement test) or permission of instructor. (3). May not be repeated for credit.

This course introduces students to the language of business German and gives them insight into Germany's place in the global economy. The course is organized around major business and economic topics, such as:

- the geography of business in German;

- the European Union and Germany's roll therein;
- trade;
- traffic and transportation;
- marketing;
- industry;
- money and banking; and
- ecology.

In addition to the basic text, students will read actual business, merchandising, and advertising material; newspapers and magazines. There will also be short videos on business and related topics. There will be three major exams; a number of short reports, papers, and projects; and a final exam. The language of instruction is German.

Instructor: VanValkenburg, Janet K

GREEK (Greek)

GREEK 101. Elementary Greek.

(4). *May not be repeated for credit. Graduate students should elect GREEK 502. F.*

In combination with GREEK 102, this is the first half of a year-long introduction to ancient Greek and is designed to prepare students for the reading of Greek texts. GREEK 101 concentrates on fifth-century B.C. Attic Greek which was the language of the "golden age" of Athens. The Greek language of that time and place represents a cultural and linguistic central point from which students can pursue their own interests within a wide range of Greek literature which extends from the Homeric epics to the Byzantine era and which includes the archaic, classical, and Hellenistic periods as well as the koine Greek of the New Testament. The purpose of the course is to develop the fundamentals of the language so that these fundamentals can then be applied to whatever area of ancient Greek students wish to pursue.

GTBOOKS (Great Books Program)

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

GTBOOKS 191. Great Books.

FR.H.PRG. (4). (HU). (FYWR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GTBOOKS 201 or CLCIV 101. F.

GTBOOKS 191 will survey the classical works of ancient Greece. Among the readings will be Homer's Iliad and Odyssey; a number of the plays of Aeschylus, Sophocles, Euripides, and Aristophanes; Herodotus' Histories; Thucydides' History of the Peloponnesian War; and several of Plato's dialogues. The course format is two lectures and two discussion meetings a week. Six to eight short papers will be assigned; there will be midterm and final examinations. GTBOOKS 191 is open to first-year students in the Honors Program, and to other students with the permission of the Director of the Great Books Program.

Instructor: Cameron, H Don

HISTART (History of Art)

HISTART 101. Great Monuments from the Stone Age to the Middle Ages.

(4). (HU). *May not be repeated for credit. F.*

HISTART 101 introduces students to the disciplinary practices and goals of art history via encounters with selected great monuments of visual culture ranging from magic-charged cave art of prehistory to compelling Christian, Jewish, and Islamic monuments of medieval life, piety, and power down through the Crusades. We place

each monument in dialogue with a cluster of thematically associated creations that enrich our understanding of how art expresses ideas and exerts meaning in its era of original production. We also consider how to "read" a famous monument across time — as its fame may have the power to produce new meanings in new historical contexts. Discussion sections encourage active use of campus museum collections via specially designed online engagements.

Course materials:

- Textbook (Shaman Drum);
- Coursepack (Accu Copy);
- Online Aids.

Grading basis:

- Three Unit Tests (1 hour each),
- Periodic 150-word journal entries,
- Class Attendance/Section Participation.

I. IV. 1, 2

Instructor: Root, Margaret C

HISTART 108 / CAAS 108. Introduction to African Art.

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

Through the study of a selected group of African and African Diaspora cultures, we will investigate several pivotal issues and narratives that lie behind the surfaces of some extraordinary objects and practices. African people have their own stories to tell about these things, of course: stories of mythic power expressed as living form, stories of historical contact with other cultures, stories of struggle and redemption, stories of ordinary, everyday life. And over the past several centuries, we in the "West" also have had a decisive, often disturbing hand in the framing of African peoples, objects and stories. The coupled histories of colonialism and the slave trade, along with our inevitably distorted views and representations of what African people are and what they do, have affected Africa and its peoples to the core. When we look at and think critically about "African Art," then, we necessarily must look at and think critically about ourselves. Ultimately, the goal is to understand aspects of African cultures in the terms by which Africans understand them — to know African ideals and realities as they are shaped in word, sound, matter and movement. In this course we'll be taking a few steps towards that goal. In lectures and weekly discussion sections, in films, recorded sound, and perhaps even in live performance, we will examine objects and the many stories that surround them. Looking and listening closely, we will learn to see and to understand a wide range of African visual practices including architecture, textiles, body adornment, painting, graphic communication systems, photography, dance, ritual performance and, of course, sculpture — not only as these practices continue to unfold on the African continent, but also as they are transformed, and as they endure, in the African Diaspora.

II. V. 4

Instructor: Doris, David T

HISTART 112. History of Photography.

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

This course surveys the history of photography from the invention of the medium in 1839 to its most recent developments. It is designed to introduce students to skills of analyzing and interpreting photographs as well as to present the history of photography as both an art form and as a social phenomenon. Since the meaning of a photograph changes depending on the methodology used to interpret it, this course will also introduce students to a number of different methods of visual analysis, including formal analysis, semiotics, psychoanalysis, and Marxism (as well as other forms of contextual analysis). In addition, the development of photographic theory will also be briefly examined.

IV> 4

Instructor: Biro, Matthew Nicholas

HISTART 194. First Year Seminar.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit.

Section 001 — Good Stories: Narrative Art in Japan.

This class draws on theories of narrative from Western and Asian art and literature to explore various exemplars of Japanese narrative art. Lectures will survey the history of visual storytelling in Japan from the seventh to twenty-first centuries, emphasizing close visual and textual analysis. Lively class discussions explore a range of issues concerning narrative in Japan, including visual modes of storytelling in the scroll format, concepts of literary and pictorial genres in the premodern period, and the functions of picture scrolls as tools of persuasion, repositories for nostalgic visions of the classical past, vehicles for the mythologization of religious institutes, and stages for satiric representation. The objects to be analyzed range from twelfth-century *Genji* scrolls to modern animation, with special emphasis on illustrated texts.

III. 2, 3

Instructor: Carr, Kevin Gray

HISTART 221 / CLARCH 221. Introduction to Greek Archaeology.

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

The Ancient Greeks are always with us, in high places and low, from the halls of our democratic institutions to the pages of the Sports Illustrated swimsuit edition. How can we explain their ubiquitous presence in our lives? Why won't they go away? This course explores the art and archaeology of ancient Greece, beginning in the Bronze Age (the famous Minoan and Mycenaean civilizations) through to Hellenistic times (the age of Alexander the Great). We will explore all aspects of Greek life as reflected in the materials they left behind, objects that range from mighty marble temples such as the Parthenon, to discarded drinking vessels from their parties, from cities to theaters, from houses to palaces. Such artistic and archaeological evidence allows us to consider how Greek society worked, and how they understood the relations of humans and gods, men and women, Greeks and barbarians. Having taken this course, you will understand far better just why they Greeks are so hard to forget.

Instructor: Herbert, Sharon C

HISTART 240 / MEMS 240. The Visual Arts in Medieval Society.

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

This lecture course introduces the student to the study of medieval art and architecture, beginning with the catacomb paintings of ancient Rome, and ending with late Gothic architecture in the Holy Roman Empire. The emergence of new artistic media, types of art, and strategies of making and viewing will be discussed against the often wrenching historical changes at the time. Emphasis will be placed on the methods of interpreting the works, especially in relation to new social practices and cultural values. While providing a comprehensive survey of the visual arts from the first century A.D. to the eve of the Protestant Reformation, this course particularly highlights the development of western medieval art between ca. 800 and 1500, focusing especially on architecture, architectural sculpture, stained glass, wall painting and mosaics.

Instructor: Timmermann, Achim

HISTART 244. Art of the American Century (1893-1968).

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

Section 001 — The "American Century" (1893-1973).

This lecture/discussion class surveys art and the visual and material environment from the emergence of the United States as a world power in the 1890s to the questioning of the "American Way of Life" during the era of the Civil Rights movement and the Vietnam War. In lectures, discussion, and original hands-on-research, we will examine the work of such celebrated figures as Frank Lloyd Wright, Jacob Lawrence, Georgia O'Keeffe, Isamu Noguchi, Edward Hopper, Walker Evans, and Diego Rivera, but also the culture of consumerism and emergent racial and ethnic identities in which

they worked. This class will include one mandatory field trip and one optional field trip with co-pays.

IV. 4

Instructor: Zurier, Rebecca

HISTART 250 / MEMS 250. Italian Renaissance Art, I.

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

How did the works of Giotto, Donatello, Brunelleschi, and Piero della Francesca come to be regarded as so important in the history of western art? Why, even within the artists' lifetimes, was their art regarded as signaling a "rebirth" of painting and sculpture?

This course aims at an understanding of early Renaissance art by seeing it in relation to broader transformations in the culture of the Italian city-states in the fourteenth and fifteenth centuries. The city will be viewed as the site of divergent uses of art by different communities and interests. Images were employed in the expression of identity and status, as a strategic means of producing consensus or exploiting social division, and in an appeal for sacred mediation on behalf of the living and the dead. We will study different genres of visual representation (the altarpiece, mural painting, public sculpture) and the different social spaces where art was displayed (civic buildings, piazzas, religious institutions, the domestic environment). Works of art will be considered as modes of argument and as points of interaction among networks of clients, artists, social groups and institutions (guilds, family associations, courts, confraternities), and figures of authority (popes, rulers, citizens, abbots and abbesses). From this multiplicity of uses and responses emerged highly varied conceptions of the nature of the image and the role of the artist, which, in turn, influenced artistic performance.

IV. 3

Instructor: Holmes, Megan L

HISTART 271. Origins of Modernism: Art and Culture in Nineteenth Century France.

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

This course examines a series of remarkable episodes in modern French painting, from the establishment of an official, State-sponsored form of Classicism to the succession of movements — Romanticism, Realism, Impressionism, and Neo-Impressionism — that emerged in opposition to official art. The Nineteenth Century is the period during which modern art developed its characteristic strategies and behavioral patterns: an insistence on innovation, originality and individuality; a contentious involvement with tradition; a critical relationship with both institutional and commercial culture; and a somewhat strained allegiance with radical politics and alternative subcultures. It is also the period that witnessed a thorough-going reassessment of visual representation, and a parallel concern with the possibilities and limitations of the medium of painting.

The course is designed to encourage close readings of images (by David, Ingres, Géricault, Delacroix, Daumier, Courbet, Manet, Degas, Monet, Seurat, van Gogh, Cézanne, *et al.*) within the parameters of their historical contexts and of recent critical debate.

IV. 4

Instructor: Lay, Howard G

HISTORY (History)

HISTORY 110 / MEMS 110. Medieval, Renaissance, and Reformation Europe.

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

It is the purpose of this course to introduce students to a number of historical concepts and transformations:

1. the agonizing process through which the ancient pagan world became Christian;
2. the ways in which, between the sixth and sixteenth centuries, a European civilization was born — and what it meant when

the inhabitants of the continent began to think of themselves and act like "Europeans;"

3. the relations of Christian Europe with other religions and civilizations both in the Middle Ages (when Islam rose as a competing force within the old Roman Empire) and in the Early Modern period (when Europe discovered new worlds);
4. the ways in which Europeans reshaped a vision not only of the globe but of the cosmos. We will try throughout to assess the kinds of sources that allowed Europeans to shape a history of those transformations and to represent their own self-identity.

The readings will be a mixture of primary sources and historical analyses chosen to generate debate. There will be a midterm and final examination as well as short writing assignments based on the readings.

Instructor: Hughes, Diane Owen

HISTORY 132 / AAPTIS 100 / ACABS 100 / HJCS 100. Peoples of the Middle East.

(4). (HU). May not be repeated for credit. Taught in English.

Section 001 — Issues in Race & Ethnicity.

This course will survey Middle Eastern political, social, and cultural history from Sumer (3000 BC) to Khomeini's Iran (1979-89). The lectures, readings, and visuals (web, movies, slides) are all geared towards providing the student with a sense of the nature of authority, political and cultural styles, the fabric of society, attitudes and behaviors, heroes and villains, that are and were part of the heritage of those peoples who lived in the lands between the Nile and Oxus rivers, generally referred to as the Middle East. Throughout the academic term you will have four quizzes, a midterm, and a cumulative final exam. A one-page synopsis of your readings will be due weekly for your discussion section.

Instructor: Beckman, Gary M

HISTORY 195. The Writing of History.

(4). (FYWR). May not be repeated for credit. This course may not be included in a History concentration. F.

Each section of this course studies a different era and topic in the past. Students read the work of modern historians, documents, and other source materials from the past. The goal is to learn how to construct effective arguments, and how to write college-level papers.

Section 004. Living in the contemporary United States, we cannot escape from celebrity culture. US and People magazines greet us at every turn, in the grocery aisle, on billboards, in airport waiting rooms, and even in our own mailboxes. Admit it — most of us were at least a little bit interested in Britney Spears' public breakdown.

Have you ever wondered from whence this fascination emerged? This course, while satisfying your first-year writing requirement, will be an introduction to the field of celebrity studies as approached by modern historians. In the process, you will also learn quite a bit about the history of the antebellum period in the United States as well as early American culture.

We will explore topics including the role of celebrities in politics, celebrated crimes, celebrity scandal, and the celebrity tour between 1820 and 1860. You will learn to use a variety of historical sources, including not just secondary works, but newspapers, letters, diaries, and visual artifacts. Since History 195 aims not just to teach you history, but to help you become more critical readers, thinkers and writers, we will work together so that each student can learn to write an analytically sound college-level research paper. By the end of the term, you will have a broader understanding of the cultural background of the United States as well as have a strong grasp of the tools you will need to be a successful college student and writer.

Instructor: First, Sara Babcox

HISTORY 196. First-Year Seminar.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (SS). May not be repeated for credit.

Section 002 — Love and Friendship in Chinese Culture.

This class mixes history, literature, and sociology. The purpose of the class is two fold: first, to introduce a number of selected texts on family, friendship, and love in Chinese culture; second to provide a broad conceptual framework on self and society in traditional and contemporary China. I have organized the classes each week around specific selected topics and have assigned a variety of literary as well as social science texts. We are interested in these texts less as artistic achievements and more as guides to Chinese values and to the function of literature in Chinese culture.

This class assumes no prior knowledge of Chinese culture. There will be close to 250 pages of required reading — more fiction than social science each week. The readings will be posted on a Ctools site, with the exception of "The Story of the Stone" and "The Plum of the Golden Vase". You will be required to purchase these online. These books will also be placed on reserve at the Undergraduate Library.

Every week students should post a short discussion question on the next week's readings on our class Ctools site for class discussion. In addition to the reading, Students are responsible for leading class discussion on the reading for a specific week; discussion leaders may want to consult with me before their class presentation. You will also prepare two short papers (1000 and 2500 words respectively). Poorly written papers will be returned to be rewritten. Two classes, listed as Paper Conferences on the schedule, will be devoted to the discussion of students' papers. The papers will be posted on the Ctools site prior to the class.

Most of our communication will be through class discussions. Attendance and participation are absolutely required. Students who are absent without an acceptable excuse will be penalized severely.

Instructor: Lee, James

Section 003 — Venezuela and the U.S. in Historical Perspective.

This course examines central themes and representations of nationhood in Venezuelan history, from Simón Bolívar, independence hero, to Hugo Chávez, the current president. Together with theories of nationalism, race, and gender, we will examine key social and international conflicts, symbols of leadership, literary narratives, religious practices, and musical genres in Venezuelan history.

Instructor: Skurski, Julie A

HISTORY 197. First-Year Seminar.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit.

Section 001 — Gender and Black Identity in the 1960s.

It is common knowledge that the fault lines of gender and sexuality were far more pronounced and prominent in Black public culture during the post-civil rights era than during the high tide of the Black freedom movement. In recognizing gender as a crucial aspect of discourses of black identity and authenticity in the art, literature, and politics of the Black freedom movement, we will reexamine that assumption. We will draw on secondary sources, as well as a range of primary sources, including government documents, fiction, drama, periodicals, popular music, and visual art to explore the centrality of gender and sexuality as markers for notions of "authentic" Black identity.

Instructor: Gaines, Kevin K

Section 002 — Writing Violence.

In a world in which violence seems endemic — from the wars in Iraq and Afghanistan (2003- and 2001-, respectively), "militia" violence in the Darfur region of Somalia (2003-), pogroms in Gujarat, India (2002), ethnic cleansing in Kosovo (1999), to genocide in Rwanda (1994) ... — this course examines the ability of history, as a discipline, to represent violence. This course is concerned, in particular, with the limits of the existing historiography of violence, and

gauges whether other disciplines or genres (specifically anthropology, literature, and film) have been more successful in capturing the multifaceted — and often elusive — causes of violence, and its impact on society.

While this course addresses a broad theme, it will focus, principally, on a single historical event: the partition of India in 1947. Due to this historical event, which accompanied India's independence from British colonial rule, some 12 million people migrated, 1 million people were killed, and perhaps as many as 75,000 women were victims of sexual violence. The study of the partition has produced a rich and diverse body of scholarship that helps address the broader theoretical questions about violence and history that this course engages.

This course has no prerequisites.

Evaluation in this course will be based on participation, two 3-4 page essays, and a final exam.

Required texts: Gyanendra Pandey, *Remembering Partition* (Cambridge, Cambridge University Press, 2002)

Instructor: Mir, Farina

Section 003 — Mexicans in the U.S.: Unity and Diversity.

This first-year seminar introduces students to the historical challenges faced by people of Mexican descent in the United States. We will discuss the social, economic, and political changes that influenced the day-to-day life of Mexicans/Mexican Americans. To organize the class, we will question the meaning of a racialized Mexican identity in the United States. This class will highlight the racial, class, gender, and sexual diversity within the Mexican-American community. We will consider how different groups of Mexicans have historically understood these ideas and their relationships to other Americans and other Latino groups. Part of our work will also consider Chicano history's political and intellectual underpinnings as an academic discipline.

Instructor: Mora, Anthony P

Section 004 — United States Environmental History.

Global warming and climate change! Energy shortages! An impending water crisis! Genetically altered foods! Natural disasters! Cloned animal products!! — the relations between human beings and the non-human world have never seemed so urgent or troubled as they do today. Each of these crises — and many others — has a history behind it. We have arrived at our environmental present through a series of human choices, made within the constraints imposed by the non-human world in which we live. Environmental history studies this past.

We will examine not simply historical documents, but also landscapes, maps, rivers, city streets, works of art, climate studies, demography, animal population studies, legal decisions, and more. The course, in other words, is explicitly interdisciplinary, drawing on a range of humanities and sciences. We will focus on the United States, taking as our primary case study our own back yard — the City of Ann Arbor and the University of Michigan. No special background is required. As a first-year seminar, the class will meet twice each week in a seminar setting, and will include walking trips through Ann Arbor and sessions at the Arboretum and at the Bentley Historical Library. Evaluation will be based on reading journals and a short primary-source research paper and class presentation. Course materials will include selected journal articles and books by Carolyn Merchant, Michael Pollan, and Mark Kurlansky.

Instructor: Deloria, Philip J

Section 005 — The Ideologies of Modernity.

The ideological labels of the modern world — liberalism, conservatism, socialism, fascism, environmentalism, feminism, *etc.* — have all taken on new meanings in the 21st century. Nonetheless, we continue to use those labels to frame the way we discuss our collective problems and define our political identities. When one calls oneself a liberal or a conservative, one evokes a rich ideological tradition (whether knowingly or not), carrying into the present the assumptions, values, and goals of a long line of predecessors. This

class will explore the major traditions of political thought that have shaped modern history, with a focus on key texts from a wide range of seminal authors across the political spectrum, from Adam Smith to Karl Marx. As we read these classics we will study both their historical origins and their present-day appropriations, finding examples from contemporary media to see how the ideas of the 19th and 20th centuries are being used today.

Instructor: Porter-Szucs, Brian A

Section 007 — Philippines: Culture and History.

This course surveys major themes in the history of the Philippines, paying particular attention to their cultural dimensions. Starting with its inception as a colony of Spain, through the American colonial period, to the post-colonial present, we will draw from Philippine historiography, ethnography, literary works and popular culture to examine the cultural effects of processes such as religious conversion and colonial encounter; revolution and nationalism; hybridity and language; regionalism and identity formation; modernity, globalization, and migration. Class format will consist of lectures and discussion, with several classes dedicated to exploring the University of Michigan's vast collections of Philippine-related material. Students will be expected to be present for all classes, participate in discussion, and carry out individual research projects. Grades will be determined by short-answer exams, reading response papers, and the final paper.

Instructor: de la Cruz, Deirdre Leong

Section 008 — The Invention of Judaism and Christianity.

How Jewish were Jesus and his followers and what difference does it make? The narratives we tell about the beginnings of Christianity and Judaism, their complicated relationship, and how and when they emerged as distinct categories are often more about our present day ideas and assumptions than about the complexities of ancient history. This seminar will examine the intertwined early histories of Christianity and Judaism together with various modern contemporary scholarly and popular accounts thereof. Besides drawing upon primary sources (such as the New Testament and Rabbinic literature) we will be viewing and analyzing recent and twentieth century films (and responses to them) that feature narratives about Jewish-Christian beginnings (*Jesus Christ Superstar*, *The Life of Brian*, *King of Kings*).

Instructor: Neis, Rachel

HISTORY 200. Greece to 201 B.C.

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

A survey of ancient Greek history from the Bronze Age until the death of Alexander the Great. Topics to be discussed include: interactions between Greece and other ancient civilizations, especially those of the Near East and Egypt; the development of Greek city-states (*e.g.*, at Athens and Sparta); local or regional identities and the formation of a common Greek identity (panhellenism); economy, society and culture. Readings will include mainly ancient texts in translation and some modern scholarship. Course consists of lectures and sections in which students make critical use of sources to discuss and debate historical questions. Final grade is based on two tests, frequent short writing assignments, and participation in discussions. Everyone welcome (no special background required).

Instructor: Moyer, Ian S

HISTORY 204 / ASIAN 204. East Asia: Early Transformations.

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

This course offers an overview of more than three thousand years of East Asian history, from ca. 1600 BCE through ca. 1600 CE. Since every such survey must be selective, this course will emphasize political, social, and cultural transformations. Aided by the course textbook, we will inquire into the nature of political power, the succession of dynasties and military regimes, the growth and spread of religions, and the transformation of family structures, economies, and diplomatic relations. The course will introduce the different, distinct histories of China, Korea, and Japan, but will also chart the interactions between these cultures, following the travels

of monks and merchants, diplomats and conquerors, across the islands and continents. The primary-source readings for the lectures, and especially for the discussion sections, will offer an opportunity to see these changing cultures through the eyes of contemporaries: early Chinese philosophers, Korean royal officials, Japanese court ladies, even European travelers. The primary-source readings will also give occasion to reflect on the origins and nature of historical knowledge, thereby making this course not only an introduction to East Asian history, but also an introduction to history as an academic discipline.

The course requires: attendance of all lectures and discussion sections (10%); preparation of the reading assignments and the reading questions for both lectures and discussion sections, and three quizzes in the discussion section (30%); two in-class examinations (30% each). The course uses a textbook and a course pack, at a total cost of ca. \$110.

Instructor: de Pee, Christian

HISTORY 206 / ASIAN 206. Indian Civilization.

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

This course is an introduction to one of the world's great civilizations, that of India, from its beginnings in the third millennium BC to the present day. The first half will deal with classical Indian civilization, its origins, its social structure, religions, arts and sciences. The second half will examine India's encounters with the civilizations of Islam and Europe. We will also study the modern nations — India, Pakistan, Nepal, Bhutan, Bangladesh and Sri Lanka — which have emerged in the twentieth century, and their problems and accomplishments.

Instructor: Trautmann, Thomas R

HISTORY 207 / ASIAN 207. Southeast Asian Civilization.

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

Section 001 — Issues in Race & Ethnicity.

Southeast Asia is one of the world's most culturally diverse regions, home to Buddhist, Moslem, Confucian, and Christian civilizations. It boasts ancient monuments of surpassing grandeur and symbolic complexity. It was the scene of the bloodiest conflict since World War II, the so-called Second Indo-China War (c.1960-1975). Until very recently it boasted the world's fastest growing regional economy.

HISTORY 207 offers an introduction to Southeast Asian history — the earliest civilizations, through the colonial conquest, the struggle for independence, and the development of an interdependent region.

The following paperback books can be purchased at Shaman Drum, 313 South State:

- David Steinberg *et al.*, *In Search of Southeast Asia*
- Milton Osborne, *Southeast Asia: an Introductory History*
- George Orwell, *Burmese Days*
- Clark Neher and Ross Marlay, *Democracy and Development in Southeast Asia*
- Thierry Zephyr, *Khmer: The Lost Empire of Cambodia*

In addition, you will need a course pack which is also available at Shaman Drum Bookstore.

Instructor: Lieberman, Victor B

HISTORY 208. Topics in History.

(3). *May be elected twice for credit.*

This course is intended to examine select topics in history not covered under a specific country or time period.

Intended audience: First-year students and sophomores

Course Requirements: Requirements vary by instructor but typically include readings, reports, papers, and examinations.

Class Format: 3 hours of lecture/discussions weekly

Instructor: Skurski, Julie A

HISTORY 210 / MEMS 210. Early Middle Ages, 300-1100.

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

Section 001 — Issues in Race & Ethnicity.

The course covers the period when the first true 'Europe' was born. It covers the disintegration of the Roman Empire in the western Mediterranean, and the development of successor states in north-western Europe, like the 'barbarian' monarchies, and the multiethnic empires of Charlemagne and the Ottonians up to 1000. Main themes are the development of new kinds of community among European people (Christian monasticism, feudalism, ethnic solidarity), new economic systems, and relations with the earliest Islamic states and with the Byzantine empire.

Instructor: Squatriti, Paolo

HISTORY 220. Survey of British History to 1688.

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

This course introduces students to the sweep of English history from Roman times until the Glorious Revolution. The first half of it is devoted to the Middle Ages and focuses on the formation of the English monarchy, the role of the church in politics and culture, and basic social and economic structures. The second half treats the early modern period (c.1450-1700) and concentrates on the growth of the state, the Protestant Reformation, the English Revolution, and the social and economic changes that followed the Black Death and played themselves out during the reigns of the Tudor and Stuart monarchs. No prior knowledge of English history is assumed in this course, and it is intended to serve as the basis for more advanced work in British history and to provide background and comparisons for courses in English literature and European and American history.

Instructor: MacDonald, Michael P

HISTORY 226 / AMCULT 226. The Latin Tinge: Latin Music in Social Context in Latin America and the U.S.

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

This is a pilot course that experiments with multimedia lectures and podcasting as ways to introduce the social history of key Latin musical styles. Students download listening and video-viewing assignments to their computers or MP3 players, and write about both these assignments as well as their assigned readings. Listening and viewing is paired with analysis of the social contexts and social meanings of musical production and consumption. Students consider how "Latin" musics emerged from persecuted Afro-diasporic musical styles into (often shallow) celebrations of mixed national identity. They will see how music is entangled in the international interplay between colonizing audiences and exotic racial others, but is often also a basis for interchange in a Black Atlantic and oppositional social identity among Latino migrants in the United States. In short, viewing Latin music in social context means thinking about music as a complicated site for the working out of colonialism, international cultural markets, race, and ethnicity.

Instructor: Hoffnung-Garskof, Jesse E

HISTORY 230. Humanities Topics in History.

(3-4). (HU). *May be elected twice for credit.*

Section 001 — History of College Athletics.

We've become so accustomed to watching nationally televised football and basketball games played before packed stadiums on college campuses, we rarely stop to wonder how this institution ever came into being. No other nation, not even Canada, takes college sports seriously. Why do we?

This course will develop the central theme that the marriage between university academics and athletics was not inevitable, but has thrived due to the efforts of a few fascinating personalities — three of the most important of whom served as athletic directors at the University of Michigan — at a few crucial junctures. We will also explore how African-Americans and women changed the sports

landscape forever, and vice versa. College athletics today is more than a multi-billion dollar industry; it is a quintessential part of American culture.

This course should be innately interesting to many students, but students should know the reading list is extensive, the assignments substantial, and the expectations of attendance, punctuality and professional conduct very high.

Instructor: Bacon, John U

Section 010 — The 1960's in Europe.

How did the generation that came of age in Europe between the Berlin Wall and the breakup of the Beatles change the world? What were the historical factors that made this decade such a unique post-war moment? While the 1960s are usually associated with the cultural, social and political changes that occurred in the United States, with the anti-war and civil rights movements conjuring up the familiar images that we have from this most "youthful" of decades, HISTORY 230 will explore corresponding processes that occurred on the other side of the Atlantic. While the 60s in Europe began with the construction of the Berlin Wall in August 1961, providing a powerful symbol of a continent divided between the Western democracies and the Eastern communist "dictatorships," this course will explore how many of the historic events and transformations in the cultural and social landscapes of this decade had implications for both sides of Europe. With a primary focus on France, Germany, Britain, Czechoslovakia and the USSR during the 1960s, this course will address the changing contexts of the Cold War; youth movements and popular culture, including the role of new music and film; the problems of de-colonization, immigration and neo-colonialism; terrorism, anti-Americanism and Leftist politics; and the implications for a continent that had now recovered from the devastating effects of World War II. Students will engage with a variety of primary source material in HISTORY 230, including literature, art, films, and music.

Instructor: First, Joshua J

HISTORY 231. Social Science Topics in History.

(3-4). (SS). May be elected twice for credit.

Section 005 — Global History Since 1898.

This course has one basic goal: to introduce students to the major historical events, actors, and trends of the twentieth century. We shall examine the central political, cultural, economic, military, religious, technological, and social developments of the past century from a global rather than U.S.-centered perspective and consider how those developments were interconnected and what consequences ensued from them. By the end of this course, students should have a greater understanding of the evolution and import of competing forms/interpretations of nationalism, globalization, imperialism, racism, industrialization, capitalism, communism, fascism, militarism, environmentalism, and technological change and apply that understanding in meaningful ways as global citizens.

Course Textbooks:

1. *The Twentieth Century and Beyond: A Global History*, Goff, Moss, Terry, Upshur, and Schroeder (McGraw-Hill, 2007), Seventh Edition.
2. *The Twentieth Century: Readings in Global History*, Moss, Terry, and Upshur (McGraw-Hill, 1999).
3. Coursepack comprised of various primary documents.

Grading:

- Four Exams: Each exam = 20% of the final grade (80%)
- Attendance: 10% of final grade
- Participation: 10% of final grade

If you cannot take an exam at the assigned time, please tell me so in advance (or in the case of illness, on the day of the exam). You must bring me a note from some responsible person, such as a physician, clergyperson, coach, instructor, academic advisor, or residence director, explaining the reason for your absence. If

you can show that your absence could not be avoided, we will schedule a makeup test time.

Instructor: Goff, Brendan Matthew

HISTORY 246 / CAAS 246. Africa to 1850.

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

This course is a survey of African history, from about 3000 BCE until the middle of the nineteenth century CE. We will focus our attention on the following major themes in pre-colonial African history:

- The Development of Social Complexity
- African Political Cultures
- Religion (African Traditional Religions, Islam, and Christianity)
- Transformations in Gender Relations
- Slavery and the Slave Trades
- African history beyond the continent: The Making of African Diasporas
- Increasing European Encroachment

Africa is very large — 3½ times the size of the continental U.S. — so covering roughly five millennia of its history could never be accomplished in an exhaustive way for the whole of the continent in thirteen weeks! Our approach will be to explore this history through five regional case studies each highlighting particular themes:

1. Egypt and the Greater Nile Valley
2. West Africa, the Sahara, and the Maghrib
3. West-Central Africa
4. East Africa and the Swahili coast
5. Southern Africa

BOOKS:

- Erik Gilbert and Jonathan T. Reynolds, *Africa in World History: From Prehistory to the Present*
- John Thornton, *The Kongolese Saint Anthony: Dona Beatriz Kimpa Vita and the Antonian Movement: 1684-1706*

EVALUATION METHOD:

- Exam #1 : 25 %
- Exam #2 : 25%
- Paper : 25%
- Participation: 25%
- Discussion

HISTORY 249 / ASIAN 249. Introduction to Korean Civilization.

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

This course is a survey of Korean history and culture from earliest times to the present. From foundation myths detailing miraculous births of ancient kings to latest examples of cultural production in the age of digital media, we will examine texts that give us glimpses of how Korea has developed as a nation over thousands of years. In addition to highlighting major events in Korea's dynastic and national past, particular attention will be paid to everyday practices that shaped the lives of elites and commoners, and the rich tradition of storytelling that helped Koreans make sense of the world as well as their places within it. Developing familiarity with a wide range of sources spanning political, philosophical, economic, religious, and artistic realms, we will visit competing interpretations of Korean history, and think through the different ways that different disciplines construct Korean civilization as an object of study.

Instructor: Ryu, Youngju

HISTORY 250. China from the Oracle Bones to the Opium War.

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

This course consists of a survey of early Chinese history, with special emphasis on the origins and development of the political, social, and economic institutions and their intellectual foundations. Special features include class participation in performing a series of

short dramas recreating critical issues and moments in Chinese history, slides especially prepared for the lectures, new views on race and gender in the making of China, intellectual and scientific revolutions in the seventeenth century, and literature and society in premodern China.

Instructor: Chang, Chun-Shu

HISTORY 252 / ASIAN 260. Introduction to Chinese Civilization.

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

This course is intended to introduce students to major issues in pre-modern Chinese history. The course covers the political, cultural, social, and intellectual history from the Neolithic to the Mongol conquest (in the 13th century). Some of the major questions we will treat include:

- Is "China" the oldest continuous civilization?
- Was it culturally and ethnically homogeneous?
- Was Chinese traditional culture and society "patriarchal"?
- To what extent was the state successful in penetrating into the daily lives of individuals?

Course assignments will include not only reading primary and secondary literature (entirely in English); but they will also require students to analyze visual sources (to a lesser degree). No assumed knowledge of Chinese history, culture, or language required.

Instructor: Brown, Miranda D

HISTORY 278 / AAPTIS 269. Introduction to Turkish Civilizations.

(4). (HU). May not be repeated for credit. Taught in English.

This lecture-and-discussion course will teach the basic features of Turkish civilizations from the earliest time in the 6th century to the 20th century, from the viewpoint of cultural history. We will discuss the issue of bonds between the Turkish peoples on both the linguistic and on the cultural level. Besides an overview of the history of Turkish Empires with a special focus on the Ottoman Empire, emphasis will be placed on common cultural elements. These include tribal origins and tribal life, myths of origins as preserved in the epic literature, religious developments from "shamanism" to monotheistic religions, as well as aspects of material culture and arts.

Regular attendance and participation in the discussions, a midterm paper and a final paper will determine success in this course.

Textbook: Carter Findley: *The Turks in world history*. New York : Oxford University Press, 2005.

More (mandatory) readings will be made available through a course website (tba).

Instructor: Hagen, Gottfried J

HISTORY 289 / AAPTIS 289 / ASIAN 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia.

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

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and South-east Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and dis-

ussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars.

Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

Instructor: Northrop, Douglas Taylor

HJCS (Hebrew and Jewish Cultural Studies)

HJCS 100 / AAPTIS 100 / ACABS 100 / HISTORY 132. Peoples of the Middle East.

(4). (HU). May not be repeated for credit. Taught in English.

Section 001 — Issues in Race & Ethnicity.

This course will survey Middle Eastern political, social, and cultural history from Sumer (3000 BC) to Khomeini's Iran (1979-89). The lectures, readings, and visuals (web, movies, slides) are all geared towards providing the student with a sense of the nature of authority, political and cultural styles, the fabric of society, attitudes and behaviors, heroes and villains, that are and were part of the heritage of those peoples who lived in the lands between the Nile and Oxus rivers, generally referred to as the Middle East. Throughout the academic term you will have four quizzes, a midterm, and a cumulative final exam. A one-page synopsis of your readings will be due weekly for your discussion section.

Instructor: Beckman, Gary M

HJCS 101. Elementary Modern Hebrew, I.

(5). May not be repeated for credit. F.

Students will develop basic communication skills in Hebrew. There are class discussions and readings in Hebrew as well as class and language laboratory drills.

Section 001 & 002. Sections 001 and 002 of Modern Elementary Hebrew I are for students with no background and experience in Hebrew. (Students with previous knowledge of Hebrew SHOULD REGISTER for Sections 003 and 004.) This course will offer instruction on all four language skills, starting with reading and writing the alphabet.

Instructor: Weizman, Paula

HJCS 200 / AAPTIS 200 / ACABS 200 / RELIGION 201. Introduction to World Religions: Near Eastern.

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

This course serves two main functions: the first of these is to provide an introductory sense of what is involved in the academic study of religion; the second, which will occupy almost the whole term, is to introduce the major religious traditions of the Near East, with emphasis on the development and major structures of Israelite Religion, Judaism, Christianity, and Islam. The course will keep two foci in view: one will have to do with the historical development of these religious traditions, their sacred texts and major personalities; the second will involve a comparative view of these traditions by analyzing their sense of the sacred in space, time, and text, their views on holy people. This is an introductory course: it is not nec-

essay for students to have any previous experience in the study of religion. The course consists of three weekly lectures and a discussion group. Writing for the course typically involves an essay, a midterm, and a final exam.

Instructor: Williams, Ralph G

HJCS 201. Intermediate Modern Hebrew, I.

HJCS 102. (5). May not be repeated for credit. F.

Section 001 & 002. The focus of instruction is on the development of advanced language skills with an emphasis on oral and written communication and in standard modern Hebrew. In addition to reading texts, relevant cultural materials are provided through the use of video and technology based materials. This course is taught in small sections and class discussion. The final grade is based on class activities, students presentations, written assignments, and unit tests: midterm and final. Class discussions and activities are exclusively in Hebrew.

Instructor: Lamm, Doron

Section 003 & 004. The focus of instruction is on the development of advanced language skills with an emphasis on oral and written communication and in standard modern Hebrew. In addition to reading texts, relevant cultural materials are provided through the use of video and technology based materials. This course is taught in small sections and class discussion. The final grade is based on class activities, students presentations, written assignments, and unit tests: midterm and final. Class discussions and activities are exclusively in Hebrew.

Instructor: Sasson, Ayelet

HJCS 301. Advanced Hebrew, I.

HJCS 202. (3). May not be repeated for credit. F.

This is the third-year course within the Hebrew language sequence at the University of Michigan. The course aims to acquaint students with a variety of Hebrew texts and to use them as a basis for conversation, discussion, and writing in Hebrew. In this course, the students will develop a sophisticated vocabulary for understanding central contemporary cultural issues. It is a content-based course, which focuses on Israeli and Jewish culture. There will be emphasis on reading comprehension and conversation, as well as reviews of grammar and syntactical structures that are commonly found in reading. Students will learn to identify different registers of Hebrew (literary, media, slang, etc.), as well as different periods of the language. In this course, students will read articles, poems and short stories; listen to the radio; watch video clips and films; write short essays; and discuss their individual projects in class. The language of instruction and discussion is Hebrew.

Instructor: Pinsker, Shahar M

HONORS (Honors Program)

HONORS 135. Ideas in Honors.

First-year standing in the Honors Program. (1). May not be repeated for credit. Offered mandatory credit/no credit.

A guided journey that opens first-year students' eyes to the importance of scholarship and research in an area of the seminar leader's expertise. Subject matter and discussions are confronted from the vantage point "Why does it matter?"

HONORS 290. Honors Introduction to Research.

Consent of instructor required. Junior or Senior honors program. (1-4). (INDEPENDENT). May be repeated for a maximum of 8 credits. F, W, Sp/Su, Sp, Su.

The opportunity is created to enable highly qualified undergraduates to elect a course for independent, guided study under the direction of a professor.

HONORS 291. Honors Introduction to Scientific Research.

Consent of instructor required. Open to Honors students. Permission of instructor. (1-4). (INDEPENDENT). May be repeated for a maximum of 8 credits. F, W, Sp/Su, Sp, Su.

A research tutorial course in which the participating student serves as a research assistant for a staff scientist. Valuable research experience and a more personal association with the University research program are provided. Each student is expected to work about four hours a week for each credit.

ITALIAN (Italian)

A student who misses either of the first two meetings of any course offered by the Department of Romance Languages may be dropped from the course for non-attendance.

Students who intend to continue a language begun in high school or another college or university must take the Placement Test to determine the language course in which they should enroll. Please note that students may not take the Italian placement test more than one time. Beginners desiring to acquire proficiency at a faster pace are encouraged to enroll in ITALIAN 103, followed by ITALIAN 233. Students who choose this option can satisfy the language requirement only if they then receive credit for a more advanced course taught in Italian (ITALIAN 235 or higher). Students must check with the Course Coordinator for any exceptions to the Placement Test level. For more information, visit the department website: www.lsa.umich.edu/rll/langinstruct/placementtest.html

ITALIAN 101. Elementary Italian.

No prior instruction in Italian language OR placement of ITALIAN 101. (Prerequisites enforced at registration.) Students with any prior study of Italian must take the Placement Test. (4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ITALIAN 100, 103, 111, or 112.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course Coordinator: Sandra Palaich, spalaich@umich.edu

ITALIAN 101 is an introductory-level course designed to provide students with a basis to communicate effectively in Italian in everyday, realistic situations while practicing reading and writing skills. This course is task- and content-based and incorporates grammar in a functional use of language through listening, speaking, reading, and writing. Vocabulary and structures are practiced in class through communicative activities. Readings and cultural notes introduce students to contemporary Italian life and culture.

Their cultural awareness and listening skills are further developed through audio-visual materials. Grading is based on regular attendance, oral participation, in class-work, homework assignments, quizzes, a midterm, a final examination and a speaking test.

ITALIAN 103. Accelerated Italian.

(4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ITALIAN 100, 101, or 102.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course Coordinator: Sandra Palaich, spalaich@umich.edu

ITALIAN 103 is an accelerated course for those students who wish to develop their speaking, listening, reading, and writing skills at a rapid pace, while being introduced to various aspects of Italian culture. The pace of this class is rather fast and the workload is heavy. This class is designed for those who have previous experience in learning foreign languages, or for those who are simply fast learners. The material covered in this one term course is equivalent to that taught in two terms of elementary ITALIAN 101 and 102. Evaluation criteria include: regular attendance, active class participation, homework assignments, quizzes, a midterm, a final examination and a speaking test.

JUDAIC (Judaic Studies)

JUDAIC 101 / YIDDISH 101. Elementary Yiddish I.

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

Welcome to Beginning Yiddish!

This course offers you the opportunity to learn the basics of Yiddish grammar and to acquire basic reading, writing, speaking and listening skills. You will learn to talk about yourself and your interests, surroundings, friends, and family. You will also learn about the history, sociology and culture of Yiddish and how Jewish life of the past centuries is reflected in the language. You will become acquainted with simple Yiddish texts from various times and places — a poem from a Yiddish children's textbook published in New York in the 1930s, Yiddish folksongs that have been sung in Eastern Europe for many, many years, stories from a school book used in our days in some *haredi* schools in Israel, and more. Games and audio-visual materials will enhance the learning process!

Grading: Classroom Work: 30%, Quizzes & Homework: 30%, and Exams: 40%.

As you can see from the grading system, active classroom participation is very important, as are daily homework assignments — always due on the next class.

I am always happy to meet with you to discuss any questions or concerns you may have about the class, or to give you additional help that you might need with the Yiddish alphabet, reading skills or anything else you feel you would benefit from.

Instructor: Szabo, Vera

JUDAIC 150. First Year Seminar in Judaic Studies.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May be repeated for a maximum of 6 credits. May be elected more than once in the same term.

Section 001 — The Invention of Judaism and Christianity.

How Jewish were Jesus and his followers and what difference does it make? The narratives we tell about the beginnings of Christianity and Judaism, their complicated relationship, and how and when they emerged as distinct categories are often more about our present day ideas and assumptions than about the complexities of ancient history. This seminar will examine the intertwined early histories of Christianity and Judaism together with various modern contemporary scholarly and popular accounts thereof. Besides drawing upon primary sources (such as the New Testament and Rabbinic literature) we will be viewing and analyzing recent and twentieth century films (and responses to them) that feature narratives about Jewish-Christian beginnings (*Jesus Christ Superstar*, *The Life of Brian*, *King of Kings*).

Instructor: Neis, Rachel

LATIN (Latin)

LATIN 101. Elementary Latin.

(4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 103, 193, or 502.

All of the assigned tasks/exercises in LATIN 101 are directed toward the reading and translation of Classical Latin and not toward writing or conversation. The course has as its primary objective the acquisition of a fundamental understanding of basic Latin grammar and the development of basic reading skills. The text for the course is Knudsvig, Seligson, and Craig, *Latin for Reading*. LATIN 101 covers approximately the first half of the text. Supplementary readings in Roman culture will also be assigned. Grading is based on quizzes, class participation, hour examinations, and a final.

LATIN 102. Elementary Latin.

LATIN 101. (4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 193 or 502.

All of the assigned tasks/exercises in LATIN 102 are directed toward the reading and translation of Classical Latin and not toward writing or conversation. The course continues the presentation of the essentials of the Latin language as it covers the last half of Knudsvig, Seligson, and Craig, *Latin for Reading*. Supplementary readings in Roman culture will also be assigned. Extended reading selections from Plautus (comedy) and Eutropius (history) are introduced. Grading is based on class participation, quizzes, hour examinations, and a final.

LATIN 103. Review Latin.

Some background in Latin and assignment by placement test. (4). May not be repeated for credit. Credit is granted for no more than two courses among LATIN 101, 102 and 103. No credit granted to those who have completed or are enrolled in LATIN 193 or 502.

All of the assigned tasks and exercises in LATIN 103 are directed toward the reading and translation of Classical Latin and not toward writing or conversation. The text used is the same as that in LATIN 101 and 102, and the course starts at the beginning of the book. A more rapid pace is maintained as LATIN 103 covers the material of LATIN 101 and 102. Grading is based on class participation, quizzes, hour examinations, and a final.

Instructor: Ross, Deborah Pennell

LATIN 193. Intensive Elementary Latin I.

(4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 101, 102, 103 or 502. F.

This course is a rapid introduction to Latin for students with little or no prior Latin. It is intended for undergraduates who wish to progress to upper-level reading courses in Latin as soon as possible. It is also for upperclass undergraduates (and graduate students) in such fields as history, medieval or renaissance literature, or linguistics who need to acquire competence in Latin quickly. This first-term course covers basic grammar and syntax; it is followed in Winter Term by LATIN 194.

Instructor: Reed, Joseph D

LATIN 195 / RCLANG 195. Intensive Latin I.

(8). May not be repeated for credit.

This course meets for two hours per day and covers in one academic term the equivalent of two terms at the level of a non-intensive first-year collegiate course. During this term, students will learn the essential morphological, grammatical, and syntactical structures of Latin, and will build a basic vocabulary of the language. Through readings and discussion students will become acquainted with significant aspects of Roman history and culture.

Instructor: Soter, Gina Marie

LATIN 231. Roman Kings and Emperors.

LATIN 102 or 103. (4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 194 or 503.

This course reviews grammar as it introduces you to the masters of classical Latin prose through passages from Livy and Caesar (first centuries B.C. and A.D.). The goal is to acquire efficient reading, translation and study skills, while exploring texts, concepts and historical traditions that shed light on Rome's growth into an Empire. Free tutoring and computer support for self-practice are available to help you succeed in the course.

Section 004 & 005. Great Romans in Latin prose and poetry is an intensive Honors section which covers the LATIN 231 material in half semester and includes an introduction to Vergil's *Aeneid* in its second half. Students who have completed successfully the Honors section can start accumulating credit towards a concentration/minor in a Classics-related field by enrolling into a 300-level LATIN course or higher for the last term of their language requirement.

Instructor: Markus, Donka D

LATIN 232. Vergil, Aeneid.

LATIN 231. (4). (Lang Req). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 194 or 503.

Section 001. The goal of this course is simple: to learn to read extensive passages of the greatest work of Latin literature, Vergil's *Aeneid*, with comprehension and enjoyment. This course will ask you to bring together and apply the knowledge and skills you have acquired up to this point and to build on these as you learn to read poetry. There will be some grammar review as necessary. You will also study Vergil's epic poem in English translation. By term's end you should have both a good understanding and appreciation of

what the Aeneid is all about and an ability to handle a Latin passage of the poem with control and comprehension. Grading is based on class participation, quizzes, hour exams, and a final.

Instructor: Fortson, Benjamin W

LATIN 301. Intermediate Latin I.

LATIN 194 or 232. (3). (HU). May not be repeated for credit.

The purposes of this course are to read selections from the works of Catullus and Cicero with competence and appreciation; to increase mastery of Latin morphology, syntax, and vocabulary; and to develop advanced reading skills and sensitivity to word-order, meter, and style. Class sessions will consist of pre-reading, close reading, sight-reading, analysis, and discussion of passages with due attention to cultural context and the authors' social background. Students will be introduced to the major reference tools and resources for the study of Latin available in print and electronic format. The readings are selected and organized on the theme of Friendship in Ancient Rome.

Instructor: Markus, Donka D

LHSP (Lloyd Hall Scholars Program)

LHSP 125. College Writing.

(4). (FYWR). May not be repeated for credit. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

This course emphasizes argumentative writing and related skills that are needed for success in college work. Various themes are determined by the instructors who come from many different academic backgrounds. This course makes full use of the close living-learning environment of the Lloyd Hall Scholars Program.

Section 001. Writing and Social Responsibility.

In this class we'll practice writing in several different styles; the ultimate goal is to produce clear, graceful prose that is applicable to any given situation. Students will write four essays in addition to shorter writing assignments. We will be reading a diverse selection of texts including current media articles, contemporary American short stories, political columnists, art criticism, and Tracy Kidder's non-fiction book *Mountains Beyond Mountains*. Kidder's book discusses the quest of Doctor Paul Farmer, an infectious disease specialist who works in Haiti and in other parts of the world.

Of social responsibility, Farmer states, "Anyone who wishes to be considered humane has ample cause to consider what it means to be sick and poor in the era of globalization and scientific advancement." When writers say something in a powerful, articulate way, people listen to their ideas. In this class we'll examine the power of writing in the world today, in conjunction with the power of our own ideas and actions. How do both journalistic, literary, and other artistic efforts intersect with our social responsibilities? And what does this social responsibility entail exactly?

Section 002. We're a Happy Family.

This section of LHSP 125 will pivot on two main, simultaneous concerns: the development of your writing voice and the essential practice of revision. While our texts will explore the sometimes dark, sometimes destructive, and always mysterious pull of family, this course is ultimately designed to guide your development as critical readers, thinkers, and writers able to communicate in an academic community. We will use a workshop format to discuss our work-in-progress, with both peer critiques and full class workshops. Workshops will help us develop the critical skills necessary to read, discuss and analyze a piece of writing, and to learn how to apply these critical skills to our own work, especially in the process of revision. This class will stress drafting and revision as a necessary component of the writing process. Active class participation will also be a vital component of our class; discussions will develop critical processes that I believe help us clarify our thoughts and write good essays. In the end this course will improve upon your own writing processes and working methods as strategies you can return to as you continue to develop your writing.

Students will be expected to complete four revised essays, two short essays and two longer papers, and several one-page response papers. Our readings will include several essays that discuss notions of family in history and within the United States, as well as several short stories, a play, two novels, and two films steeped in family secrets, lore, struggle, dysfunction, and joy.

Texts may include *Goodbye, Columbus*, *Who's Afraid of Virginia Woolf*, *Affliction*, *Into the Great Wide Open*, *Housekeeping*, *The Virgin Suicides*, *Magnolia*, *The Squid and the Whale*, and *East is East*.

Instructor: Barron, Paul Douglas

Section 003. Cutting Edge Writing.

Whether you're writing a CD review for Rolling Stone, a short story for Ploughshares, or an essay for Harper's, your goal is essentially the same — to bring the reader some news. This may be new information, a unique perspective, a distinctive style, or an innovative form. The same holds for academic writing. Instructors like to be wowed: unexpected arguments, individual interpretations, and particularly probing passages of analysis. This course will encourage you to go beyond the ordinary to approach the cutting edge in your writing and to investigate it in the work of a variety of published authors. You will have the opportunity to collaborate with your peers, focus on shaping your individual voice, and — after some preliminary research and writing — write a piece to submit for publication. Throughout the semester, we will also draw on the rich array of events, readings, exhibitions, and productions the community has to offer.

Instructor: Ciccirelli, Louis A

Section 005. Even Worse Than Shakespeare.

Norman Mailer writes of once having heard or read — he can no longer remember where — this story of Chekhov being summoned to Tolstoy's country estate. There the great lion of Russian literature praised the younger author's stories, but lambasted his plays as being "even worse than Shakespeare." In Mailer's recounting, Chekhov, once outside, explains his thoughts as follows: "I drove to the train station over snow-covered roads. I whipped the horses. I beseeched them to go faster. Faster! And to the full moon I cried aloud: 'I am even worse than Shakespeare!'"

Tolstoy objected to what he felt was Shakespeare's reliance on the unnatural (*i.e.*, characters don't speak the way people speak, implausible settings, *etc.*), which meant that Shakespeare could not "produce on the reader that illusion which constitutes the chief condition of art." In this course we'll examine the above-mentioned writers with an eye to grappling with their prose and philosophies, especially with regards to love and art. Our material, which will also include Plato and Anatole Broyard as well as an Eric Rohmer film, will serve as the grist for your own thinking and writing. Over the term, you will write four revised essays (plus two shorter ones) ranging from literary analysis to an adaptation.

Instructor: Ralph, Alexander Luria

Section 006. Introduction to Writing: The City and the Suburb.

The differing aesthetics, values and contradictions of city life and suburban life are often divisive elements in present day America. This class will ask you to focus on your personal growing conceptions of the city and the suburb in order to explore both your own values as well as those you see manifest in the world around you. We will open our focus from the places we live to include also the places we visit — where each of us feels most stimulated, most uncomfortable, most at home, and why. We will produce frequent small writing assignments and four larger papers — one argumentative, one analytical, one personal and one creative — in order to sharpen our critical, descriptive and organizational skills.

Readings will include Robert Venturi's *Learning from Las Vegas*, Stephen Crane's "Maggie, A Girl of the Streets," essays by Luc Sante and Joan Didion, and stories by John Cheever. We will also hope to view at least one movie, by Sofia Coppola, Francis Ford Coppola, or both.

LHSP 130. Writing and the Arts I.

(3). (CE). May not be repeated for credit. A maximum of 20 LHSP credits may be counted toward a degree.

Section 001. Poetry addicts and skeptics alike are welcome in this writing course that explores the many challenges and pleasures in reading, writing, reciting, and thinking about poetry. We will examine the relationship of poetry to other art forms, such as music, drama, and the visual arts, and consider the role of the poet in our culture. This is not a typical poetry class; we will be reading not just poems but essays, introductions, song lyrics, and a novel (Sylvia Plath's *The Bell Jar*), we will watch films (including Scorsese's documentary on Bob Dylan), and visit an art museum. Our emphasis will be on your writing as you experiment with different voices, forms, and genres: imitations, adaptations, short responses, anthologies, and analytical essays.

Instructor: McDaniel, Raymond Clark

LHSP 140. Arts and Humanities.

(3). (CE). May be repeated for a maximum of 6 credits. May be elected more than once in the same term. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

Section 001. Close your eyes and imagine that you were born completely without sight. Now imagine that your sight was miraculously restored. What would you "see"? Look at your hand and wiggle your fingers. Is this what you expected your hand to look like? Would you be able to comprehend the world around you or would everything be such a confusing mass of shapes, lines, colors, textures, spaces, shadows and light that you would feel overwhelmed by the complexity of it all?

In this course we will demystify the art of seeing. Learning to draw and paint requires you to look at the world more closely and to record what you see more accurately. Learning to see, not what you "think" you see, but what you actually see, is the key that can unlock the door to your inner vision. Once you can access visual phenomenon through drawing and painting you will find out how much there is to see and how beautiful things really are.

One half of the course will be in black and white, drawing the human body; something simultaneously intimate and yet completely foreign. The second half of the course will concentrate on seeing the world in color through painting.

Note: This course will require the purchase of art materials related to drawing and painting. A specific list of materials will be available on the first day of class. There is also a lab fee of \$75, which will cover the hiring of the model(s). Mandatory attendance and active class participation required. Expect extensive outside work on homework assignments. Museum trips required.

Instructor: Tucker, Mark E

LING (Linguistics)**LING 102. First Year Seminar (Humanities).**

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit.

Section 001 — Deciphering Ancient Languages.

Much of our current knowledge of early civilizations is due to the deciphering of ancient scripts and languages, which requires an understanding of how scripts and languages work as well as a bit of luck. This course examines successful decipherments of the past (e.g., of Egyptian and of languages written in cuneiform scripts), recent breakthroughs (e.g., in deciphering Mesoamerican languages), and cases that remain unsolved. Hands-on exercises are based on real examples.

Instructor: Baxter, William H

Section 002 — The Pronunciation of English.

In this course we discuss linguistic theories and techniques in analyzing pronunciation, using English as the primary example. We shall also compare English with other languages and discuss how to evaluate 'foreign accents' objectively, using computer instruments.

There is no prerequisite for this course.

Instructor: Duanmu, San

Section 003 — Questions and Answers; Curiosity and Explanation.

We will study Semantics and Pragmatics in this class, focusing on why and how one asks interesting questions, and why and how one recognizes satisfying answers to them; these are the bases of all education, the so-called Socratic method. This class is especially designed for incoming students who are worried they might be interested in too many subjects; the professor has spent 48 years in college being interested in practically everything, and strongly recommends curiosity.

Instructor: Lawler, John M

LING 111. Introduction to Language.

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

Language permeates just about every aspect of human existence, and as such the study of language offers a richly interdisciplinary approach to understanding the human condition. It also affords excellent background for many other fields, such as cognitive and social psychology, philosophy, neuroscience, anthropology, foreign languages, and history.

This course will introduce you to some of the many different ways in which language can be studied, and will show what we learn about being human from this. Some of the broad topics that we will discuss include the following:

(i) Cognitive aspects of language. What does it mean to say that you "know" some language? What aspects of this knowledge are acquired and how are they acquired? What aspects are genetically determined and do not need to be acquired? How can we best describe this knowledge?

(ii) Physiological aspects of language. Many different systems of your body are involved in the production and perception of language — the mouth, visual system, auditory system, brain, hands (for signed languages). What are the properties of these different systems, and are any aspects of them uniquely specialized for language? What do the properties of these systems tell us about language and about being human?

(iii) Social aspects of language. Language is a powerful tool of identity construction. We use language both to define our own identity, and to classify others. How do we use language to achieve this social identity formation? How is language used as a political tool for creating social cohesion and/or oppression?

(iv) Historical aspects of language. Language is constantly changing. American English, for instance, is pronounced very differently from British English. There are also many vocabulary differences between British and American English. What factors (including cognitive, physiological, and social) lead to change, and how can we trace the evolutionary path? How are new languages created and why are so many languages currently on the verge of extinction?

Instructor: Coetzee, Andries W

LING 115. Language in a Multicultural World.

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

- Which is more common around the world, monolingualism or bilingualism? Who in the world is most likely to be multilingual? Who is least likely?
- Do children who learn two languages from birth turn out to be developmentally and linguistically disadvantaged?
- Does civil war tend to break out when a nation is linguistically divided? Why do some language contacts lead to bloody conflicts (in which language is ostensibly the major bone of contention) while other languages in contact have enjoyed a peaceful coexistence for hundreds or even thousands of years?
- Would establishing English as the official language of the United States help to preserve English?

- Why do the most pessimistic estimates predict the death of 90% of the world's 6,000 languages by the end of this century? (The most optimistic estimates predict that only about 50% of the world's languages will vanish by 2100. Both estimates are grim, from the viewpoint of language-lovers.)

This course will address these and other questions about global multilingualism, which is a (or the) major issue in language policies, language planning, and language contact in general. The focus will be a comparative study of language politics in countries all over the world, including such topics as language rights, language use in national educational systems, and other social implications of multilingualism.

Instructor: Thomason, Sarah G

LING 140. Introduction to Deaf Culture.

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

This course introduces students to Deaf culture within the United States, and focuses on the link between culture and language (in this case, American Sign Language). An analysis of medical and cultural models of perceiving deafness is investigated to familiarize students with the range of perceptions held by members of the cultural majority and the effect it has on the Deaf community. The influencing factors of educational systems on deaf children are reviewed to understand the link between language systems used in the classroom and the development of a Deaf identity. The historical roots of American Sign Language and the value of language preservation provide for additional overview of attitudes in American society. Social adaptations to deafness and individual factors of communicative and linguistic development are analyzed for understanding the implications of family and social systems on deaf children and adults.

Instructor will use a course pack. There will be weekly written assignments (1-2 paragraph reaction statements to readings from the course pack) or weekly quizzes. There will be a written midterm and final.

Instructor: Berwanger, Paula D

LING 150. Elementary American Sign Language.

Concurrent enrollment in or completion of LING 140. (4). May not be repeated for credit.

LING 150 is a beginning course in American Sign Language (ASL) that introduces students to basic grammatical structures and sign vocabulary through intensive classroom conversational interactions. Emphasis is on practical communicative functions as students learn how to communicate in a visual-gestural channel. Classroom work is supplemented by video-taped workbook exercises to facilitate development of receptive language skills. LING 140 (Introduction to Deaf Culture) is a pre- or co-requisite for this course. Class will meet two days, two hours per day. There will be 1-2 hours of weekly lab work to be completed at the Language Resource Center.

This course will be conducted exclusively in American Sign Language. Required course materials include a workbook and videotape. Handouts will also be provided. An optional Dictionary of ASL is suggested. Students will complete weekly assignments from the workbook. There will be both a midterm and final consisting of both written exams and videotaped Sign Language interactions. A 3-5 page term paper is also required (a report on a Deaf social event, on an interaction with Deaf persons, or on an approved article or subject).

Instructor: Berwanger, Paula D

LING 209 / PSYCH 242. Language and Human Mind.

(4). (ID). *May not be repeated for credit.*

This course is designed to introduce students to the "cognitive revolution" and its impact on the contemporary study of language. The course reviews the Chomskyan shift away from speech behavior or "languages" as the object of inquiry to the experimental and theoretical study of the cognitive mechanisms underlying our unique human capacity for language, the exercise of which perme-

ates virtually every aspect of human life, including what you are now doing! In every household, all of the children, barring pathology — but none of the dogs, cats or other organisms (nor the inanimate objects!) — acquire the language spoken (or signed) by the adults. There is some biological property of humans that makes this feat possible. What do we know when we know a language? What does it mean to say that humans have an innate capacity for language? Why has this innateness claim generated so much contentious debate? How do languages differ, and why? How is it that you are now scanning text with your visual system, and converting little squiggles you perceive into meanings? What is a meaning? Given that you can perform this squiggle-to-meaning conversion, how does your converter work? How do speakers of sign languages (again, humans but not dogs) convert moving hand shapes into meaning? — Isn't it true that the conversion to meaning you are now performing allows your mind to now know what my mind is now thinking? That is, through this process aren't you acquiring knowledge of my thoughts, (thereby facilitating educated guesses as to what this course and these Profs. will be like?) or is that crazy talk about "mind reading"?

Course Requirements: Homework, quizzes, class participation, final exam
Intended Audience: Freshmen and sophomores interested in Linguistics and Psychology as cognitive science.

Class Format: 2 hours of lecture and 1 hour of discussion weekly.

Instructor: Epstein, Samuel D

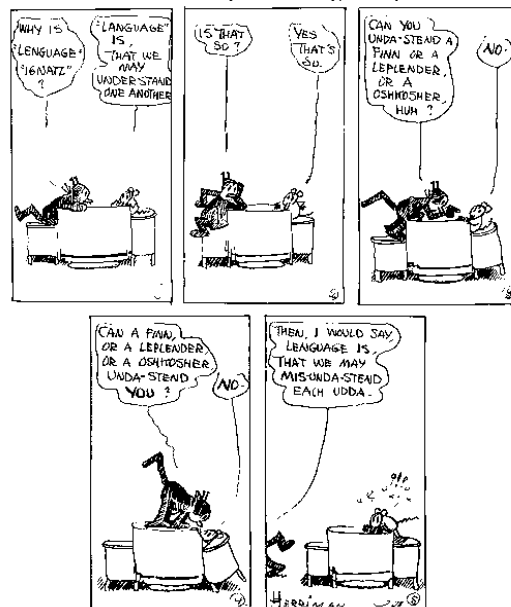
LING 210. Introduction to Linguistic Analysis.

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

Edward Sapir said:

"Everything that we have so far seen to be true of language points to the fact that it is the most significant and colossal work that the human spirit has evolved — nothing short of a finished form of expression for all communicable experience. This form may be endlessly varied by the individual without thereby losing its distinctive contours; and it is constantly re-shaping itself as is all art. Language is the most massive and inclusive art we know, a mountainous and anonymous work of unconscious generations."

At about the same time (circa 1920), Krazy Kat said:



True, all true. As Krazy suggests, this "massive and inclusive art" is also the information bottleneck of the human condition. A vast amount of our knowledge, including virtually everything we learn in formal education, comes to us **through** Language. Consequently, learning to analyze language, in ways that work for **all** languages, and to describe it objectively, is an indispensable tool for intellectu-

als, and one that stimulates in addition the habit of *close attention to language*, which is one of the things necessary for effective writing, not to mention clear thinking. Further, an understanding of how language **really** works (in contrast to the linguistic mythologies usually taught in schools) gives one a metaphorical place to stand that facilitates the study of **anything** that is described in language, which means just about everything.

Over the last century, linguistic scientists have amassed an array of analytic procedures, concepts, and findings that allow one to demystify speech, grammar, and language use, and to discover a number of surprising facts about one's own and others' languages. This course is a medium-sized (maximum 60) 4-credit **intensive** introduction to the methods linguists use for describing languages (although general training in analytic thought is our ultimate goal).

Drawing on examples from a large number of the world's languages, after a brief introductory unit we will devote about two weeks to each of the major areas of linguistic analysis, in order:

1. Morphology
2. Phonetics
3. Phonology
4. Syntax
5. Semantics
6. Pragmatics

By focusing simultaneously on language data, and on the techniques used to make sense of these data, we will see that our understanding of the object of inquiry (language) is influenced by our methods of inquiry.

There will be frequent quizzes and daily data analysis problems, which will form the context for our discussion. In addition, there will be comprehensive midterm and final take-home exams, which may be done in groups. This class is especially recommended for those with interests in scientific analysis (including mathematics, computing, and engineering), since the analytic methods discussed are generalizable easily.

The textbook is *The Cambridge Encyclopedia of Language*; materials for analysis and handouts are in a course pack at Excel (1117 South University). No prerequisites except an interest in language and thinking.

View the International Phonetic Alphabet, download IPA fonts, read the syllabus, and see a sample problem set.

Instructor: Lawler, John M

MATH (Mathematics)

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

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

Two courses preparatory to the calculus, MATH 105 and 110, are offered. MATH 105 is a course on data analysis, functions and graphs with an emphasis on problem solving. MATH 110 is a condensed half-term version of the same material offered as a self-study course taught through the Math Lab and is only open to students in MATH 115 who find that they need additional preparation to successfully complete the course. A maximum total of 4 credits

may be earned in courses numbered 103, 105, and 110. MATH 103 is offered exclusively in the Summer half-term for students in the Summer Bridge Program. MATH 107, Mathematics for the Information Age, is a course for students who may not want or need to take calculus. It encourages mathematical exploration of a variety of topics both inside and outside of mathematics.

MATH 127, 128, and 174 are courses containing selected topics from geometry, number theory, and proofs respectively. They are intended for students who want exposure to mathematical culture and thinking through a single course. They are neither prerequisite nor preparation for any further course. No credit will be received for the election of MATH 127, 128, or 174 if a student already has credit for a 200-(or higher) level MATH course.

Each of MATH 115, 185, and 295 is a first course in calculus. Generally credit can be received for only one of MATH 115 or 185. The sequence MATH 115-116-215 is appropriate for most students who want a complete introduction to calculus. One of MATH 215, 255, 285, or 395 is prerequisite to most more advanced courses in Mathematics.

The sequences MATH 156-255-256, 175-186-285-286, 185-186-285-286, and 295-296-395-396 are Honors sequences. Students need not be enrolled in the LSA Honors Program to enroll in any of these courses but must have the permission of an Honors advisor. Students with strong preparation and interest in mathematics are encouraged to consider these courses.

MATH 185 through 285 covers much of the material of MATH 115 through 215 with more attention to the theory in addition to applications. Most students who take MATH 185 have taken a high school calculus course, but it is not required. MATH 175 through 186 assumes knowledge of calculus roughly equivalent to MATH 115 and covers a substantial amount of so-called combinatorial mathematics as well as calculus-related topics not usually part of the calculus sequence. MATH 175 is taught by Inquiry-Based Learning (IBL): students are presented with a great variety of problems and encouraged to experiment in groups using computers. The sequence MATH 295 through 396 provides a rigorous introduction to theoretical mathematics. Proofs are stressed over applications and these courses require a high level of interest and commitment. Most students electing MATH 295 have completed a thorough high school calculus course. MATH 295 through 396 is excellent preparation for mathematics at the advanced undergraduate and beginning graduate level.

Students with strong scores on either the AB or BC version of the College Board Advanced Placement exam may be granted credit and advanced placement in one of the sequences described above; a table explaining the possibilities is available from advisors and the department. In addition, there is one course especially designed and recommended for students with one or two terms of AP credit – MATH 156. MATH 156 is an Honors course intended primarily for science and engineering concentrators and will emphasize both applications and theory. Interested students should consult a mathematics advisor for more details.

In rare circumstances and with permission of a Mathematics advisor, reduced credit may be granted for MATH 185 after MATH 115. A list of these and other cases of reduced credit for courses with overlapping material is available from the department. To avoid unexpected reduction in credit, a student should always consult an advisor before switching from one sequence to another. In all cases a maximum total of 16 credits may be earned for calculus courses MATH 115 through 296, and no credit can be earned for a prerequisite to a course taken after the course itself.

Students completing MATH 116 who are principally interested in the application of mathematics to other fields may continue either to MATH 215 (Analytic Geometry and Calculus III) or to MATH 216 (Introduction to Differential Equations); these two courses may be taken in either order. Students who have greater interest in theory or who intend to take more advanced courses in mathematics should continue with MATH 215 followed by the sequence MATH

217-316 (Linear Algebra-Differential Equations). MATH 217 (or the Honors version, MATH 513) is required for a concentration in Mathematics; it both serves as a transition to the more theoretical material of advanced courses and provides the background required for optimal treatment of differential equations in MATH 316. MATH 216 is not intended for concentrators in pure mathematics.

MATH 103. Intermediate Algebra.

Only open to designated summer half-term Bridge students. May not be repeated for credit. A maximum of four credits may be earned in MATH 101, 103, 105, and 110. Su.

Review of elementary algebra; rational and quadratic equations; properties of relations, functions, and their graphs; linear and quadratic functions; inequalities, logarithmic and exponential functions and equations.

MATH 105. Data, Functions, and Graphs.

(4). (MSA). (QR/1). May not be repeated for credit. Students with credit for MATH 103 can elect MATH 105 for only 2 credits. No credit granted to those who have completed any Mathematics course numbered 110 or higher. A maximum of four credits may be earned in MATH 101, 103, 105, and 110.

UNIFORM EVENING EXAMS FOR MATH 105: MON, OCT 6 & MON, NOV 10, 6-8 PM. AVOID SCHEDULING A CLASS THAT CONFLICTS WITH THESE EVENING EXAMS.

Background and Goals: MATH 105 serves both as a preparatory class to the calculus sequences and as a terminal course for students who need only this level of mathematics. Students who successfully complete MATH 105 are fully prepared for MATH 115.

Content: 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. The classroom atmosphere is interactive and cooperative and homework is done in groups.

Subsequent Courses: The course prepares students for MATH 115.

MATH 110. Pre-Calculus (Self-Study).

MATH 110 is by recommendation or permission of MATH 115 instructor. (2). May not be repeated for credit. No credit granted to those who already have 4 credits for pre-calculus mathematics courses. A maximum of four credits may be earned in MATH 101, 103, 105, and 110.

Background and Goals: MATH 110 is a condensed, half-term version of MATH 105 designed specifically to prepare students for MATH 115. It is open only to students who have enrolled in Math 115 and whose performance on the first uniform examination indicates that they will have difficulty completing that course successfully. This self-study course begins shortly after the first uniform examination in MATH 115, and is completed under the guidance of an instructor without regular classroom meetings. Students must receive permission from the MATH 115 Course Director or other designated representative to enroll in the course, and must visit the Math Lab as soon as possible after enrolling to receive printed course information. Enrollment opens the day after the first MATH 115 uniform examination, and must be completed by the Friday of the following week.

Content: The course is a condensed, half-term version of MATH 105 designed for students who appear to be prepared to handle calculus but are not able to successfully complete MATH 115. Students may enroll in MATH 110 only on the recommendation of a mathematics instructor after the third week of classes in the Fall and must visit the Math Lab to complete paperwork and receive course materials. The course covers data analysis by means of functions and graphs.

Alternatives: MATH 105 (Data, Functions and Graphs) covers the same material in a traditional classroom setting.

Subsequent Courses: The course prepares students for MATH 115.

MATH 115. Calculus I.

Four years of high school mathematics. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit is granted for only one course from among MATH 115 and 185.

EVENING EXAMS FOR MATH 115: TUES, OCT 7 & TUES, NOV 11, 6-8 PM. AVOID SCHEDULING A CLASS THAT CONFLICTS WITH THESE EVENING EXAMS.

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 the majority of students intending to major 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 a uniform midterm and 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. The classroom atmosphere is interactive and cooperative and homework is done in groups.

Alternatives: MATH 185 (Honors Anal. Geom. and Calc. I) is a somewhat more theoretical course which covers some of the same material. MATH 175 (Combinatorics and Calculus) is a non-calculus alternative for students with a good command of first-semester calculus. MATH 295 (Honors Mathematics I) is a much more intensive and rigorous course. A student whose preparation is insufficient for MATH 115 should take MATH 105 (Data, Functions and Graphs).

Subsequent Courses: MATH 116 (Calculus II) is the natural sequel. A student who has done very well in this course could enter the honors sequence at this point by taking MATH 186 (Honors Anal. Geom. and Calc. II).

Instructor: Halpern, Jill Ellen

MATH 116. Calculus II.

MATH 115. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit is granted for only one course among MATH 116, 119, 156, 176, and 186.

See MATH 115 for a general description of the sequence MATH 115-116-215.

Topics include the indefinite integral, techniques of integration, introduction to differential equations, and infinite series. MATH 186 is a somewhat more theoretical course which covers much of the same material. MATH 215 is the natural sequel. A student who has done very well in this course could enter the Honors sequence at this point by taking MATH 285.

Text: *Calculus*, 3rd Edition, Hughes-Hallett/Gleason, Wiley Publishing. TI-84 Graphing Calculator, Texas Instruments.

MATH 145. Houghton Scholars Calculus Workshop I.

Consent of department required. Concurrent enrollment in MATH 115. (2). May not be repeated for credit. Offered mandatory credit/no credit.

A supplemental workshop experience for students in the Douglas Houghton Scholars Program. In a small-class setting, students work in small groups on problems more challenging than those in the regular section of Math 115. The goal is to develop the students' problem-solving capabilities and promote their interest in math and science careers.

Course Requirements: Students will be evaluated on the basis of attendance and participation in activities during scheduled sessions.

MATH 147. Introduction to Interest Theory.

Three to four years high school mathematics. (3). (MSA). (BS). May not be repeated for credit. No credit granted to those who have completed a 200- (or higher) level mathematics course.

Background and Goals: This course is designed for students who seek an introduction to the mathematical concepts and techniques employed by financial institutions such as banks, insurance companies, and pension funds. Actuarial students, and other mathematics concentrators, should elect MATH 424 which covers the same topics but on a more rigorous basis requiring considerable use of calculus. The course is not part of a sequence. Students should possess financial calculators.

Content: Topics covered include: various rates of simple and compound interest, present and accumulated values based on these; annuity functions and their application to amortization, sinking funds and bond values; depreciation methods; introduction to life tables, life annuity, and life insurance values.

Alternatives: MATH 424 (Compound Interest and Life Ins) covers the same material in greater depth and with a higher level of mathematical content.

Subsequent Courses: none

Instructor: Singh, Kanwar Bir

MATH 156. Applied Honors Calculus II.

Score of 4 or 5 on the AB or BC Advanced Placement calculus exam. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit is granted for only one course from among MATH 116, 119, 156, 176, and 186. F.

Background and Goals: The sequence MATH 156-255-256 is an Honors calculus sequence intended for engineering and science concentrators who scored 4 or 5 on the AB or BC Advanced Placement calculus exam. Applications will be stressed, but some theory will also be included.

Content: Topics include linear algebra, matrices, systems of differential equations, initial and boundary value problems, qualitative theory of dynamical systems (e.g., equilibria, phase space, stability, bifurcations), nonlinear equations, numerical methods. MAPLE will be used throughout.

Alternatives: MATH 216 (Intro. To Differential Equations) or MATH 286 (Honors Differential Equations).

Subsequent Courses: Many upper-level courses.

MATH 175. An Introduction to Cryptology.

Permission of department. (4). (MSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed a 200-level or higher Mathematics course. F.

Introduces students to the science of constructing and attacking secret codes. An important goal is to present the mathematical tools — from combinatorics, number theory, and probability — that underlie cryptologic methods.

Background and Goals: This course is an alternative to MATH 185 as an entry to the Honors sequence. Students are expected to have previous experience with the basic concepts and techniques of first-semester calculus. The course stresses discovery as a vehicle for learning. Students will be required to experiment throughout the course on a range of problems and will participate each semester in a group project. Grades will be based on homework and projects with a strong emphasis on homework. Personal computers will be a valuable experimental tool in this course and students will be asked to learn to program in either BASIC, PASCAL or FORTRAN.

Content: This course gives a historical introduction to Cryptology and introduces a number of mathematical ideas and results involved in the development and analysis of secret codes. The course begins with the study of permutation-based codes: substitutional ciphers, transpositional codes, and more complex polyalphabetic substitutions. The mathematical subjects treated in this section in-

clude enumeration, modular arithmetic and some elementary statistics. The subject then moves to bit stream encryption methods. These include block cipher schemes such as the Data Encryption Standard. The mathematical concepts introduced here are recurrence relations and some more advanced statistical results. The final part of the course is devoted to public key encryption, including Diffie-Hellman key exchange, RSA and Knapsack codes. The mathematical tools come from elementary number theory.

Alternatives: MATH 115 (Calculus I), MATH 185 (Honors Calculus I), or MATH 295 (Honors Mathematics I).

Subsequent Courses: MATH 176 (Dynamical Systems and Calculus), MATH 186 (Honors Calculus II), or MATH 116 (Calculus II).

Instructor: Petersen, Thomas Kyle

MATH 185. Honors Calculus I.

Permission of the Honors advisor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit is granted for only one course from among MATH 115, and 185. F.

Background and Goals: The sequence MATH 185-186-285-286 is an introduction to calculus at the honors level. It is not appropriate for students who have received scores of 4 on the AB, or 4 or 5 on the BC, Advanced Placement exam (those students should elect MATH 156 or MATH 295). It is taken by students intending to major in mathematics, science, or engineering as well as students heading for many other fields who want a somewhat more theoretical approach. Although much attention is paid to concepts and solving problems, the underlying theory and proofs of important results are also included. This sequence is not restricted to students enrolled in the LSA Honors Program.

Content: Topics covered include functions and graphs, limits, derivatives, differentiation of algebraic and trigonometric functions and applications, definite and indefinite integrals and applications. Other topics will be included at the discretion of the instructor.

Alternatives: MATH 115 (Calculus I) is a somewhat less theoretical course which covers much of the same material. MATH 295 (Honors Mathematics I) gives a much more theoretical treatment of much of the same material.

Subsequent Courses: MATH 186 (Honors Anal. Geom. and Calc. II) is the natural sequel.

MATH 214. Linear Algebra and Differential Equations.

MATH 115 and 116. Most students take only one course from among MATH 214, 217, 417, 419, and 513. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 214, 217, 417, or 419. No credit granted to those who have completed or are enrolled in MATH 513.

Background and Goals: An introduction to matrices and linear algebra. This course covers the basics needed to understand a wide variety of applications that use the ideas of linear algebra, from linear programming to mathematical economics. The emphasis is on concepts and problem solving. The course is designed as an alternative to MATH 216 for students who need more linear algebra and less differential equations background than provided in MATH 216.

Content: An introduction to the main concepts of linear algebra... matrix operations, echelon form, solution of systems of linear equations, Euclidean vector spaces, linear combinations, independence and spans of sets of vectors in Euclidean space, eigenvectors and eigenvalues, similarity theory. There are applications to discrete Markov processes, linear programming, and solutions of linear differential equations with constant coefficients.

Alternatives: MATH 419 (Linear Spaces and Matrix Theory) has a somewhat more theoretical emphasis. MATH 217 is a more theoretical course which covers much of the material of MATH 214 at a deeper level. MATH 513 (Intro. to Linear Algebra) is a Honors version of this course. Mathematics concentrators are required to take MATH 217 or MATH 513.

Subsequent Courses: MATH 420 (Matrix algebra II), Linear programming (MATH 561), Mathematical Modeling (MATH 462), MATH 571 (Numer. method. For Sci).

Instructor: Dean, Carolyn A

MATH 215. Calculus III.

MATH 116. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 215, 255, or 285.

EVENING EXAMS FOR MATH 215: THURS, OCT 16 & THURS, NOV 13, 6-8 PM. AVOID SCHEDULING A CLASS THAT CONFLICTS WITH THESE EVENING EXAMS.

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 the majority of students intending to major 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.

Content: Topics include vector algebra and vector functions; analytic geometry of planes, surfaces, and solids; functions of several variables and partial differentiation; line, surface, and volume integrals and applications; vector fields and integration; Green's Theorem and Stokes' Theorem. There is a weekly computer lab using MAPLE.

Alternatives: MATH 285 (Honors Calculus III) is a somewhat more theoretical course which covers the same material. MATH 255 (Applied Honors Calculus III) is also an alternative.

Subsequent Courses: For students intending to major in mathematics or who have some interest in the theory of mathematics as well as its applications, the appropriate sequel is MATH 217 (Linear Algebra). Students who intend to take only one further mathematics course and need differential equations should take MATH 216 (Intro. to Differential Equations).

MATH 216. Introduction to Differential Equations.

MATH 116, 119, 156, 176, 186, or 296. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 216, 256, 286, or 316.

EVENING EXAMS FOR ALL SECTIONS OF MATH 216: MON, OCT 6 & MON, NOV 10, 6-8 PM.

Background and Goals: For a student who has completed the calculus sequence, there are two sequences which deal with linear algebra and differential equations, MATH 216-417 (or MATH 419) and MATH 217-316. The sequence MATH 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 MATH 217-316.

Content: MATH 216 is a basic course on differential equations, intended for engineers and other scientists who need to apply the techniques in their work. The lectures are accompanied by a computer lab and recitation section where students have the opportunity to discuss problems and work through computer experiments to further develop their understanding of the concepts of the class. Topics covered include some material on complex numbers and matrix algebra, first and second order linear and non-linear systems with applications, introductory numerical methods, and elementary Laplace transform techniques.

Alternatives: MATH 286 (Honors Differential Equations) covers much of the same material in the honors sequence. The sequence MATH 217 (Linear Algebra)-MATH 316 (Differential Equations) covers all of this material and substantially more at greater depth and with greater emphasis on the theory. MATH 256 (Applied Honors Calculus IV) is also an alternative.

Subsequent Courses: MATH 404 (Intermediate Diff. Eq.) covers further material on differential equations. MATH 217 (Linear Algebra) and MATH 417 (Matrix Algebra I) cover further material on linear algebra. MATH 371 ([ENGR 303] Numerical Methods) and

MATH 471 (Intro. To Numerical Methods) cover additional material on numerical methods.

MATH 217. Linear Algebra.

MATH 215, 255, or 285. Most students take only one course from MATH 214, 217, 417, 419, and 513. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 214, 217, 417, or 419. No credit granted to those who have completed or are enrolled in MATH 513.

Background and Goals: For a student who has completed the calculus sequence, there are two sequences which deal with linear algebra and differential equations, MATH 216-417 (or 419) and MATH 217-316. The sequence MATH 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 MATH 217-316. These courses are explicitly designed to introduce the student to both the concepts and applications of their subjects and to the methods by which the results are proved.

Content: The topics covered include: systems of linear equations; matrix algebra; vectors, vector spaces, and subspaces; geometry of \mathbb{R}^n ; linear dependence, bases, and dimension; linear transformations; Eigenvalues and Eigenvectors; diagonalization; inner products. Throughout there will be emphasis on the concepts, logic, and methods of theoretical mathematics.

Alternatives: MATH 214, 417 and 419 cover similar material with more emphasis on computation and applications and less emphasis on proofs. MATH 513 covers more in a much more sophisticated way.

Subsequent Courses: The intended course to follow MATH 217 is MATH 316 (Differential Equations). MATH 217 is also prerequisite for MATH 312 (Applied Modern Algebra), MATH 412 (Introduction to Modern Algebra) and all more advanced courses in mathematics.

MATH 285. Honors Calculus III.

MATH 176 or 186, or permission of the Honors advisor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 215, 255, or 285. F.

Background and Goals: The sequence MATH 185-186-285-286 is an introduction to the calculus at the Honors level. It is taken by students intending to major in mathematics, science, or engineering as well as students heading for many other fields who want a somewhat more theoretical approach. Although much attention is paid to concepts and solving problems, the underlying theory and proofs of important results are also included. This sequence is not restricted to students enrolled in the LSA Honors Program.

Content: Topics include vector algebra and vector functions; analytic geometry of planes, surfaces, and solids; functions of several variables and partial differentiation, maximum-minimum problems; line, surface, and volume integrals and applications; vector fields and integration; curl, divergence, and gradient; Green's Theorem and Stokes' Theorem. Additional topics may be added at the discretion of the instructor.

Alternatives: MATH 215 (Calculus III) is a less theoretical course which covers the same material. MATH 255 (Applied Honors Calc. III) is an applications-oriented honors course which covers much of the same material.

Subsequent Courses: MATH 216 (Intro. To Differential Equations), MATH 286 (Honors Differential Equations) or MATH 217 (Linear Algebra).

MATH 289. Problem Seminar.

(1). (BS). May be repeated for credit.

Background and Goals: One of the best ways to develop mathematical abilities is by solving problems using a variety of methods. Familiarity with numerous methods is a great asset to the developing student of mathematics. Methods learned in attacking a specific problem frequently find application in many other areas of mathe-

atics. In many instances an interest in and appreciation of mathematics is better developed by solving problems than by hearing formal lectures on specific topics. The student has an opportunity to participate more actively in his/her education and development. This course is intended for superior students who have exhibited both ability and interest in doing mathematics, but it is not restricted to Honors students. This course is excellent preparation for the Putnam competition.

Content: Students and one or more faculty and graduate student assistants will meet in small groups to explore problems in many different areas of mathematics. Problems will be selected according to the interests and background of the students.

Alternatives: none

Instructor: Miličević, Djordje

MATH 295. Honors Mathematics I.

Prior knowledge of first year calculus and permission of the Honors advisor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in MATH 185. F.

Background and Goals: MATH 295-296-395-396 is the most theoretical and demanding honors calculus sequence. The emphasis is on concepts, problem solving, as well as the underlying theory and proofs of important results. It provides an excellent background for advanced courses in mathematics. The expected background is high school trigonometry and algebra (previous calculus not required, but helpful). This sequence is not restricted to students enrolled in the LSA Honors program. MATH 295 MATH 296 may be substituted for any MATH 451 requirement. MATH 296 and 395 may be substituted for any MATH 513 requirement.

Content: Real functions, limits, continuous functions, limits of sequences, complex numbers, derivatives, indefinite integrals and applications, some linear algebra.

Alternatives: MATH 156 (Applied Honors Calc II), MATH 175 (Combinatorics and Calculus) and MATH 185 (Honors Anal. Geom. and Calc. I) are alternative honors courses.

Subsequent Courses: MATH 296 (Honors Mathematics II)

Instructor: DeBacker, Stephen M

MEMS (Medieval and Early Modern Studies)

MEMS 110 / HISTORY 110. Medieval, Renaissance, and Reformation Europe.

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

It is the purpose of this course to introduce students to a number of historical concepts and transformations:

1. the agonizing process through which the ancient pagan world became Christian;
2. the ways in which, between the sixth and sixteenth centuries, a European civilization was born — and what it meant when the inhabitants of the continent began to think of themselves and act like "Europeans;"
3. the relations of Christian Europe with other religions and civilizations both in the Middle Ages (when Islam rose as a competing force within the old Roman Empire) and in the Early Modern period (when Europe discovered new worlds);
4. the ways in which Europeans reshaped a vision not only of the globe but of the cosmos. We will try throughout to assess the kinds of sources that allowed Europeans to shape a history of those transformations and to represent their own self-identity.

The readings will be a mixture of primary sources and historical analyses chosen to generate debate. There will be a midterm and final examination as well as short writing assignments based on the readings.

Instructor: Hughes, Diane Owen

MEMS 210 / HISTORY 210. Early Middle Ages, 300-1100.

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

Section 001 — Issues in Race & Ethnicity.

The course covers the period when the first true 'Europe' was born. It covers the disintegration of the Roman Empire in the western Mediterranean, and the development of successor states in north-western Europe, like the 'barbarian' monarchies, and the multiethnic empires of Charlemagne and the Ottonians up to 1000. Main themes are the development of new kinds of community among European people (Christian monasticism, feudalism, ethnic solidarity), new economic systems, and relations with the earliest Islamic states and with the Byzantine empire.

Instructor: Squatriti, Paolo

MEMS 240 / HISTART 240. The Visual Arts in Medieval Society.

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

This lecture course introduces the student to the study of medieval art and architecture, beginning with the catacomb paintings of ancient Rome, and ending with late Gothic architecture in the Holy Roman Empire. The emergence of new artistic media, types of art, and strategies of making and viewing will be discussed against the often wrenching historical changes at the time. Emphasis will be placed on the methods of interpreting the works, especially in relation to new social practices and cultural values. While providing a comprehensive survey of the visual arts from the first century A.D. to the eve of the Protestant Reformation, this course particularly highlights the development of western medieval art between ca. 800 and 1500, focusing especially on architecture, architectural sculpture, stained glass, wall painting and mosaics.

Instructor: Timmermann, Achim

MEMS 250 / HISTART 250. Italian Renaissance Art, I.

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

How did the works of Giotto, Donatello, Brunelleschi, and Piero della Francesca come to be regarded as so important in the history of western art? Why, even within the artists' lifetimes, was their art regarded as signaling a "rebirth" of painting and sculpture?

This course aims at an understanding of early Renaissance art by seeing it in relation to broader transformations in the culture of the Italian city-states in the fourteenth and fifteenth centuries. The city will be viewed as the site of divergent uses of art by different communities and interests. Images were employed in the expression of identity and status, as a strategic means of producing consensus or exploiting social division, and in an appeal for sacred mediation on behalf of the living and the dead. We will study different genres of visual representation (the altarpiece, mural painting, public sculpture) and the different social spaces where art was displayed (civic buildings, piazze, religious institutions, the domestic environment). Works of art will be considered as modes of argument and as points of interaction among networks of clients, artists, social groups and institutions (guilds, family associations, courts, confraternities), and figures of authority (popes, rulers, citizens, abbots and abbesses). From this multiplicity of uses and responses emerged highly varied conceptions of the nature of the image and the role of the artist, which, in turn, influenced artistic performance.

IV. 3

Instructor: Holmes, Megan L

MENAS (Middle Eastern and North African Studies)

MEMS 289 / AAPTIS 289 / ASIAN 289 / HISTORY 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia.

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

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and South-east Asia with those of Europe and Africa. Vast wealth traveled this

route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars.

Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

Instructor: Northrop, Douglas Taylor

MODGREEK (Modern Greek)

MODGREEK 101. Elementary Modern Greek.

(4). *May not be repeated for credit. Graduate students should elect MODGREEK 501. F.*

An introductory course in language with special emphasis on developing speaking skills. Most of the classroom time is spent on drills and on elementary dialogues among the students and between the students and the instructor. A creative approach to language learning is followed, whereby the class simulates everyday life situations and the students are asked to improvise responses to those situations. Instruction also focuses on elementary grammar and syntax. Homework involves preparation for the dialogues and drills. Additional exercises — at home and in the classroom — include descriptions of objects and contexts, problem-solving, interviews among students, and conversion of dialogues into narratives. There are weekly quizzes or tests, a midterm, and a final examination.

Instructor: Pafilis, Panagiotis D

MUSICOL (Music History and Musicology)

MUSICOL 121. Introduction to the Art of Music.

NON-MUS ONLY. (3). (HU). May not be repeated for credit. No prior musical experience is required.

MUSICOL 121 offers a broad overview of the history of Western music from the Baroque era to the present. The syllabus spans a vast range of material, touching on music by celebrated classical composers (Bach, Mozart, Haydn, Beethoven, Brahms, Verdi, Stravinsky, and more) as well as by significant jazz artists (Louis Armstrong, Ella Fitzgerald, Miles Davis). Primarily designed to develop listening skills, the course aims to help students to better appreciate, interpret, describe, and write about music. Its chronological survey traces major shifts in musical aesthetics, form, function, and style, placing these shifts in cultural, historical, and social con-

text. The course features three lectures per week as well as one weekly small-group discussion section. Assignments involve reading, listening, three brief concert reports, and four exams. No prior musical experience is required.

Instructor: Garrett, Charles Hiroshi

MUSICOL 139. Intro to Mus.

S M STU ONLY. (2). (HU). May not be repeated for credit.

A survey of musical concepts and repertoires of the Western and non-Western world.

Instructor: Castro, Christi-Anne

MUSICOL 239. History of Music.

S M STU ONLY. (2). (HU). May not be repeated for credit.

This core music literature class introduces lower division undergraduates in the School of Music to the music of the Middle Ages, Renaissance, and Baroque periods, roughly nine centuries of Western European music.

Instructor: Borders, James M

MUSICOL 345. History of Music.

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

History of European music from the Middle Ages through the Baroque.

Instructor: Mengozzi, Stefano

NURS (Nursing)

NURS 220 / WOMENSTD 220. Perspectives in Women's Health.

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

In this course, we will examine women's health issues, across the lifespan, from feminist and sociocultural perspectives. We will explore the social construction of women's sexuality, reproductive options, health care alternatives, and risk for physical and mental illness. Attention will be paid to historical, economic, and cultural factors which influence the physical and psychological well-being of women.

Instructor: Bailey, Joanne Motino

PAT (Performing Arts Technology)

PAT 201. Introduction to Computer Music.

Consent of instructor required. PER.INSTR. (3). May not be repeated for credit.

Introduction to electronic musical instruments, MIDI and digital audio systems. Students create several original compositions for presentation and discussion. The aesthetics of electroacoustic composition are discussed through study of selected repertoire.

Instructor: Furr, Jennifer Blair

PHIL (Philosophy)

PHIL 155. The Nature of Science.

Students are strongly advised not to take more than two Philosophy Introductions. (3). (HU). May not be repeated for credit. Students are strongly advised not to take more than two Philosophy Introductions.

An examination of the nature and methods of science, especially in relation to the natural sciences. Topics include: observation and evidence, the objectivity of science, causality and explanation, the reality of scientific constructs, the development of scientific theories, and the use of mathematics in science.

Instructor: Sax, Greg M

PHIL 180. Introductory Logic.

(3). May not be repeated for credit. Credit is granted for only one of PHIL 180 or 201. F, W, Su.

Section 001. This is a first course in logic and critical thinking. The course will be divided into two parts:

1. informal logic which involves analyzing and evaluating arguments using fallacy theory and theory of definitions, and
2. formal logic which involves symbolizing arguments and evaluating them using truth-tables and Venn diagrams.

This course will be helpful to those planning on writing standardized tests for law school, graduate school, or medical school. It is also good background for more advanced logic courses, and in general, it is a good course for improving reasoning skills with applications to any field.

Instructor: MacPherson, Brian C

PHIL 181. Philosophical Issues: An Introduction.

(3). (HU). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 182, 202, 231, 232, 234, or 297. F, W, Sp, Su.*

Section 001. An introduction to the basic issues and methods of philosophy. Topics and readings are from both traditional and contemporary philosophy, and include discussion of such issues as the nature and foundation of knowledge, the source and justification of moral values, the relation of mind and body, and determinism and free will.

Instructor: Sax, Greg M

PHIL 196. First Year Seminar.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit.

Section 003 — A Moral Institution?.

This course examines moral dimensions of the University and its faculty, students, and staff in their roles as citizens of an academic community. Our goal is to help students think about how to approach participation in this community and develop their deliberative competencies by questioning academic life and the University from moral and social standpoints. We will organize our inquiries into three domains: academic integrity; the University as an academic community; the University's moral obligations as an institution.

Instructor: Krenz, Gary D

Section 005 — Eating Right: The Ethics and Aesthetics of Food.

Our choices about what to eat are, more or less universally, expressive of some sort of value. Some are expressive of our aesthetic values: of our judgments about which foods are or are not tasty, appealing, delicious, revolting, *etc.* Some are expressive of our moral values: of our judgments about which foods we are permitted, obligated, or forbidden to eat. Both sorts of values are tremendously important to the ways we live our lives, and it's worth having a careful look at the sorts of values that inform our food choices.

We'll start with, and focus primarily on, issues about the ethics of food. In particular, we'll begin by considering the arguments for and against a variety of views about which foods it is permissible to eat. We'll examine arguments for vegetarian and vegan diets, for eating organic, for eating local, and for restricting oneself to only humanely raised and slaughtered meat.

This will involve us in a number of important moral issues. We'll investigate such questions as:

- Which sorts of entities are deserving of moral consideration?
- What sorts of harms is it permissible to cause, to which sorts of entities, and for what sorts of reasons?
- What sorts of moral obligations, if any, do we have toward non-human animals?
- What are the environmental and social consequences of various sorts of eating habits?
- To what extent does the presence of those sorts of consequences generate moral obligations to adopt (or to abandon) the relevant eating habits?

We'll close by considering some issues in aesthetics:

- To what extent are our aesthetic judgments about food objective?
- What does it mean, exactly, for such a judgment to be objective?
- What are aesthetic judgments about, exactly?

Instructor: Egan, Andrew Michael

PHIL 201. Introduction to Logic.

(3). *May not be repeated for credit. Credit is granted for only one of PHIL 180 or 201.*

An introduction to logic at the elementary level. Topics include discussions of such notions as the validity and invalidity of arguments, fallacies in reasoning, the nature of argument, and the justification of belief. Basic elements of deductive reasoning are considered, and there is a survey of fundamental principles of modern formal logic. Elements of inductive reasoning may also be discussed.

The course is taught in sections of 25 students, which should allow for ample discussion.

PHIL 202. Introduction to Philosophy.

(3). (HU). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 181, 182, 231, 232, 234, or 297.*

This course introduces students to philosophy through an examination of some central philosophical problems. Topics might include some of the following:

- Are minds immaterial spirits, or are minds brains and hence nothing but complex physical objects?
- If human actions are causally determined by heredity and environment, is there any moral responsibility?
- Is abortion, or euthanasia, or suicide, morally permissible?
- Is the nature and extent of our moral obligations determined by our feelings, self-interest, social convention, Divine commands, or something else?
- What are the reasons for preferring one kind of social, political, and economic organization to another?
- Are there good reasons for believing that God exists? How do we know that anything exists, other than ourselves? Some sections focus on major historical figures, *e.g.*, Plato, Aristotle, Descartes, Hume, and Kant; others focus on writings of twentieth century philosophers.

Requirements usually include a number of short, critical papers. The course is taught in sections of 25 students, which should allow for ample discussion.

PHIL 230 / ASIAN 230 / RELIGION 230. Introduction to Buddhism.

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

IS THE DALAI LAMA A BUDDHIST POPE? WHY DO SOME BUDDHISTS EAT MEAT? HOW DID "ZEN" BECOME A MARKETING TOOL? In this course, we will use diverse methodologies — including those of history, philosophy, religious studies, anthropology, and art history — to survey ideas and practices in the Buddhist tradition during its development of some two thousand five hundred years. We will devote most of the course to exploring the origins and development of Buddhism in India, the land of its birth, before surveying the vicissitudes of Buddhism elsewhere, with stops planned in China, Sri Lanka, the Tibetan cultural sphere, and North America. Throughout the semester, we will constantly test and retest our criteria for defining "religion," and our ideas of how people can have fruitful encounters with the religious traditions of others. Themes emphasized in this presentation of Buddhism include:

- (1). the visual arts and other forms of material culture in Buddhism;

- (2). Buddhism, authority and violence; and
- (3). the acculturation of Buddhism to new cultural configurations.

NO PREREQUISITES! ALL STUDENTS ARE WELCOME.

PHIL 232. Problems of Philosophy.

(4). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 181, 182, 202, 231, 234, or 297.

This course is open to students from all units in the University. No previous work in philosophy is assumed. First-term undergraduates are welcome. The course will provide an introduction to some fundamental philosophical problems drawn from a variety of branches of philosophy. A selection from the following topics will be discussed:

1. determinism, free will, and moral responsibility;
2. arguments for and against the existence of God;
3. personal identity;
4. the ethics of belief;
5. egoism, altruism, and the nature of moral obligation; and
6. applied ethics.

The course also seeks to develop, through written work and intensive discussion, skills in critical reasoning, analytical thinking and argumentative writing.

The course has two hours of lecture and two hours of discussion section each week. There will be two required papers and one in-section writing exercise. The sole required text is *Reason and Responsibility*, by Joel Feinberg and Russ Shafer Landau (13th edition). It will be available toward the end of the summer vacation at Shaman Drum.

The website for the class is available on the Professor's webpage: www-personal.umich.edu/~iproops/

Instructor: Proops, Ian N

PHIL 296. Honors Introduction to Logic.

Honors students or permission of instructor. (3). (MSA). (BS). (QR/1). May not be repeated for credit. Credit is granted for only one of PHIL 203, 303, or 296.

An introduction to the study of modern formal logic, with attention to its mathematical development and to its philosophical foundations and applications.

Instructor: Gibbard, Allan F

PHIL 297. Honors Introduction to Philosophy.

Honors students or permission of instructor. (3). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHIL 181, 182, 202, 231, 232, or 234.

A thorough examination of selected philosophical problems.

Section 003. This introduction to philosophy is designed to introduce students to some important topics of controversy in philosophy today. Some of the questions discussed will be questions about ourselves: what are our minds, do we have free will, in what does our personal identity consist? Other questions are fundamental questions about the world around us: is there a god, what is the nature of time, what are numbers? Finally, some of the questions are about how we come to know things, or have reason to believe things: do we have reasons for our beliefs about the external world, how can we draw conclusions that take us further than our evidence, how does perception connect us to the world?

Section 004. This course will introduce Honors students to some long-standing philosophical problems. What is it to know something? Do we ever have knowledge? Are our actions predetermined, and if so, can we be responsible for what we do? Does God exist? Is it possible to justifiably believe in a miracle? The course will also

serve as an introduction to philosophical writing and argumentation.

PHYSICS (Physics)

PHYSICS 106. Everyday Physics.

(3). (NS). (BS). May not be repeated for credit. It is recommended that School of Education students take PHYSICS 420.

This course examines everyday phenomena and current technology in terms of physical concepts and laws. The subjects examined are wide ranging and the discussion focuses on discovering common underlying themes.

PHYSICS 107. 20th-Century Concepts of Space, Time, and Matter.

High school algebra and geometry. (3). (NS). (BS). (QR/1). May not be repeated for credit. F.

The course is intended to acquaint students with some of the most important conceptual developments in physics in the 20th century.

PHYSICS 125. General Physics: Mechanics and Sound.

Two and one-half years of high school mathematics, including trigonometry. PHYSICS 125 and 127 are normally elected concurrently. (4). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 135, 140 or 160.

THREE EVENING EXAMS: OCT 4, NOV 1, & NOV 29, 6-8 PM.

PHYSICS 125 is the first of a two-term sequence offered primarily for students concentrating in architecture, pharmacy, or natural resources, and for preprofessional students preparing for medicine, dentistry or related health sciences. PHYSICS 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 rudimentary algebra and trigonometry are assumed. While a high school level background in physics is not assumed, it is helpful. Topics covered during the first term include vectors, one- and two-dimensional motion, Newton's laws of motion, gravitation, rotational motion, momentum, energy, pressure in fluids, oscillations, and waves. The course is based on three one-hour examinations, class performance and a final examination. PHYSICS 125 students elect PHYSICS 127 (lab).

PHYSICS 127. Mechanics and Sound Lab.

Concurrent election with PHYSICS 125 is strongly recommended. (1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 141. F, W, Sp.

Laboratory course to be elected concurrently with PHYSICS 125. Meets two hours per week.

PHYSICS 135. Physics for the Life Sciences I.

MATH 115, 175, 185, or 195. Concurrent enrollment in PHYSICS 141. (4). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted for those who have completed or are enrolled in PHYSICS 125, 140 or 160.

This course is the first of a two-course introduction to physics from the perspective of life sciences. It introduces many of the physical processes which govern the workings of life, and teaches students how to analyze the physical circumstances of life in a quantitative way.

PHYSICS 140. General Physics I.

MATH 115. PHYSICS 140 and 141 are normally elected concurrently. (4). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 125, 135 or 160.

PHYSICS 140 offers introduction to mechanics, the physics of motion. Topics include: linear motion, vectors, projectiles, relative velocity and acceleration, Newton's laws, particle dynamics, work and

energy, linear momentum, torque, angular momentum, gravitation, planetary motion, fluid statics and dynamics, simple harmonic motion, waves and sound.

Student performance is evaluated using a combination of homework assignments, lecture and discussion section activities, three evening midterm examinations and a final examination.

Required Book: *University Physics* Vol. 1 with *Mastering Physics*, eleventh edition, Addison Wesley, 2004.

PHYSICS 141. Elementary Laboratory I.

Concurrent election with PHYSICS 140 or 160 is strongly recommended. (1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 127.

One two-hour period of laboratory work each week and designed to accompany PHYSICS 140.

PHYSICS 160. Honors Physics I.

MATH 115. Students should elect PHYSICS 141 concurrently. (4). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 125, 135 or 140.

A rigorous introduction to particle mechanics and the motion of extended objects. Particular topics include vectors, one and two dimensional motion, conservation laws, linear and rotational dynamics, gravitation, fluid mechanics and thermodynamics.

PHYSICS 161. Honors Introductory Mechanics Lab.

Concurrent election with PHYSICS 160 strongly recommended. (1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 127 or 141.

PHYSICS 161 introduces students to the core concepts of physics, namely careful observations, both quantitative and qualitative, followed by comparison with appropriate mathematical models that serve as the basis for descriptive interpretation. Course material is focused on developing a good understanding of the concepts and principles of Newtonian mechanics while providing sophisticated experiments for demonstrating the validity of these fundamental paradigms. The analytical techniques require high school level algebra and some familiarity with statistical measures of significance, procedures common to any scientific, technical, or medical area of inquiry. Although not an academic requirement, it is assumed that the students will have some basic skills in using a computer at the level of a word processing program or similar application task.

One three-hour period of laboratory work each week designed to accompany PHYSICS 160. This lab course stresses the connection between physical measurements and theoretical concepts with extensive use of modern computing techniques.

Intended audience: This course is aimed at students with a strong intellectual interest in physics who are likely to major in the physical sciences.

Course Requirements: Students are graded on in-class performance and laboratory reports submitted at the end of each lab period. Short web-based quizzes are used to encourage students to prepare for each class by reading the lab manual.

Class Format: Three hours per week in a lab classroom. Taught by the Faculty Lab Coordinator.

PHYSICS 288. Physics of Music.

(3). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PHYSICS 489.

Music and physics have a long history together. Each has influenced the other since the dawn of history. We will take a holistic look at this symbiotic historical relationship. Along the way we will learn about many beautiful phenomena of nature, how these phenomena are understood using the scientific method, and how they

manifest in the working of musical instruments, in auditorium acoustics, in devices for sound recording and reproduction, and in the human voice, human hearing, and human perception of sound. The concepts of the course will be presented through textbook readings, lectures with demonstration experiments, and homework exercises. No previous expertise in either physics or music is required.

POLISH (Polish)

POLISH 121. First-Year Polish.

(4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in POLISH 123. F.

Introductory course presenting basic grammatical information complemented with oral drills. Students also work independently in the language laboratory to improve speaking and aural skills.

Instructor: Malachowska-Pasek, Ewa

POLSCI (Political Science)

POLSCI 101. Introduction to Political Theory.

Primarily for first and second year students. (4). (SS). May not be repeated for credit. F, W, Sp.

This course addresses questions of how political communities ought to be organized, what liberties ought individuals to have, what restraints ought there to be, who should participate in political decision making, and so forth. To answer such questions, familiar concepts must be assessed: justice, equality, liberty, and community. Through a study of some of the classic texts in political theory by Plato, Aristotle, Machiavelli, Hobbes, Locke, the Founding Fathers, Tocqueville, and Mill, we will consider the bases upon which one must make evaluative statements about political life. We will conclude by addressing the role of the democratic citizen in the modern world.

Instructor: Saxonhouse, Arlene W

POLSCI 111. Introduction to American Politics.

Primarily for first and second year students. (4). (SS). May not be repeated for credit.

This is a broad survey of government and politics in the United States which explores a wide range of topics including elections, interest groups, the presidency, Congress, and the courts. The kinds of questions considered might include the following: What impact do interest groups have on governmental policy? Are there real differences between the two major political parties? What accounts for swings in voting behavior and election outcome from one time to another? How do members of Congress decide how to vote? In what ways do presidents and bureaucrats affect public policies? This is not a comprehensive list but suggests the kinds of issues that are discussed in this course. There are two lectures and two discussion section meetings each week. There is generally a midterm, a final examination, and some other written work.

Instructor: Walton Jr, Hanes

POLSCI 140. Introduction to Comparative Politics.

Primarily for first- and second-year students. (4). (SS). May not be repeated for credit. F, W.

An introductory survey of the governments and politics of major societies in Europe, Asia, and Latin America. The underlying theme concerns how democracy is evolving in developed countries, and its prospects in Russia, China, Latin America and the Islamic world.

Instructor: Inglehart, Ronald F

POLSCI 160. Introduction to World Politics.

(4). (SS). May not be repeated for credit. F, W, Su.

This course provides an introduction to the scientific study of world politics. It focuses on theories used to explain international and domestic politics central to world politics in its full generality. The evidence for such theories lies in patterns of behavior over time, although extensive examples and cases will be presented both to

illuminate the concepts of the theories and to help the student see how theories try to explain individual events.

The course begins with an introduction to world politics. The central concepts of actors, capabilities, preferences, and perceptions are explained in detail. The course then uses these concepts to assess different theories of war and how states prepare for the possibility of war. After this section on security and conflict, the course turns to analyze cooperation and conflict in the international political economy. Specific issues of trade, monetary affairs, and the environment are discussed next. The course ends by examining questions of values and the state system in world politics.

Instructor: Morrow, James D

PORTUG (Portuguese)

PORTUG 101. Elementary Portuguese.

(4). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in PORTUG 100 or 415. F.*

For students with little or no previous study of Portuguese. Students with prior instruction in Portuguese should take the placement test before enrolling.

PORTUG 101 is designed to introduce students to the language and culture of Brazil. Students develop the skills to understand, communicate, read and write in everyday practical situations. Homework involves completing daily exercises, CD-ROM activities, writing short letters and researching the Internet.

Evaluation criteria: Grading is based on quizzes, a midterm, oral exam, acultural project, class attendance and participation, brief essays, Internet research and a final exam. Regular attendance is crucial.

Required materials: The "Bem-Vindo!" text and workbook — sold at Shaman Drum, a dictionary, the grammar book, and the 501 verbs book. Estimated Cost of Books and Materials: \$70.

PORTUG 101 is offered only in the Fall Academic Term.

Instructor: Fedrigo, Niedja C

PORTUG 150. First Year Seminar in Brazilian Studies.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit.

Intensive study of selected topics in Brazilian studies, designed to introduce first-year students to the literature, art, thought, socioeconomic issues, and culture of Brazil.

PSYCH (Psychology)

PSYCH 111. Introduction to Psychology.

(4). (SS). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in PSYCH 112, 114, or 115. PSYCH 111 may not be included in a concentration plan in Psychology. Students in PSYCH 111 are required to spend five hours outside of class participating as subjects in research projects. F, W, Sp, Su.*

Section 001. Psychology is the study of the mind that is our common and unique inheritance as human beings. It is an exciting field, where our understanding of ourselves is constantly examined, challenged, and extended. The goals of this course are to familiarize students with basic psychological perspectives and theories, to consider the application of psychology to daily life, and to increase understanding of oneself and others. Class consists of two hour-long lectures each week and one two-hour discussion section. Assessment will involve exams, quizzes, and written assignments.

Instructor: Malley, Brian Edward

Section 030. The purpose of this course is to introduce you to the field of psychology. As a discipline, Psychology is concerned with questions that make up the very fabric of our existence. From the mundane (*e.g.*, Why can't I remember the names of people I meet?) to the profound (*e.g.*, How do we know what behavior is "normal"?). There are three major goals for the course:

1. Introduce you to the ways that psychologists think about and approach questions of mind and behavior.
2. Introduce you to the body of knowledge, research findings, and underlying principles that currently exist in the field.
3. Stimulate you to think about how the material we cover in class applies to your daily life.

One of the main themes of the course is that different kinds of psychologists (*e.g.*, biological, cognitive, social, clinical, *etc.*) approach psychology from different, but complementary, viewpoints. Psychology offers a unique perspective on many of the questions and social issues that confront us.

Instructor: Seifert, Colleen M

Section 060. An introduction to psychology as a broad survey course which explores the various theoretical bases for the understanding of human behavior. Students will learn about the biological processes of behavior, sensation and perception, learning and memory as well as examine the theories of personality, psychopathology, cognitive and social development. Practical applications and contemporary topics will also be explored.

Instructor: Schreier, Shelly Gail-Zeff

Section 070. This course aims to increase our understanding of ourselves and other people in order to help us live our lives better. We will focus on social psychology, personality, learning, development, motivation, health, and mental illness.

Instructor: Phillips, Ann T

PSYCH 114. Honors Introduction to Psychology.

LSA Honors Students. (Prerequisites enforced at registration.) Non-honors students must obtain permission of instructor. (4). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PSYCH 111, 112, or 115. May not be included in a concentration plan in Psychology. Students in PSYCH 114 are required to spend three hours outside of class participating as subjects in research projects.

Section 001. This course is designed to introduce Honors students to contemporary psychology. At the end of this class, the student should realize that psychological research addresses a wide range of issues, and that the methods used to study these issues are equally numerous. In order to achieve these objectives, we will cover a broad range of topics:

Part 1 is a general introduction to psychology (definitions, history, methods).

In Part 2, we will look at psychology on four levels of analysis, namely

- a. on a biological level (brain, behavioral genetics, and evolutionary psychology),
- b. a "basic processes" level (perception, learning, memory, information processing, motivation, emotion),
- c. on a level considering the person as a unit (development, personality theories, psychopathology, treatment of mental disorders), and
- d. on a "social / cultural" level, which focuses on understanding the individual in a social / cultural context (social cognition, social influence, social interaction: intragroup and intergroup processes).

In Part 3, we will study one specific problem, namely stress in college, and how psychologists study this problem on a biological level (stress and health, sleep, eating behavior), on a basic process level, on a person-centered level (are there personal styles that might make coping with stress easier?), and on a social level (how does social support influence our adjustment to stress?).

Required text: Gleitman H., Fridlund AJ, & Reisberg D., *Psychology*. W.W. Norton Company. 2007, 7th edition.

Instructor: Inglehart, Marita Rosch

PSYCH 120. First-Year Seminar in Psychology as a Social Science.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (SS). May not be repeated for credit. May not be included in a concentration plan in Psychology.

A small seminar, which will introduce entering students to the topic of Psychology and issues which are important in the field of psychology. Through this seminar, students will be able to develop an understanding of how various theories and applications of the discipline of psychology may be helpful in understanding the world.

Section 001 — Gender, Emotion, and the Self.

This course will explore how gender influences construction of the self and how we understand our own and others' emotions. Taught from a social justice perspective, this class will explore psychologically, socially and morally complex issues surrounding gender identity, transsexualism, sexual orientation, and relationships. Students will examine their own beliefs and experiences as well as become familiar with basic controversies in this area.

Instructor: Grayson, Carla Elena

Section 002 — Twins and What they Teach us about Identity, Relationships, Genes, and Environment.

This seminar will focus on twinning. Throughout historical time, and across many cultures, twins have been the source of much fascination. In literature, they have served as a metaphor to explore identity, good vs. evil, multiple life options, symmetry, and soul mates, and in science, they have been used to disentangle genetic and environmental influences on health and behavior. In order to gain an understanding of the experience, influences, and impact of twinning, we will examine literature and films that have used twins, interview twins, parents, siblings, and spouses of twins, and consider theory and research on the biology and psychology of twins, and on changes related to the recent increased incidence of twinning. A class web site will be integral to the course. Students will be expected to participate actively in both class and web site discussions, as well as to keep up with weekly reading and written assignments. In addition, there will be two group projects and a final exam. The number of points accumulated on these various options will determine final grades.

Instructor: Perlmutter, Marion

Section 003 — Law and Psychology.

This seminar will study the relationship between law and psychology within a general framework. We will examine a number of real cases that have been covered by the popular press (*e.g.*, the trial of Lorena Bobbitt) as well as some fictional accounts (*e.g.*, Grisham's *A Time to Kill*) with regard to how the law defines the limits of personal responsibility. We will also discuss the psychological import of legal issues such as the insanity defense, and battered wife syndrome. Each student will write a weekly commentary as well as a "closing argument" that will be presented to the class for one of the cases under consideration.

Instructor: Pachella, Robert G

Section 004 — Diversity & Challenges to Democracy.

How do racial/ethnic inequalities affect possibilities for building community in a democratic society? Students will explore group identity, inequality, and community building in a democratic society, taking into account issues of power, conflict, coalition, and common ground. Emphasis will be placed on how these issues are dealt with in the U.S. presidential election as well as in case examples of ethnic/sectarian conflicts around the world. This course uses dialogue techniques for discussion within the class, exploration of the student's own social identity and the identities of their classmates, small group learning exercises, as well as reading and writing (two 15-page papers written in sections with feedback for revision). This course is part of two educational programs: The Michigan Community Scholars Program (a living-learning program located in Couzens Hall) and the Program on Intergroup Relations.

Instructor: Gurin, Patricia Y

Section 008 — I, Too, Sing America: A Psychology of Race & Racism.

Taking its title from the Langston Hughes poem, this seminar will explore psychological aspects of race, ethnicity, and other cultural differences in the United States. What are some of the opportunities and obstacles to our joining with Hughes in affirming, "They'll see how beautiful I am . . . I, too, sing America?" Topics include stereotyping, communication, cooperation, conflict, justice, and discrimination. What psychological theories address how individuals and groups might benefit most from life in pluralistic societies? What are some psychological dynamics of stereotyping? What are possible connections between various forms of discrimination, *e.g.*, racism, sexism, homophobia, and anti-Semitism?

Instructor: Behling, Charles F

Section 009 — Creative Work and Social Action.

Artists, craftspeople, and cultural knowledge-makers have been instrumental but not acknowledged as creators of social action. This seminar will explore several types of creative work such as performances, exhibits, and lectures — especially those that involve both visual and narrative materials (pictures and stories). We will study how such activities have produced social action, especially among disadvantaged or stigmatized groups (like youth, persons with brain disorders, prisoners, the elderly, people with HIV/AIDS) in the United States and South Africa. Using methods from community psychology students will learn ways to assess critically creative work and social action.

Instructor: Creekmore, Phillip M

PSYCH 121. First-Year Seminar in Psychology as a Natural Science.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (NS). (BS). May not be repeated for credit. May not be included in a concentration plan in Psychology.

Section 001 — Mind, Brain, and Evil.

Why do people hurt each other? When do they choose good over evil? In this course, we will examine how violent, hurtful behavior and caring, empathic behavior both arise from the cognitive and emotional processes of the human brain. We will consider how these biological and psychological factors interact with an individual's social context and environment. Our discussions will include psychological, psychiatric, neurological, genetic, and evolutionary perspectives. Topics will include a wide range of evil and good, from individual acts of aggression and helping behavior to large-scale phenomena such as genocide.

Instructor: Gehring, William J

PSYCH 122 / SOC 122 / UC 122. Intergroup Dialogues.

(2). May be repeated for a maximum of 4 credits. May not be used as a prerequisite for, or included in a concentration plan in Psychology.

STUDENTS INTERESTED IN THIS COURSE MUST FILL OUT AN OVERRIDE REQUEST AT WWW.IGR.UMICH.EDU. DUE TO HIGH DEMAND, STUDENTS WHO DO NOT ATTEND THE MASS MEETING ON THE FIRST DAY OF CLASS WILL BE WITHDRAWN FROM THE COURSE. IF YOU HAVE QUESTIONS, PLEASE CONTACT THE PROGRAM ON INTERGROUP RELATIONS (PHONE: 936-1875; E-MAIL: personj@umich.edu).

In a multicultural society, discussion about group conflict, commonalities, and differences can facilitate understanding and interaction between social groups. In this course, students will participate in structured meetings of at least two different social identity groups, discuss readings, and explore each group's experiences in social and institutional contexts.

Students will examine psychological, historical, and sociological materials which address each group's experiences, and learn about issues facing the groups in contemporary society. The goal is to create a setting in which students will engage in open and constructive dialogue, learning, and exploration. The second goal is to actively identify alternative resolutions of intergroup conflicts. Different term-long sections of this course focus on different identity groups

(for example, recent dialogues have considered white people / people of color; Blacks / Jews; lesbians, gay men, bisexuals, and heterosexuals; white women / women of color; Blacks / Latinos/as; men / women; *etc.*). Once registered, please go to www.igr.umich.edu to fill out a dialogue placement form. Two course packs are also required.

Questions regarding this course should be directed to the Inter-group Relations Program, 936-1875, 3000 Michigan Union.

Instructor: Gurin, Patricia Y

PSYCH 211. Project Outreach.

Prior or concurrent enrollment in an introductory Psychology course. (1-3). (EXPERIENTIAL). May be repeated for a maximum of 6 credits. May be elected more than once in the same term. Credit is granted for a combined total of fifteen credits elected from PSYCH 211, 322, 323, 404, and 405. Credits may not be included in a concentration plan in Psychology. This course may only be repeated if a different section is selected. Offered mandatory credit/no credit.

Section 001 — Working with Preschool Children.

Students will work with children ages 2-5 in community preschools and daycare centers. These placements offer hands-on experiences with a diverse group of children and the lecture series explores a variety of topics that influence child development. The placement sites vary in terms of the populations they serve, including "at-risk" children, children with specials needs, and children of international families with English as a second language.

Section 002 — Big Sibs: Community and Opportunity.

Students will become involved in a one-on-one friendship with a child in the community age four through fifteen years. You will develop a meaningful individual relationship with a child in need of a role model, mentor, and companion. The program enables you to become involved in the larger Ann Arbor community as you and your little sib participate in free or low cost, educational and fun activities. The corresponding lecture series addresses various issues that impact childhood.

Section 003 — Juvenile and Criminal Justice.

Designed to provide students with experience in and knowledge of the criminal justice system. The field placements match students with juveniles or adults in a number of placement settings in the criminal justice system. The lecture series is intended to expose students to a wide variety of issues relevant to juvenile delinquency and criminality. It is our hope that you will not only learn about the criminal justice system but also have the opportunity to reach out to juveniles and adult offenders and have a positive impact on their lives.

Section 004 — Health, Illness and Society.

Help patients and families in medical facilities, community health clinics, elderly residential settings and community crisis centers. Opportunities include offering empathy, emotional and practical support, in the context of supervised care, and education. Work with a wide range of populations including children, adults, and the elderly. Learn about a variety of contemporary topics related to the field of health care and health promotion.

Section 005 — Exploring Careers.

Students explore how their understandings of themselves, their interests, their values, and their skills relate to ideas about a college major and future career possibilities. The aims of this section are twofold: (1) to provide students with a psychological perspective on the development of career identity and decision making processes and (2) to encourage the development of the skills needed to identify career options, become familiar with occupational resources, and to practice job or internship search strategies.

PSYCH 242 / LING 209. Language and Human Mind.

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

This course is designed to introduce students to the "cognitive revolution" and its impact on the contemporary study of language. The course reviews the Chomskyan shift away from speech behav-

ior or "languages" as the object of inquiry to the experimental and theoretical study of the cognitive mechanisms underlying our unique human capacity for language, the exercise of which permeates virtually every aspect of human life, including what you are now doing! In every household, all of the children, barring pathology — but none of the dogs, cats or other organisms (nor the inanimate objects!) — acquire the language spoken (or signed) by the adults. There is some biological property of humans that makes this feat possible. What do we know when we know a language? What does it mean to say that humans have an innate capacity for language? Why has this innateness claim generated so much contentious debate? How do languages differ, and why? How is it that you are now scanning text with your visual system, and converting little squiggles you perceive into meanings? What is a meaning? Given that you can perform this squiggle-to-meaning conversion, how does your converter work? How do speakers of sign languages (again, humans but not dogs) convert moving hand shapes into meaning? — Isn't it true that the conversion to meaning you are now performing allows your mind to now know what my mind is now thinking? That is, through this process aren't you acquiring knowledge of my thoughts, (thereby facilitating educated guesses as to what this course and these Profs. will be like?) or is that crazy talk about "mind reading"?

Course Requirements: Homework, quizzes, class participation, final exam
Intended Audience: Freshmen and sophomores interested in Linguistics and Psychology as cognitive science.

Class Format: 2 hours of lecture and 1 hour of discussion weekly.

Instructor: Epstein, Samuel D

PUBPOL (Public Policy)

PUBPOL 201. Systematic Thinking About the Problems of the Day.

ECON 101. (Prerequisites enforced at registration.) One additional introductory social science course. (4). (SS). May not be repeated for credit.

The main idea that we want to get across is implicit in the title: Systematic thinking — largely from the social sciences, but with the application of scientific methods and knowledge more generally — can make a difference in the way that we approach and solve current problems.

This will be a sophomore level course, offered for four credit hours. The class will consist of three hours of lecture and one section review each week. For each topic, there will be at least two faculty members, teaching a module together. Between 3 and 6 of these topics will be covered: vaccines and drugs for diseases that are more prevalent in developing countries; the Kyoto accords and policy related to global warming; No Child Left Behind and other national education policy issues; national health insurance; AIDS (national and international); intellectual property issues (such as the case involving Google); electoral college reform; affordability of higher education; globalization, trade and US workers; and stem cell research.

Paul Courant served as Provost and Executive Vice President for Academic Affairs at the University of Michigan from 2002-2005. He is currently Professor of Economics and Public Policy and Faculty Associate in the Institute for Social Research.

Instructor: Courant, Paul N

RCARTS (RC Fine Arts)

RCARTS 267. Introduction to Holography.

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

An introductory art studio class in basic holography which stresses the visual characteristics of the medium through hands-on production of holograms. The class will cover the technical skills involved in making simple reflection and transmission holograms and the inherent visual problems presented by this new imaging medium. It is essentially a lab oriented class with image production being the

students' major responsibility. There will be a studio fee.

Instructor: Hannum, Michael B

RCARTS 285. Photography.

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

An introduction to the medium of photography from the perspective of the artist. It includes an overview of photography's role in the arts, the development of an understanding of visual literacy and self-expression as they relate to the photographic medium, and the development of basic technical skills in black and white and color photography. A visual emphasis is maintained in both presentation and course work, and the students work with the medium towards a goal of personal expression. There will be a studio fee.

Instructor: Hannum, Michael B

RCARTS 286. Sculpture.

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

The focus of this course is an exploratory, experimental approach to fiber sculpture. Students learn and employ traditional techniques (including basketry, plaiting, tapestry, surface design, and felt-making) and also are encouraged to develop their own experimental techniques. Traditional fibers such as wool, linen, and cotton are combined with unconventional plastics, wire, paper, etc., in the creation of innovative works. Slide lectures of historic and contemporary textiles, discussions, critiques, and studio projects help students develop a knowledge and appreciation of the discipline.

Instructor: Price, Matthew Daniel

RCARTS 287. Printmaking.

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

Through practical studio experience, lectures, demonstrations, and collaborative activities the student will be introduced to the art and history of printmaking. The course will focus on creating original prints, exploring images, visual ideas, and the possibilities of self-expression. Emphasis will be placed on linoleum cut, woodblock, and screen printing techniques. Field trips to area museums and gallery exhibitions will be part of the class experience. Approximately eight projects will be assigned. A sketchbook/notebook is required. There is a studio lab fee.

Instructor: Cressman, Joel L

RCARTS 289. Ceramics.

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

Section 003. This course presents basic problems in forming clay; throwing and handbuilding techniques; testing, preparing, and applying glazes; stacking and firing kilns; and operating a ceramics studio. Students are required to learn the complete ceramic process, and the assumption of studio responsibilities and regular class attendance are mandatory. The theory, practice, and history of ceramics are integral parts of this study and are used to encourage individual sensitivity to the material.

Instructor: Crowell, Susan E

RCCORE (RC Core Courses)

RCCORE 100. First Year Seminar.

SWC Writing Assessment. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (FYWR). May not be repeated for credit.

An introductory course taken by all Residential College first-year students. Theme, readings, and methodology vary, but the common purpose of all Seminars is to introduce students to the intellectual life of the University and encourage them to become active and responsible in the learning process. Oral and written skills are stressed; students write frequent essays based on class readings and group discussions.

Enrollment in RCCORE 100 is limited to incoming Residential College students.

Section 001 — Daemons, Princes and Saints: Views of Love Across the Disciplines.

The notion of love — romantic, sacred, or profane — has long captured the critical minds and creative talents of authors, artists, psychologists, sociologists, biologists, and self-help gurus. In this reading-intensive seminar, we will focus the collegiate "life of the mind" on matters of the heart. We will explore a wide range of academic and literary responses to this essentially-human emotion: (1) the troubadours & courtly love, (2) the theme of the demon lover, (3) love in myth and fairy tales, (4) sacred love and union with the Divine, (5) eastern views of love, (6) gay & lesbian love from myth and contemporary sources, and (7) the psychological and biological foundations of love. Course readings will be numerous and selected from a wide variety of sources in the humanities, social sciences, and natural sciences.

We will read short stories by Olive Schreiner, Shirley Jackson, Fiona Macleod, Frank Stockton, and O. Henry. We'll read the poetry of Rumi and C.S. Lewis' novel, *Till We Have Faces*. Selections from Ackerman's *A Natural History of Love*, Crenshaw's *The Alchemy of Love and Lust*, and Taberner's *Aphrodisiacs: The Science of Myth* will introduce us to the "science of love." We will examine romance comic books from the 1950s-1970s, the imagery of tarot cards, and Spiritualists' descriptions of "love after death." Finally, we will explore how psychologists and sociologists monitor our love-behavior with such articles as: (a) *Love and dating experiences in early and middle adolescence: grade and gender comparisons*; (b) *Love Means Never Having to Be Careful: The Relationship Between Reading Romance Novels and Safe Sex Behavior*; and (c) *A Study of Men and Women From Different Sides of Earth to Determine if Men are from Mars and Women are from Venus in their Beliefs about Love and Romantic Relationships*.

This seminar will emphasize expository writing as we focus on improving our ability to read, write, and speak critically. The writing goals include: to improve the mechanics of writing (grammar, punctuation, organization); to produce clear, informative, persuasive, and logical prose; to approach writing with seriousness, diligence and productivity; to respond effectively to suggestions and criticism by the instructor and others; to generate self-criticism and analysis of intellectual choices; and to value intellectual risk-taking and unexpected results.

Instructor: Burkam, David Thomas

Section 002 — Philosophy.

This seminar is designed to explore a wide range of challenging intellectual materials, extending from the classical works of Kant and Marx to current controversies, and from philosophical autobiography and drama to social science and law. We will read a different book each week, write about it, and discuss it thoroughly. Many short papers will be written by each student; these papers will serve as the focal points of our seminar meetings. The reading and writing demands on each student will be very substantial. A two-fold purpose will guide our study of each work: first, to clarify and grasp the theoretical issues it presents, and second, to search for the pleasure, intellectual and aesthetic, it may provide.

Instructor: Cohen, Carl

Section 003 — Human Rights Activism.

In this course, students will consider questions that are currently debated in the human rights community: How are human rights defined? Whose definition gets heard? Is the idea of human rights new and "Western," or is it ancient and cross-cultural? How should individuals and nations be held accountable for human rights violations? What does it mean to be an ally to those whose human rights have been abused? How can we help hold governments accountable for human rights violations in our own country and around the world? Readings, discussion, writing, videos, guest speakers, and activism will be our learning tools. Students will actively participate in a human rights organization of their choice, and integrate their activism with classroom learning. Students will learn to use writing as a tool of activism as well as a way to consider intellectual questions, express their opinions, and use their creativity and skill to honor the human beings whose rights need protection. The instructor is a member of U-M's Human Rights Consortium, a

former Chair of the Ann Arbor Human Rights Commission, and an activist on human rights issues.

Instructor: Fox, Helen

Section 004 — Ways of Reading, Ways of Writing: African American Literature.

In "Ways of Reading" we approach your development as a college level reader and writer through the medium of African American literature. This class will discuss the themes and conflicts that pre-dominate African American creative works and the social concerns that influenced our authors: the importance of voice, the struggle for individuality and group identity, the question of literacy and the movement from bondage to freedom.

Throughout the semester we will read a number of essays, short stories and novels from such celebrated writers as Gloria Naylor, Toni Cade Bambara, Richard Wright, Chester Himes, James Baldwin and Toni Morrison. We shall also sample from such renowned periods in African American literary history as the Post Reconstruction Era, the Black Arts Movement and the Harlem Renaissance.

Each of our class sessions is designed to be consistently demanding and challenging. You will write, draft and redraft essay assignments throughout the term.

The use of literature in this course will provide you and your classmates with the fundamental skills that enable success at the college level: e.g., drafting, note taking, conferencing, and establishing claims and arguments.

By semester's end you will submit a portfolio of essays that represents the very best work you are capable of producing.

Instructor: Davis, Lawrence A

Section 005 — Social Criticism.

It has been said that the practice of social criticism is as old as human society, that there have always been men and women who have stood against the status quo in the name of a higher ideal or a set of moral principles. This course examines the function of social criticism as well as the role of the individual social critic in both the ancient and modern contexts. We will begin with various questions posed by the trial of Socrates (who was put to death on charges of corrupting youth and disbelieving in the gods), the satirical work of playwright Aristophanes, and the prophetic critiques offered by Biblical figures such as Jeremiah, Isaiah and Amos, who demanded that justice roll down the mountain like a mighty river. We may also consider the bold stance adopted by Job, who dared to question the justice of God. In the modern period, we turn to figures and texts such as Karl Marx and his famous Manifesto, to the poetry of Allen Ginsburg and the artistic expression of surrealists and Dadaists, to documents such as the Port Huron Statement, the Seneca Falls Declaration, the Declaration of Independence, the Sharon Statement (issued by the conservative Young Americans for Freedom) and to Frederick Douglass's masterful 1857 speech, "What to a Slave is the Fourth of July?"

In exploring the various forms social critics have chosen to present their ideas, we will also consider the broader questions surrounding the relationship between the critic and his or her society. Must the critic stand in complete opposition to society? Must the critic be a member of the society that she is critiquing? Where must the critic stand in relation to power? How have critics dealt with the possibility of alienation, exile, or even death in retribution for their ideals? What is the difference between those critics who look to the past — to tradition — for their standards as opposed to those who look to the future? How have the practice of social criticism and the positionality of the critic been engaged with issues of race, class, gender, political orientation and national origin? Finally, we will also touch on the role social criticism and social critics have played in generating movements for social and political change.

Other possible texts include, King's, "Letter from Birmingham Jail," Thoreau's, "On Civil Disobedience," James Baldwin's, *Fire Next Time*; Betty Freidan's *The Feminine Mystique*, Tom Frank's "Why Johnny Can't Dissent," along with the music of KRS-One and

Eminem, and the writing of Breyton Breytenbach, Michael Walzer, Ayn Rand, Katie Rophie, Margaret Atwood, and Octavia Butler, among others.

Instructor: Dillard, Angela Denise

Section 006 — The Science of Creativity; The Creativity of Science.

This course is about the mind, the brain, and the creative process. It is for students interested in applying scientific concepts — especially from psychology and neuroscience — to the question of how we create. It is also for students interested in ways the sciences, as well as the arts, are fundamentally creative endeavors. Finally, it is for students interested in knowing more about their own creative processes.

We will read about the creativity of scientists and artists such as Richard Feynman, Charles Darwin, Pablo Picasso, and Twyla Tharp. We will consider models of creativity from cognitive, analytic and social psychology, and of mental processes such as memory, dreaming, and executive control. In our discussions we will also go beneath mental process to brain structure and function, and beyond mental process to social and historical forces, all of which contribute to how and why we create.

First year seminars in the Residential College fulfill the initial expository writing requirement of the University of Michigan and are meant to prepare you for college writing. A basic assumption of this particular first year seminar is that all writing — research papers, term papers, essays — can be approached more or less creatively. We will therefore ask how to apply concepts from our readings to our own practice of expository writing. To begin, we take as given that the more you are engaged with a course — with the material and with each other — the more enjoyable and creative your work will be. College writing, then, is first a process of discovery — of what really interests you about a course, whatever that course may be. With genuine interest, engagement is easy, and research is then a process of answering questions that are meaningful to you, and writing a process of engaging others in what you've found out. Therefore, a writing course such as this involves learning how better to communicate to your reader, that which is important to you.

Selections from several books and articles are included in a required coursepack. Two books are required for purchase: *The Elements of Style*, by William Strunk and E.B. White, and Picasso's *Guernica: the Genesis of a Painting*, by Rudolf Arnheim.

Instructor: Evans, Jeffrey E

Section 007 — Listening to Holocaust Survivors.

Drawing on the perspectives of history and psychology, this course will explore the experiences of survivors of the Nazi Holocaust. We shall attempt to understand not only some of what survivors endured within the destruction but also in their lives since the Holocaust—their lives specifically as survivors.

A special emphasis throughout will be on investigating, and developing, our capacity to listen to survivors. Because survivors use the same words we do, yet have experienced realities totally alien to most of us, we shall continually return to ways we may think we understand survivors yet not actually do so.

The aspects of survivors' experience on which we shall especially focus include: massive psychological trauma; desolation and destruction of identity; the roles of shame, guilt, grief and rage in the aftermath; the need to "bear witness;" the impact of images of survivors in popular culture; the role of Holocaust memorials, museums, and testimony projects; survivors' experiences re-creating family, community, and faith. While the primary emphasis will be on survivors, there will also be a number of classes devoted to understanding the motives of Holocaust perpetrators, bystanders, and rescuers/resisters. Writing assignments for this seminar will include both journal writing and interpretive essays. Theatre and visual art will also play a role. On occasion, we will be joined by survivors and thus have the chance to talk with them directly. There will be a good many evening films as well, so **no student should register**

for this seminar who would not be free to view films on Monday evening between 7:00 and 9:00 p.m.

Reading will include selections from Martin Gilbert, *The Holocaust*; Elie Wiesel, *Night*; Primo Levi's *Survival in Auschwitz* and *The Drowned and the Saved*; Charlotte Delbo, *None of Us Will Return*; Jean Amery, *At the Mind's Limits*; Isabella Leitner, *Fragments of Isabella*; Christopher Browning, *Ordinary Men*; Art Spiegelman, *Maus*; and a number of excerpts from survivors' audio and video testimony.

Instructor: Greenspan, Henry

Section 008 — Inside the Dramatic Process: Image of the American Family.

This seminar explores American plays which deal with the evolving image of the family. Students are expected to do a thorough reading of the plays and to participate fully in class discussion. The major writing assignments include four major essays of an analytic nature, two production critiques, as well as an original play. They also collaborate on performance projects during the semester as actors, directors, designers and dramaturgs.

Instructor: Mendeloff, Katherine

Section 010 — Nietzsche: Philosopher and Psychologist.

In the history of Western thought and culture, Nietzsche remains one of the most original, courageous and disconcerting thinkers. As the father of 19th century nihilism and 20th century existentialism, he proclaimed: "God is dead. We have murdered him," and then proceeded to uncover a vision of existence as purposeless, empty, and incomprehensible. With his corrosive skepticism, he undermined all traditional and unquestioned absolutes and values: bourgeois morality, science and reason, Christianity, democracy, etc. — all viewed as fraudulent attempts to mask a void, a nothingness yawning beneath man's daily life. But Nietzsche not only diagnosed the pathology and decadence of modern civilization, his philosophy also contained a visionary and prophetic impulse designed to lead man beyond the despair, triviality and meaninglessness of contemporary life. A new form of purely secular redemption would be achieved by the self-affirming "individual" driven by the "Will to Power" to create a personal meaning in a meaningless world.

Readings: Nietzsche, *The Birth of Tragedy*, Thus Spake Zarathustra, *Beyond Good and Evil*, *The Anti-Christ*, *Hitler, My Struggle* (*Mein Kampf*- selections) and other Nazi intellectuals; and the constitution of the United States.

Instructor: Peters, Frederick G

Section 013 — "Is That You, Stanley?" Exploration Narratives and Their Creators.

As we drew nearer the land, I hailed with delight the appearance of innumerable sea-fowl. Screaming and whirling in spiral tracks, they would accompany the vessel, and at times alight on our yards and stays. That piratical-looking fellow, appropriately named the man-of-war's hawk, with his blood-red bill and raven plumage, would come sweeping round us in gradually diminishing circles, till you could distinctly mark the strange flashings of his eye; and then, as if satisfied with his observation, would sail up into the air and disappear from view. Soon other evidences of our vicinity to the land were apparent, and it was not long before the glad announcement of its being in sight was heard from aloft, given with that peculiar prolongation of sound that a sailor loves "Land ho!" (Melville, *Typee* 10).

This seminar will explore the genre of exploration narratives and the adventurers who popularized them. Exploration narratives recorded scientific, economic, and cultural information; they also functioned as personal narratives of the discovery of strange and exotic lands and people. The narratives were popular vehicles of information for a public hungry for new ideas. That the narrator was familiar to the audience made the narratives more appealing, as it allowed a general public the vicarious pleasure of exploring new lands.

Reading practices, too, helped a general public explore this genre, as shifts in literacy rates and the rise of public libraries contributed

to a wide dissemination of these texts. The genre also gave rise to a new breed of travel writer: the renegade. Previously the domain of upper-class Europeans, the literary period widely titled the "Grand Tour" gave way to those intrepid writers who jumped ship, ran away, were marooned, or taken captive. These writers not only flaunted conventionality in their narratives, they frequently embellished their tales in order to satisfy a demanding public.

Texts may include:

- William Beckford, *The Gentleman's Pocket Companion for Travelling into Foreign Parts*
- Isabella Bird, *The Englishwoman in America*
- Daniel Defoe, *Robinson Crusoe*
- Jane Robinson, *Wayward Women*
- William Shackleton, *South*
- John Hanning Speke, *The Discovery of the Source of the Nile*
- Henry Morton Stanley, *My Early Travels and Adventures in America and Asia*
- Herman Melville, *Typee*

Assorted maps accessed at The Map Library; Hatcher Graduate Library

Instructor: Murphy, Virginia E

Section 014 — Swing to the Right: the Evolution of American Politics Since the 1960s.

By worldwide standards the Left has never been very strong in the United States, but in the 1960s the political pendulum appeared to be shifting to the Left. The Kennedy and Johnson administrations pursued policies that sought to enhance the role of the state in improving the lot of the less fortunate and in protecting people from adverse effects of market forces. Moreover, a variety of non-governmental movements gained strength as they sought to combat evils perceived to characterize American capitalism — such as poverty, racism, sexism, militarism, and environmental deterioration. Since the 1960s, however, the trend in U.S. politics has been unmistakably to the Right. Both of the major parties have espoused policies that reduce the role of the state, that give more play to the free market, and that call upon individuals to take more responsibility for their own fate. Moreover, Left-wing social and political movements are weaker and less influential than in the past.

In this seminar we will seek to understand some of the key forces that have accompanied and may well have contributed to this major shift in the U.S. political climate. We will consider trends and developments over the past five decades in a variety of spheres that arguably have an important influence on U.S. politics — such as accelerating globalization, rising concentration of media ownership, and changing religious practices across the United States. We will also examine the growth of a variety of powerful Right-wing movements. Like all RC first-year seminars, this one will involve a substantial amount of reading, discussion and — most importantly — writing.

Instructor: Weisskopf, Thomas E

Section 016 — Writing In Transition.

George Benson crooned in the 70s: *Everything must change; nothing stays the same*

And so it continues; dramatic social and political change within which we experience personal transitions. During the term we will read an eclectic assortment of literary works, reflecting dramatic social change and/or personal transitions that evolve from seemingly imperceptible shifts. Ranging from Franz Kafka's deeply personal and intense short story, *Metamorphosis*, to Ruben Martinez's panoramic, *The Other Side: Notes From the New L.A., Mexico City and Beyond*, we will experience a variety of literary expressions of transition, including Jamaica Kincaid's *Lucy*; Andre Malraux's *Man's Hope*; Isabel Allende's *Portrait in Sepia*; and Jeffrey Eugenides' *Middlesex*. Writing is a process that includes brainstorming, researching, creating drafts and rewriting in order to achieve a finished product. Along the way, we often discover that original ideas may metamorphose as words meet paper and the writer begins to interact with them outside of the head.

This class will be opportunity-rich for interacting with words outside of the head and learning about shifts in content and style as we attempt to explore the shifts in our lives and place ourselves in a social context. The course will emphasize the use of details, humor, personal observation and an assortment of techniques used in fiction that can strengthen expository writing.

The only way to learn to write is to write. To that end, students will write a series of five papers, each 4-5 pages in length, critiquing the assigned readings. The final project will be an 8-10 page paper, exploring some aspect of social and/or personal transition. All work on papers will include revising drafts. In addition, students should be prepared to share work in class as well as participate in creative, in-class writing exercises.

Required Reading:

- Franz Kafka — *Metamorphosis*
- Andre Malraux — *Man's Hope*
- Isabel Allende — *Portrait in Sepia*
- Jeffrey Eugenides — *Middlesex*
- Jamaica Kincaid — *Lucy*
- Ruben Martinez — *The Other Side, Notes from the new L.A., Mexico City and Beyond*

Technical Resource:

- William Strunk and E.B. White, *The Elements of Style*

Instructor: Hernandez, Lolita

RCCORE 105. Logic and Language.

(4). (MSA). (BS). May not be repeated for credit. F.

Section 001. Argument is the focus of this course, both in symbols and in language. We deal with the forms of arguments, the application of them, what makes them valid or invalid, weak or strong. We do this in two concurrent ways:

- Microcosmically, we examine the structure of arguments, what makes them tick. In the deductive sphere we deal with the relations of truth and validity to develop the logic of propositions, and we briefly enter the logic of quantification. In the inductive sphere, we deal with argument by analogy, and causal analysis, and with elementary probability theory.
- Macrocosmically, we analyze real arguments in controversial contexts, as they are presented in classical and contemporary philosophical writing: ethical arguments (in Plato); political arguments (in J.S. Mill); and legal arguments as they appear in Supreme Court decisions. In all cases both substance and form are grist for our mill.

Books:

- Plato, *Euthyphro, Apology, Crito*
- R. Descartes, *Meditations on First Philosophy*
- D. Hume, *Enquiry Concerning Human Understanding*
- D. Hume, *Dialogues Concerning Natural Religion*
- J.S. Mill, *On Liberty*
- Carl Cohen and Irving Copi, *Introduction to Logic*

Instructor: Cohen, Carl

RCHUMS (RC Humanities)

RCHUMS 236 / SAC 236. The Art of the Film.

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

Lectures and demonstrations isolate the different elements and techniques (*i.e.*, film stock, lighting, camera placement and movement, actors, special effects, sound, and editing) that the director and crew utilize in film-making to shape the viewer's response. Some historical developments, artistic and technological, are discussed. Recitation sections analyze and interpret significant films.

Instructor: Saks, Lucia A

RCHUMS 250. Chamber Music.

(1-2). (CE). May be repeated for a maximum of 8 credits. May be elected more than once in the same term. Offered mandatory credit/no credit.

All students interested in participating in instrumental ensembles may enroll for one or two credit hours at the discretion of the instructor. Audition is required for placement in ensembles. Every student must register for Section 001; those who fulfill the requirements for two hours of credit will be enrolled for Section 002 as well. For one credit hour, students must participate in one ensemble; for two credit hours, in two or more ensembles.

Additionally, students must participate in class activities, which may include master classes, in-class performances, run-out concerts *etc.* Responsibilities include 3-4 hours of weekly practice and one weekly rehearsal/coaching per credit; attendance, punctuality and commitment are mandatory and will be strictly enforced. The end-of-the-year performance is required for all ensembles.

This is not a mini-course! Students are advised to sign up early in order to facilitate a timely audition and ensemble assignment.

Instructor: Ervamaa, Katri Maria

RCHUMS 251. Topics in Music.

(4). (HU). May be repeated for a maximum of 12 credits. May be elected more than once in the same term.

Section 001 — The Sponsorship and Performance of Music in Early Modern France, 1646-1764.

This course explores the music of the French aristocracy from the arrival of Jean-Baptiste Lully in 1646 until the death of Jean-Philippe Rameau in 1764. Lectures and course readings will cover a diverse set of genres, including music for the stage, chapel, and chamber. At the core of the course will be an examination of works by Lully, Couperin, Charpentier, Delalande, Campra, Jacquet de la Guerre, and Rameau. Discussions will be designed to investigate the intersection of social, cultural, and political function in this music, as well as the systems of patronage that favored some styles of music over others at different times. A special focus will be applied to the influence of and resistance to Italian music in France, as well as the influence of French music abroad; students will be asked to consider how the patronage of a perceived national style (either foreign or domestic) affected musical practice during the period. Designed to place music within the context of social, political, and cultural history, this course aims to provide students with the knowledge and skills to understand, interpret, and describe music from one of the most strangely neglected chapters in the history of the baroque period.

Instructor: Field, Nicholas Ezra

RCHUMS 252. Topics in Musical Expression.

(4). (CE). May be repeated for a maximum of 12 credits. May be elected more than once in the same term.

Section 001 — Electronic Music: Past, Present and Future.

This course will examine the legacy and definition of electronic music from its inception to its unfathomable future.

From Muzak to ring tones, the influence of music technology has morphed into a cultural phenomenon that infiltrates the environment of our daily lives.

- How did this happen?
- What does it mean to us?
- From the field to Pro Tools, what is the state of recording?
- From the Theremin to the MIDI carillon, what are the instruments?
- From the wax cylinder to mp3, what are the formats?
- From Düsseldorf to Detroit, where are the scenes?
- From mainframe to laptop, what are the processors?
- From Schaeffer to Jenkinson, who are the pioneers?
- From ambient to mash-up, what are the types?
- From analog to digital, what are the methods?
- From AM/FM to podcasting, what are the transmissions?

- From labels to downloads, what are the distributions?
- From Mackie to Moog, who are the makers?

These and many more such questions will fuel the content of this course.

The coursework will involve extensive reading, watching, writing, listening, discussion, and even music-making. Special emphasis will be placed on finding personalized and creative solutions to assignments and exams. There will be listening exams, written reports of live events, and project-based exams. Formal musical training and/or prior experience in electronic music are not required, but may prove useful. It is strongly advised that each student have a laptop computer with music software and/or access to electronic gear for use in class.

Instructor: Kirschenmann, Mark Steven

Section 002 — Afro-Cuban Drumming.

Come and experience hands-on the drumming of Cuba. The class will learn the basics of conga playing, clave and other percussion instruments associated with Afro-Cuban music. The class will learn and play a variety of styles of Cuban music that will culminate in a small concert at the Residential College. Each student is expected to practice daily using a practice conga supplied by the instructor. The class is taught by Dr. Michael Gould, Assistant Professor of Music, Jazz and Contemporary Improvisation. Lab Fee \$50.

Instructor: Gould, Michael

Section 003 — Foundations of Music.

This music theory lab class deals with the foundations of tonal music and is intended for the true-beginners. It is structured around the three basic elements of music (rhythm, melody, harmony) and will explore them through music reading, notation, ear-training, and digital resources. Special emphasis will be placed on experiential learning through singing, clapping, instrumental play, movement and composition. The class functions independently, but can also be taken as sequential preparation for the RCHUMS 350/351 Creative Musicianship class offered in the winter term.

Instructor: Ervamaa, Katri Maria

RCHUMS 253. Choral Ensemble.

(1). (CE). May be repeated for credit. Offered mandatory credit/no credit.

Group rehearses twice weekly and prepares a thematic concert of music. Vocal skills, sight singing, and basic musicianship are stressed. No prerequisites, but a commitment to the group and a dedication to musical growth within the term are required. No audition necessary.

RCHUMS 260 / DANCE 220. The Art of Dance: An Introduction to American and European Dance History, Aesthetics, and Criticism.

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

This course is an introduction to the study of dance history. What is dance? How can we analyze it in terms of form and "content"? What is the role of the dancer and choreographer? How can we distinguish different styles of dance? This introductory course is a basic survey of American and European dance concentrating on nineteenth and twentieth century dance forms including French and Russian classical ballet, American and European modern dance, African American jazz forms, and dance on film. Choreographers and dancers considered will include Coralli and Perrot, Marius Petipa, Mikhail Fokine, Vaslav Nijinsky, Bronislava Nijinska, George Balanchine, Frederick Ashton, Isadora Duncan, Martha Graham, Doris Humphrey, Katherine Dunham, Merce Cunningham, Fred Astaire, Bill Robinson, John Bubbles, Gene Kelly, Twyla Tharp, Paul Taylor and Mark Morris.

Texts will include Selma Jeanne Cohen's *Dance as a Theatre Art* and *No Fixed Points: Dance in the Twentieth Century* by Nancy Reynolds and Malcom McCormack as well as regular viewings on dance DVDs.

Course pack available at Accu-Copy

Instructor: Genné, Beth

RCHUMS 280 / ENGLISH 245 / THREMUS 211. Introduction to Drama and Theatre.

(3). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RCHUMS 281.

The course aims to introduce students to the power and variety of theatre, and to help them understand the processes which go toward making a production. Five to seven plays will be subjects of special study, chosen to cover a wide range of style and content, but interest will not be confined to these. Each student will attend two lectures weekly, plays a two-hour meeting in section each week; the latter will be used for questions, discussions, exploration of texts, and other exercises. Students will be required to attend two or more theatre performances, chosen from those available in Ann Arbor. Three papers are required plus a final examination.

Required Texts: available at the Shaman Drum and on reserve at the Shapiro:

- *The Essential Theatre*, Oscar Brockett
- *Waiting for Godot*, Samuel Beckett
- *The Piano Lesson*, August Wilson
- *The Heidi Chronicles*, Wendy Wasserstein
- *Dream on Monkey Mountain*, Derek Walcott

Online:

- *Oedipus Rex*, Sophocles
- *Romeo and Juliet*, William Shakespeare
- and other online readings as assigned

Course Objectives

1. To determine what "theatre" and "drama" have meant at different times in history and what they mean now, and to do so by examining landmark plays in their theatrical and social contexts.
2. To gain a fundamental understanding of how each of the theatre's constituent arts (acting, directing, design, playwrighting, architecture) contributes to the making of a theatrical whole.
3. To develop a sense of how theatre is a discipline without clear boundaries and how other practices intersect with and shape theatrical performance.

Instructor: Woods, Leigh A

RCHUMS 282. Drama Interpretation I: Actor and Text.

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

Section 001 — Image of the American Family.

This text-based performance course will focus on one of the central themes in American Drama — the relationship of the family. In doing so we will not only look at some of the major plays of the century by writers like Tennessee Williams, Arthur Miller, and Eugene O'Neill, but we will also go on to look at more contemporary playwrights and more current issues in American playwrighting; the perspectives of women writers, African American, Asian and Hispanic writers, writers from the Gay and Lesbian community. The emphasis will be on the exploration of these texts through extensive scene study. No prerequisite is required but previous acting experience is recommended.

Instructor: Mendeloff, Katherine

RCHUMS 290. The Experience of Arts and Ideas in the Twentieth Century.

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

This seminar focuses on cities as the birthplace, testing- and battleground for new art forms and ideas. Cities have always been magnets for creative minds to congregate, collaborate and compete. Literary and artistic movements often become associated with

the cities in which they flourished. Consider, for example, the Bloomsbury Group in London, Berlin during the Weimar Republic, the Left Bank milieu of Paris, New York and the Harlem Renaissance, and the Beat Generation in San Francisco. By examining how writers, painters, photographers and filmmakers have depicted cities through the verbal and visual arts, we can trace the major intellectual, literary and artistic trends of the last century. We begin with the assumption that cities are an expression of the collective and individual experiences they embody. Representations of urban space and experience reflect the aspirations and fears, accomplishments and failures, of a particular time and place. Beginning with concurrent expressions of modernist sensibility and avant-garde technique in Paris, Berlin, London and New York at the beginning of the last century, we go on to examine how these aesthetic parameters, as expressed through the image of the city, changed throughout the century, reflecting new social, political and economic conditions.

Instructor: Goertz, Karein K

RCLANG (RC Languages)

RCLANG 190. Intensive French I.

(8). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 100, 101, 102, or 103. Pass/Fail with Narrative Evaluation.*

The goal of this course is to provide the student with a basic but solid knowledge of grammatical structures and syntax, a functional vocabulary, familiarity with intonation patterns and native pronunciation, and practice in speaking and writing. Upon completion of Intensive I, the student can understand simplified written texts of short spoken passages without the aid of a dictionary, and can carry on a short, elementary conversation.

Instructor: Anderson-Burack, Carolyn

RCLANG 191 / GERMAN 191. Intensive German I.

(8). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 100, 101, 102, or 103. Pass/Fail with Narrative Evaluation.*

Intensive German I covers the first year of German language study in one semester. The goal of this course is to provide students with a basic but solid knowledge of grammatical structures and syntax, a functional vocabulary, familiarity with intonation patterns and native pronunciation, and practice in speaking and writing. At the end of German Intensive I, students can understand authentic and literary texts appropriate to the level and short spoken passages without glossed vocabulary, they can write an essay or short story without the aid of a dictionary, and they can converse on a range of general topics. This course, like all RC German language courses, is conducted in German, so students quickly become accustomed to using German for daily activities. Students in RCLANG 191 have many opportunities to gain facility with the language by speaking with more advanced learners and teachers in the program in informal settings, such as RC German lunch tables and coffee hours. In addition, they are introduced to web activities and films to help them explore aspects of German language and culture.

RCLANG 191 in the Fall academic term is intended for students who have had HS German, who place below GERMAN 231. In the Winter academic term, the course is geared to students who have little or no prior exposure to the language.

Instructor: Goertz, Karein K

RCLANG 193 / RUSSIAN 103. Intensive First-Year Russian.

(8). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 101, 102, 111, or 112.*

This course covers in one term what is ordinarily covered in two terms of RUSSIAN 101 and 102 and carries eight credits. Students are expected to complete approximately 16-20 hours of homework per week and attend four hours of co-curricular activities (Russian Table/Russian Tea).

The goal of this course is to provide the student with a basic but solid knowledge of grammatical structures and syntax, a functional vocabulary, familiarity with intonation patterns and native pronunciation, and practice in speaking, listening, writing, and reading. Both vocabulary and grammatical structures are presented in a situational context. Abundant cultural material is introduced throughout the course. Upon the completion of this course, the student can understand simple written texts or short spoken passages without the aid of a dictionary, and can carry on a short, elementary conversation.

Required textbooks and materials:

1. *Russian Stage One: Live From Moscow! (Volume 1)* by Davidson, Gor, and Lekic, Kendall/Hunt, 1996. PAK: textbook, workbook, video- and audio-tapes.
2. *Russian Stage One: Live from Moscow! (Volume 2)* by Davidson, Gor, Lekic, Kendall/Hunt, 1996. PAK: textbook, workbook, video- and audio-tapes.
3. Course pack at Dollar Bill.

Recommended, but not required:

1. *Russian Stage One: Live From Moscow! Volume I CD-ROM*, 1998. Kendall/Hunt, ISBN 0-7872-4520-8.
2. *Russian Stage One: Live From Moscow! Volume II CD-ROM*, 1998. Kendall/Hunt, ISBN 0-7872-4678-6.
3. *The Russian Reference Grammar: Core Grammar in Functional Context* by J. Watzke, J. Schweigert, Jr., Kendall/Hunt 1997, ISBN 0-7872-4467-8.
4. *Russian-English, English-Russian Dictionary* by Katzner.

Instructor: Makin, Alina Udalchenko

RCLANG 194. Intensive Spanish I.

(8). *May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 100, 101, 102, or 103. Pass/Fail with Narrative Evaluation.*

The goal of this course is to provide a basic but solid knowledge of Spanish morphology and syntax, functional vocabulary, and practice in speaking and writing. The lecture gives a thorough introduction to Spanish grammatical structures as used in cultural contexts. In the afternoon, students meet in small discussion groups for intensive practice of the material. Upon completion of this course students can understand simple, non-edited written texts without the aid of a dictionary and oral passages of medium length, and can also initiate and sustain a general conversation with a native speaker. In all or most linguistic areas, students may achieve the equivalent of intermediate-high rating in the ACTFL scale.

Instructor: Lopez-Cotin, Olga Maria

RCLANG 195 / LATIN 195. Intensive Latin I.

(8). *May not be repeated for credit.*

This course meets for two hours per day and covers in one academic term the equivalent of two terms at the level of a non-intensive first-year collegiate course. During this term, students will learn the essential morphological, grammatical, and syntactical structures of Latin, and will build a basic vocabulary of the language. Through readings and discussion students will become acquainted with significant aspects of Roman history and culture.

Instructor: Soter, Gina Marie

RCLANG 196 / ASIANLAN 129. Intensive Japanese I.

Consent of instructor required. (10). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 125, 126, or 127.

This course is designed for you to learn Novice (beginning)-level Japanese language in an intensive, semi-immersion setting. It is "intense" because we will study a normally two-semester amount of materials in one semester. It is "semi-immersion" in that in our classroom we constantly simulate authentic communicative interactions with speakers of Japanese, and will use the target language

as much as possible while minimizing the use of English. Through extensive communication practice in classroom activities, we will work on developing all four skills (listening, speaking, reading, and writing, using *hiragana*, *katakana* and 177 *kanji*) along with cultural understanding. You will learn to acquire a sentence-level command in limited topics around everyday life for college students. Most course-related activities are collaborative in nature. You are also required to attend minimum three hours of co-curricular activities, such as the Lunch Tables and Conversation Tables, per week. (No prior knowledge in Japanese is assumed; if you have studied Japanese before, the instructor's permission is required).

Instructor: Sato, Tetsuya

RCLANG 290. Intensive French II.

RCLANG 190. (8). (Lang Req). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 230, 231, or 232. Pass/Fail with Narrative Evaluation.

The goal of these courses is to expand vocabulary and to master grammatical structures and syntax to the level of competency required to pass a proficiency exam. This entails developing the ability to communicate with some ease with a native speaker, in spoken and written language. Students must be able to understand the content of texts and lectures of a non-technical nature, and of a general (non-literary) interest.

Instructor: Butler-Borruat, Dominique M

RCLANG 291 / GERMAN 291. Intensive German II.

RCLANG 191/GERMAN 191. (8). (Lang Req). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 230, 231, or 232. Pass/Fail with Narrative Evaluation.

Intensive German II covers all of second-year German in one academic term. The goals of the course are to expand vocabulary, to improve communication skills, and to master grammatical structures and syntax to the level of competency that meets advanced intermediate standards for proficiency. One hour of class develops essay writing and oral communication skills, focusing on autobiographical and literary texts about the major events in 20th- and 21st-Century German cultural history. The second hour is devoted to in depth study and practice of grammar; it is aimed at developing students' ability to apply correct forms and syntax and be aware of stylistic nuances even when using the language spontaneously. Through engagement with course materials, including films and other visual and performance texts, and through interaction with teachers and classmates both in formal and informal contexts, students develop speaking, aural comprehension, and writing skills. By the end of the term, students are able to understand the content of texts and lectures of a non-technical nature and of general interest, and to communicate with some ease with a native speaker, in spoken and written language. Though training for study abroad or work abroad are not course objectives, per se, students are often well qualified to do either after completion of this course.

Instructor: Shier, Janet Hegman

RCLANG 294. Intensive Spanish II.

RCLANG 194. (8). (Lang Req). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 230, 231, or 232. Pass/Fail with Narrative Evaluation.

RCLANG 294 is a second-year intensive course designed to achieve proficiency in Spanish. The lecture component emphasizes understanding of advanced grammatical structures and syntax, whereas the discussion is devoted to the critical analysis of authentic texts addressing issues relevant to Hispanic experiences in the United States. Through their interaction with the text and instructors, both in formal and informal contexts, students develop their speaking, aural comprehension, and writing skills. By the end of the term, students are able to read journalistic or academic prose with ease as well as write essays of an academic nature with a minimum of English interference.

Instructor: Rodriguez, Maria I

RCLANG 310. Accelerated Review-French.

Permission of instructor. (4). May not be repeated for credit. Pass/Fail with Narrative Evaluation.

The goal of this course is to bring students to a level of proficiency in the four linguistic skills. It is designed for students who have not reached this level in two or more skills, but do not need the Intensive course RCLANG 290 to do so. It is taught on a semi-tutorial mode with weekly individual meetings with the instructor. In this course, emphasis is placed on correctness and fluidity of expression in speaking and in writing. Speaking skills are developed through weekly conversation sessions on current topics. Writing skills are refined through a review of grammar points and composition assignments which give students the opportunity to improve the accuracy and expressiveness of their style. Exposure to primary source materials (current magazines or newspapers) and to texts of cultural and literary value develop reading ability and vocabulary. Listening skills are trained in informal conversational exchanges and in lectures with note-taking in French.

RCLANG 311. Accelerated Review-German.

Consent of instructor required. Permission of instructor. (4). May not be repeated for credit. Pass/Fail with Narrative Evaluation.

This course is designed to meet the individual needs of students who have not yet passed the German proficiency exam, but who do not require the 8-credit RCLANG 291 to prepare for it. Assignments develop students' mastery of the four skills and improve facility and accuracy of grammar and vocabulary. The goals of this course are to lead students to an advanced intermediate level of proficiency and prepare them for RCLANG 321.

Instructor: Paslick, Erica Kuhra

RCLANG 314. Accelerated Review-Spanish.

(4). May not be repeated for credit. Pass/Fail with Narrative Evaluation.

This course is designed for students with a fairly extensive background in Spanish who have already taken the equivalent of three / four semesters of language but still need further reinforcement in two or more linguistic areas and are too advanced for second year intensive. The main focus of this class is the discussion of primary source materials of a literary, cultural and political nature pertaining to the Spanish-speaking world, as well as the review of advanced grammar. Students work towards proficiency in listening and reading comprehension, language structure, and composition.

Instructor: Espinoza-Pino, Christian C

REES (Russian and East European Studies)

REES 289 / AAPTIS 289 / ASIAN 289 / HISTORY 289 / MENAS 289. From Genghis Khan to the Taliban: Modern Central Asia.

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

More than 500 years ago, the Silk Road famously connected traders from all over the world, linking the major cities of China and South-east Asia with those of Europe and Africa. Vast wealth traveled this route, wending across the mountains and steppes of Central Asia, creating rich and sophisticated towns along the way. Bukhara and Samarkand became two of the world's greatest cities, enviable centers of learning and culture.

- How did Central Asia go from being the most cosmopolitan place on earth to an area now seen as one of the most isolated, remote places in the world?
- How did a region where a dizzying array of cultures had long intermingled and coexisted peacefully become a place associated (at least in Western eyes) with intolerance and terrorism?

This course tries to answer such questions by providing an overview of modern Central Asian history. Using both lecture and discussion, it focuses on the colonial and post-colonial periods of the last 300 years: especially in Russian and Soviet Central Asia, but

also the neighboring areas dominated by Britain and China (Afghanistan, Pakistan, Xinjiang). It offers a strong emphasis on the links and connections across these political borders, which were at first largely artificial and porous but which became crucially important and shaped local communities in deeply divergent ways. It also emphasizes social and cultural history, as a complement and counterweight to the usual political frameworks and classic grand narratives of khans, revolutions, and wars.

Three themes structure the course:

1. the fragmented, changing character of regional identities;
2. the complexities of popular attitudes towards, and relations with, various forms of state power; and
3. the differences between — and the complicated economic, environmental, political, artistic, and cultural legacies of — the major imperial systems (Russian, British, Chinese).

Students will be evaluated on their class contributions as well as written work (short essays and class exercises) and two exams.

Instructor: Northrop, Douglas Taylor

RELIGION (Religion)

RELIGION 201 / AAPTIS 200 / ACABS 200 / HJCS 200. Introduction to World Religions: Near Eastern.

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

This course serves two main functions: the first of these is to provide an introductory sense of what is involved in the academic study of religion; the second, which will occupy almost the whole term, is to introduce the major religious traditions of the Near East, with emphasis on the development and major structures of Israelite Religion, Judaism, Christianity, and Islam. The course will keep two foci in view: one will have to do with the historical development of these religious traditions, their sacred texts and major personalities; the second will involve a comparative view of these traditions by analyzing their sense of the sacred in space, time, and text, their views on holy people. This is an introductory course: it is not necessary for students to have any previous experience in the study of religion. The course consists of three weekly lectures and a discussion group. Writing for the course typically involves an essay, a midterm, and a final exam.

Instructor: Williams, Ralph G

RELIGION 225 / ASIAN 225. Introduction to Hinduism.

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

Hinduism is a major world religion practiced by over a billion people, primarily in South Asia, but it also was the precursor of Buddhism, and along with Buddhism it had a major impact on the civilizations in East and Southeast Asia. This course will cover its origins and development, its literature, its belief and practices, its unique social structures and doctrines, its interactions with other religions, and finally its confrontation with and accommodation of "modernity." We will use reading materials, lectures, discussions, and audio and video resources.

Instructor: Deshpande, Madhav

RELIGION 230 / ASIAN 230 / PHIL 230. Introduction to Buddhism.

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

IS THE DALAI LAMA A BUDDHIST POPE? WHY DO SOME BUDDHISTS EAT MEAT? HOW DID "ZEN" BECOME A MARKETING TOOL?

In this course, we will use diverse methodologies — including those of history, philosophy, religious studies, anthropology, and art history — to survey ideas and practices in the Buddhist tradition during its development of some two thousand five hundred years. We will devote most of the course to exploring the origins and development of Buddhism in India, the land of its birth, before surveying the vicissitudes of Buddhism elsewhere, with stops planned in China, Sri Lanka, the Tibetan cultural sphere, and North America. Throughout the semester, we will constantly test and retest our cri-

teria for defining "religion," and our ideas of how people can have fruitful encounters with the religious traditions of others. Themes emphasized in this presentation of Buddhism include:

- (1). the visual arts and other forms of material culture in Buddhism;
- (2). Buddhism, authority and violence; and
- (3). the acculturation of Buddhism to new cultural configurations.

NO PREREQUISITES! ALL STUDENTS ARE WELCOME.

RELIGION 280 / ACABS 221. Jesus and the Gospels.

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

The course focuses on the founder of Christianity, Jesus son of Joseph (Joshua bar-Yosef), as an historical character. By examining all extant historical sources (Jewish, Christian, and Pagan), the course offers a critical reconstruction of the major stages of the life and deeds of the prophet from Nazareth, from his birth under Herod the Great to his death and crucifixion under Pontius Pilate, within the diverse world of Second Temple Judaism. The course also explores the way in which the figure of Jesus has been reinterpreted over the centuries within the Christian, Jewish, and Muslim traditions, as well as his numerous portraits in the arts, involving the students in a multimedia experience of theater, fine arts, and music (Gospel music, and operas like *Amahl* and the *Night Vision* by Menotti as well as musicals like *Jesus Christ Superstar* and *Godspell*). Particular emphasis is placed on a detailed analysis of the many movies on Jesus, from Zecca-Noguét (1905) to DeMille (1927), Ray (1961), Pasolini (1966), Scorsese (1988), and Gibson (2004). The format of the course consists of two lectures per week by the instructor and a weekly discussion session conducted by a GSI. The course grade will be based upon daily assignments and attendance; midterm(s) and final exam.

RUSSIAN (Russian)

RUSSIAN 101. First-Year Russian.

(5). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 103 or 111.

In this course, students are introduced to the basics of Russian pronunciation, reading, writing, and grammar. The course begins with an intensive study of the Russian sound system and orthographic rules (the alphabet and correct spelling). The course structure provides a balanced approach, integrating vocabulary with functionally based grammar explanations. The course is supplemented by video shows and cultural materials. Students who intend to concentrate in Russian Language and Literature or in Russian and East European Studies might consider taking the intensive class, RUSSIAN 103.

Textbook: *Nachalo I*. (Second Edition)

Instructor: Kramer, Bradley Hyrum

RUSSIAN 102. First-Year Russian, Continued.

RUSSIAN 101. (Prerequisites enforced at registration.) (5). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 103, 111, or 112.

In this course, the sequel to RUSSIAN 101, students complete their survey of Russian grammar, expand their vocabulary, and learn to express themselves in Russian on topics of interest including Russian history and culture. The course is supplemented by video shows.

Textbook: *Nachalo I* and *II*.

RUSSIAN 103 / RCLANG 193. Intensive First-Year Russian.

(8). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 101, 102, 111, or 112.

This course covers in one term what is ordinarily covered in two terms of RUSSIAN 101 and 102 and carries eight credits. Students are expected to complete approximately 16-20 hours of homework per week and attend four hours of co-curricular activities (Russian Table/Russian Tea).

The goal of this course is to provide the student with a basic but solid knowledge of grammatical structures and syntax, a functional vocabulary, familiarity with intonation patterns and native pronunciation, and practice in speaking, listening, writing, and reading. Both vocabulary and grammatical structures are presented in a situational context. Abundant cultural material is introduced throughout the course. Upon the completion of this course, the student can understand simple written texts or short spoken passages without the aid of a dictionary, and can carry on a short, elementary conversation.

Required textbooks and materials:

1. *Russian Stage One: Live From Moscow! (Volume 1)* by Davidson, Gor, and Lekic, Kendall/Hunt, 1996. PAK: textbook, workbook, video- and audio-tapes.
2. *Russian Stage One: Live from Moscow! (Volume 2)* by Davidson, Gor, Lekic, Kendall/Hunt, 1996. PAK: textbook, workbook, video- and audio-tapes.
3. Course pack at Dollar Bill.

Recommended, but not required:

1. *Russian Stage One: Live From Moscow! Volume I CD-ROM*, 1998. Kendall/Hunt, ISBN 0-7872-4520-8.
2. *Russian Stage One: Live From Moscow! Volume II CD-ROM*, 1998. Kendall/Hunt, ISBN 0-7872-4678-6.
3. *The Russian Reference Grammar: Core Grammar in Functional Context* by J. Watzke, J. Sweigert, Jr., Kendall/Hunt 1997, ISBN 0-7872-4467-8.
4. *Russian-English, English-Russian Dictionary* by Katzner.

Instructor: Makin, Alina Udalchenko

RUSSIAN 201. Second-Year Russian.

RUSSIAN 102 or 103/RCLANG 193. (Prerequisites enforced at registration.) (5). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 203.

This course reviews and expands grammatical concepts first covered during the First-Year Russian (RUSSIAN 101 and 102) courses, focusing on verbal aspect, declension, and the verbs of motion. The course emphasizes speaking and listening skills in realistic settings, situations, and cultural context.

Textbook: *V Puti* (2nd Edition)

RUSSIAN 225. Russian for Heritage Speakers.

Native or near-native speaker. (3). (Lang Req). May not be repeated for credit.

Improvement of oral and written language skills of heritage speakers, emphasizing correct and diversified use of language and addressing individual grammatical difficulties. Readings from major authors and screening of film adaptations of Russian literature. Discussion of various cultural topics.

Textbook: *Russian for Russians*

Instructor: Shkolnik, Nina

RUSSIAN 231. Russian Culture and Society: An Introduction.

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

This interdisciplinary course provides an introduction to Russian culture and seeks to acquaint students with the major achievements of Russian art, music, literature, architecture, and cinema. Students will be introduced to the most interesting aspects of Russian history, religious mind, social consciousness, and daily life. Examining the evolution of Russian culture from the 10th century to the present day, we study major masterpieces of Russian fiction and Russian primary chronicles (in excerpts), Russian icons and architecture, the so called "Russian style" in fine arts, the basic writings of the Slavophiles and the Westernizers, as well as classics of Russian cinema. We will trace how the most important social, intellectual, and religious issues of Russian culture have been changing throughout Russian history. The course is taught with the aid of multimedia visual and audio presentations. Topics include reform and stagnation, violence and repentance, utopia and modernity.

The course is designed to appeal to students with no background in Russian studies, and to those thinking about becoming Russian concentrators. No knowledge of Russian is required. Participation in class discussions, four quizzes, and final.

Instructor: Maiorova, Olga E

SAC (Screen Arts and Cultures)

SAC 236 / RCHUMS 236. The Art of the Film.

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

Lectures and demonstrations isolate the different elements and techniques (*i.e.*, film stock, lighting, camera placement and movement, actors, special effects, sound, and editing) that the director and crew utilize in film-making to shape the viewer's response. Some historical developments, artistic and technological, are discussed. Recitation sections analyze and interpret significant films.

Instructor: Saks, Lucia A

SCAND (Scandinavian Studies)

SCAND 103. Elementary Swedish.

(4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SCAND 100.

For students with little or no previous knowledge of Swedish, this course provides a basic introduction to Swedish vocabulary and grammar, with the emphasis placed on developing communicative skills. Extensive practice in listening, speaking, reading, and writing. The students will be evaluated on the basis of class participation, assignments, and tests. The teacher is a native speaker from Sweden.

Instructor: Gull, Maria E

SCAND 331. Introduction to Scandinavian Civilization.

(3). (HU). May not be repeated for credit. Taught in English.

A survey of the artistic, intellectual, political, social, and literary traditions of Scandinavia from the Viking Age to the present.

Instructor: Eriksson, Johanna Ulrika

SI (Information)

SI 110 / SOC 110. Introduction to Information Studies.

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

Course Objectives: The vaunted Information Revolution is more than Web surfing, Net games, and dotcoms. Indeed, it is the foundation for an economic and social transformation on a scale comparable to the Industrial Revolution of the nineteenth century. As a culture we have learned from earlier such transformations and it is important to recognize those lessons and chart a path toward intellectual and practical mastery of the emerging world of information. At the School of Information, we take pride in our tradition, inherited from librarianship, of "user-centeredness" and public access. For this reason, not only will you, the "user" of this course, be given unusual attention, but intellectually, we will approach information technology from the perspective of end-users and their concerns.

This course will provide the foundational knowledge necessary to begin to address the key issues associated with the Information Revolution. Issues will range from the theoretical (what is information and how do humans construct it?), to the cultural (is life on the screen a qualitatively different phenomenon from experiences with earlier distance-shrinking and knowledge-building technologies such as telephones?), to the practical (what are the basic architectures of computing and networks?). Successful completion of this "gateway" course will give you, the student, the conceptual tools necessary to understand the politics, economics, and culture of the Information Age, providing a foundation for later study in Information or any number of more traditional disciplines.

During the run of this course, we will be systematically eliciting your feedback and analysis. These evaluation procedures are not, however, merely to make "guinea pigs" of you; rather, a key part of

our assessments will use leading-edge electronic and information tools, and your ability to use those tools well will also be a key part of the agenda.

Instructor: Frost, Robert L

SLAVIC (*Slavic Languages and Literatures*)

SLAVIC 151. First Year Seminar.

Enrollment restricted to first-year students, including those with sophomore standing. (4). (FYWR). May not be repeated for credit.

Section 001 — Prague: The Magic City.

Prague, the capital of the Czech Republic, belongs to those European cities that fascinate as unique historical amalgams whose composition defies disciplinary boundaries. The course traces Prague's history, culture, architecture, the symbiosis of ethnic groups within its walls, and its current spirit. Topics include Prague as: a medieval city; the center of religious reformation; the center of arts and science, but also alchemy and black magic, in the early modern times; an architectural project of the baroque period; a center of the Czech nationalist revival; a center of music; the city of Jews; and last but not least- the showcase of modernism in the twentieth century. We will read literature inspired by Prague, including Neruda, Kafka, and Apollinaire; study visual documents; and watch films including Paul Wegener's *Golem*.

Instructor: Toman, Jindrich

Section 002 — World Utopia and Dystopia in Fiction and Film.

Both utopia (describing an imaginary ideal society) and dystopia (describing an imaginary evil society) have captured the imagination of numerous generations of readers. This course investigates the history of these exciting genres across national boundaries through critical writing and reading. It traces the evolution of the genres from the works of antiquity and the Renaissance, through the nineteenth century and the development of Socialist rationalist utopia, to the great age of dystopia, and up to postmodern parodic novels. It explores how English, Russian, American, Czech, Polish, and other utopias/dystopias respond to key socio-political developments in the world, and how they react to various cultural movements (*e.g.*, Romanticism, the Avant-Garde, Postmodernism), as well as how they take on various aspects of fantasy and science fiction. Authors will include Thomas More, Fyodor Dostoevsky, Evgeny Zamyatin, Aldous Huxley, George Orwell, Karel Čapek, Stanisław Lem, Thomas Pynchon, and Vladimir Voinovich. Select Anglo-American, German, and Russian movies will be shown.

Section 003 — Myth and History in Contemporary Balkan Literature.

The region of the Balkans includes Albania, Bulgaria, Greece, Romania, and the countries of the former Yugoslavia. Named during the centuries-long Ottoman occupation, the region has politically been defined as the periphery of civilized Europe.

Through the literary renditions and theoretical elaborations of myths created in the region, as well as those created about the region by the Western literature, film industry, and in the recent years, media, we will delve into the problematics of identity, ethnicity, gender, body, memory, totalitarianism, violence, exile, and the gaze. Simultaneous with our mythical journey through history will be our historical journey through myth, as we follow the development of pertinent mythical themes from classical antiquity to modern times. Central to our discussion will be the key metaphor of the Balkans as a bridge between East and West

PRIMARY TEXTS:

- Ivo Andrić, *The Bridge on the Drina* (Yugoslavia, 1945, Nobel Prize 1961);
- Ismail Kadare, *The Three-Arched Bridge* (Albania, 1978);
- Rhea Galanaki, *The Life of Ismail Ferik Pasha* (Greece, 1989);
- Orhan Pamuk, *White Castle* (Turkey, 1985);
- B. Wongar, *Raki* (Australia, 1994).

Other Readings: Select poetry and short fiction by the following authors: Constantine Cavafy, Odysseus Elytis (Nobel Prize, 1979) (Greece), Marin Sorescu, Lucian Blaga (Romania), Nâzim Hikmet (Turkey), Elisaveta Bagryana (Bulgaria), Danilo Kiš (Yugoslavia).

Films:

- *Ulysses' Gaze* (Theo Angelopoulos, Greece, 1995),
- *Before the Rain* (Milčo Mančevski, Macedonia, 1994), and
- *The Time of Gypsies* (Emir Kusturica, Yugoslavia, 1989).

Instructor: Aleksić, Tatjana

SOC (*Sociology*)

SOC 100. Principles of Sociology.

Open to first and second year students. Juniors are strongly encouraged to enroll in SOC 300. Seniors must elect SOC 300. (4). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SOC 195 or 300. No credit for seniors. May not be included in a Sociology concentration plan. (Introductory course).

Section 001. Sociology may be defined simply as "the study of human groups" or the "study of human social arrangements," but sociology is also a perspective, a set of methods, a canon of literature, and an ongoing conversation about the patterns, probabilities, principles and processes that characterize society. This course will be divided into three sections:

- (1). an introduction to sociology as a discipline and mindset via Allan Johnson's book, *The Forest and the Trees*;
- (2). the history of sociology — its key figures and the major concepts that have occupied the field over the past century and a half; and
- (3). an introduction to ten key issues addressed by contemporary sociology — class, race, gender, sexuality, religion, education, health care, crime, the media, and the environment.

Students will demonstrate their learning through three non-cumulative tests, a research paper written in stages, and participation in discussion sections and lecture.

Instructor: McGinn, Terence James

Section 020. Sociology is the study of the interaction between social structure and agency in every sphere of social life. That is, it seeks to explore the relationship between the constraints that affect large groups of people on the one hand and the individual freedom of people to transcend those constraints on the other. Such constraints may include racial inequality, colonial domination or poverty just to name a few. No matter what the issue, sociology compels us to ask certain key questions of each other. For example, how much freedom does each of us really have? Are there constraints to our freedom, and if so, which ones? Why do we believe what we believe? Can patterns of injustice be changed?

This course is about the greatest knock-down, drag-out fights over the proper way to conceive of the relationship between structure and agency. The first part of the course deals with this debate in the area of identity politics and inequality. The second part asks whether culture has any influence on everyday life. Finally, the course wraps up with the study of large-scale transformations such as globalization and the rise of nation-states.

Instructor: Sfeir-Younis, Luis Felipe

SOC 102. Contemporary Social Issues: An Introduction to Sociology.

Open to first- and second-year students. Juniors are strongly encouraged and seniors must take SOC 300 or 401. (4). (SS). May be repeated for a maximum of 8 credits. Credit is granted for a combined total of eight credits elected through SOC 102, 202, 203, and 401, provided that the course topics are different. No credit for seniors. May not be included in a Sociology concentration plan. (Introductory course).

Section 001. Soc. 102 is an introduction to sociology through the comparative, in-depth study of the two societies that are of deep concern to us at the moment, one because we live in it and the other because we fight in it: namely, the American and Iraqi societies. The purpose of the course is to gain insight into how the American and Iraqi societies that are alternately portrayed as being structurally and culturally very different from one another on the one hand, yet very similar to one another on the other — especially in relation to their aspiration for democracy — can be approached and analyzed sociologically. The class commences with a discussion of the four main sociological perspectives (conflict, consensus, social interactionist and interrogative) in relation to the American and Iraqi societies; a discussion of the major sociological concepts such as the family, state, economy, gender, race and ethnicity will follow. All the course readings will be posted on Ctools.

Instructor: Göçek, Fatma Müge

Section 020. The relationship between systems of race and class assignment on the one hand, and social inequalities (in economic resources and educational opportunities, in status and respect, in legal rights and political power) on the other, is a central concern for many sociologists. This course introduces students to how sociologists think about these relationships and the forces that drive them. We will explore these relationships at two levels: metro Detroit and the United States as a whole paying attention to how these levels interact. On occasion, we will compare the U.S. experience with that of other countries. As we proceed, we will ask what causes the kinds of social inequalities that we find, why they evolve as they do, and how they affect individuals, groups, communities, and nations. Insofar as these inequalities are harmful and they often are we will also be concerned with what can be done to reduce them and/or the damage they do.

Instructor: Robinson, Ian

SOC 105. First Year Seminar in Sociology.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (SS). May not be repeated for credit. May not be included in a Sociology concentration plan.

Section 001 — "Class," "Race," "Gender," and Modernity.

An introduction to the sociological study of inequality through an analysis of three of its fundamental dimensions — class, race and gender. The course will explore how each of the three dimensions of inequality is related to the development of modern capitalist society as described by Marx and Weber. The course will provide an introduction to basic concepts in class analysis, to contemporary issues in feminist theories of gender, and to recent work on the social construction of race. It will also trace both the similarities and differences among the three dimensions, their relationship to one another and to the underlying dynamics of capitalist modernity.

Texts include Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting Buy in America*; Richard Feldman and Michale Beltzold, *End of the Line: Autoworkers and the American Dream*; Susan Kessler and Wendy McKenna, *Gender: An Ethnomethodological Approach*; Oyeronke, Oyewumi, *The Invention of Women*; Joe Feagin and Melvin Sikes, *Living with Racism: The Black Middle Class Experience*; Ron Takaki, *Iron Cages: Race and Culture in Nineteenth Century America*, as well as selected readings from Marx and Weber.

Instructor: Paige, Jeffery M

Section 002 — Transforming America: Immigrants Then and Now.

That America is a nation of immigrants is one of the most common yet truest statements. In this course we will survey a vast range of the American immigrant experience: that of the Irish, Germans, Jews, Italians, Blacks, Puerto Ricans, Mexicans, Cubans, Koreans, and Japanese. Immigration to America can be broadly 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 Eastern 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 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 will be 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 class consist of two written, in-class exams (one essay and some short answers) plus a book review (about 8 pages long) of a social science book on an immigrant/ethnic/racial group of the student's choice.

Instructor: Pedraza, Silvia

Section 003 — Diversity, Democracy, Community.

This seminar will explore a wide range of issues on social identity and intergroup relations, notions of community, and everyday democracy. It will examine the possibilities for building community across race, gender and class as students explore their own racial and other social group identities. How do we have constructive conversations and dialogue about our different perspectives, beliefs, experiences, and backgrounds? How do we develop the practice of civic engagement along with the skills of boundary-crossing to strengthen a diverse democracy in our schools, neighborhoods, cities, and governments? To what extent do the American ideals and its democratic principles continue to provide a bond for our society in the face of growing social divisions and inequities?

Students from diverse backgrounds are encouraged to enroll in this seminar, bringing personal experience and perspective to enrich the discussion of theoretical readings. All students are expected to participate actively in class discussions, read carefully, and write extensively. Students will observe and participate in a number of engaging intergroup dialogue exercises and community-based activities.

Instructor: Schoem, David

SOC 110 / SI 110. Introduction to Information Studies.

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

Course Objectives: The vaunted Information Revolution is more than Web surfing, Net games, and dotcoms. Indeed, it is the foundation for an economic and social transformation on a scale comparable to the Industrial Revolution of the nineteenth century. As a culture we have learned from earlier such transformations and it is important to recognize those lessons and chart a path toward intellectual and practical mastery of the emerging world of information. At the School of Information, we take pride in our tradition, inherited from librarianship, of "user-centeredness" and public access. For this reason, not only will you, the "user" of this course, be given unusual attention, but intellectually, we will approach information technology from the perspective of end-users and their concerns.

This course will provide the foundational knowledge necessary to begin to address the key issues associated with the Information Revolution. Issues will range from the theoretical (what is information and how do humans construct it?), to the cultural (is life on the screen a qualitatively different phenomenon from experiences with earlier distance-shrinking and knowledge-building technologies such as telephones?), to the practical (what are the basic architectures of computing and networks?). Successful completion of this "gateway" course will give you, the student, the conceptual tools necessary to understand the politics, economics, and culture of the Information Age, providing a foundation for later study in Information or any number of more traditional disciplines.

During the run of this course, we will be systematically eliciting your feedback and analysis. These evaluation procedures are not, however, merely to make "guinea pigs" of you; rather, a key part of our assessments will use leading-edge electronic and information tools, and your ability to use those tools well will also be a key part of the agenda.

Instructor: Frost, Robert L

SOC 122 / PSYCH 122 / UC 122. Intergroup Dialogues.

(2). May be repeated for a maximum of 4 credits. May not be included in a concentration in Psychology or Sociology.

STUDENTS INTERESTED IN THIS COURSE MUST FILL OUT AN OVERRIDE REQUEST AT WWW.IGR.UMICH.EDU. DUE TO HIGH DEMAND, STUDENTS WHO DO NOT ATTEND THE MASS MEETING ON THE FIRST DAY OF CLASS WILL BE WITHDRAWN FROM THE COURSE. IF YOU HAVE QUESTIONS, PLEASE CONTACT THE PROGRAM ON INTERGROUP RELATIONS (PHONE: 936-1875; E-MAIL: personj@umich.edu).

In a multicultural society, discussion about group conflict, commonalities, and differences can facilitate understanding and interaction between social groups. In this course, students will participate in structured meetings of at least two different social identity groups, discuss readings, and explore each group's experiences in social and institutional contexts.

Students will examine psychological, historical, and sociological materials which address each group's experiences, and learn about issues facing the groups in contemporary society. The goal is to create a setting in which students will engage in open and constructive dialogue, learning, and exploration. The second goal is to actively identify alternative resolutions of intergroup conflicts. Different term-long sections of this course focus on different identity groups (for example, recent dialogues have considered white people / people of color; Blacks / Jews; lesbians, gay men, bisexuals, and heterosexuals; white women / women of color; Blacks / Latinos/as; men / women; etc.). Once registered, please go to www.igr.umich.edu to fill out a dialogue placement form. Two course packs are also required.

Questions regarding this course should be directed to the Intergroup Relations Program, 936-1875, 3000 Michigan Union.

Instructor: Gurin, Patricia Y

SOC 210. Elementary Statistics.

Sociology Honors students should elect this course prior to beginning the Honors Seminar sequence. Sociology concentrators should elect this course during their third year. (4). (MSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in STATS 100, 265, 311, 350, 405, or 412, or ECON 404 or 405, or IOE 265. F, W, Sp.

In this course we will study the basic concepts and techniques of quantitative data analysis. We will also learn some statistical computing skills using SPSS software. While there will be an emphasis on statistical techniques as they are used by social scientists, the course will provide the foundation needed for any kind of statistical analysis. We will not use math beyond basic algebra, and you do not need previous statistical computing experience. Furthermore, you need not be a "math-oriented" person to do well in this course. Students who apply good study skills — consistently attending class and section meetings, reading assigned texts, and doing all assigned work on time — can expect to do well in the course. Grades will be based on in-class exams, homework assignments, and a few statistical computing assignments. Because statistical analysis of any type involves step-by-step procedures and the presentation of results in standardized ways, some emphasis will be placed upon your general ability to perform analyses and present results as instructed. Therefore, a small portion of your score on assigned work will be determined by its form and presentation. If you come to class regularly, keep up with the coursework, and perform your work in a manner consistent with written instructions, you will learn basic statistics and earn a good grade along the way.

Required Text: *Essentials of Statistics for the Behavioral Sciences*, 6th Edition, by Gravetter & Wallnau, published by Thomson-Wadsworth.

Instructor: Harding, David James

SOC 389. Practicum in Sociology.

(2-4). (EXPERIENTIAL). May be repeated for a maximum of 8 credits. May be elected more than once in the same term. Offered mandatory credit/no credit.

Students enrolled in SOC 389 are responsible for regular attendance in a weekly seminar as well as participation at a designated community service site each week. In addition, students will complete weekly readings and reflective journal assignments, a mid-term assignment, and a final paper/project.

Questions should be directed to the Project Community office, 1024 Hill Street, (734) 647-7767, pcinfo@umich.edu.

Section 100 — Education: Thurston Elementary.

Section 101 — Education: Pittsfield Elementary.

Section 102 — Education: America Reads — Issues in Literacy.

Section 103 — Education: Latino Family Services After School Program-Detroit.

Section 104 — Education: Harding Elementary-Detroit.

Section 105 — Education: Vetal Elementary and Middle School-Detroit.

Section 107 — Education: Burns Park Elementary.

Section 108 — Education: Carrot Way After School Program.

Section 109 — Education: The Guidance Center After School Program-Detroit.

Section 202 — Public Health: Sunrise Senior Living Community.

Section 203 — Public Health: HIV/AIDS Resource Center.

Section 204 — Public Health: Shelter Association of Washtenaw County — Homeless Outreach.

Section 205 — Public Health: SOS — After School Program for Homeless Children.

Section 207 — Public Health: Ozone House — Youth in Crisis.

Section 210 — UM Hospital — Reach Out and Read.

Section 300 — Gender and Sexuality: It's Great to be a Girl! Mentoring Program.

Section 301 — Gender and Sexuality: Over the Rainbow — Working in the LGBT Community.

Section 302 — Gender and Sexuality: Girls on the Run — Mentoring Program.

Section 304 — Gender and Sexuality: Planned Parenthood.

Section 401 — Criminal Justice: Juvenile Detention Center — Recreation.

Section 402 — Criminal Justice: Prison-Men — Creative Writing.

Section 403 — Criminal Justice: Prison-Men — Debate.

Section 404 — Criminal Justice: Jail-Men — Creative Writing.

Section 405 — Criminal Justice: Jail-Women — Creative Writing.

Section 406 — Criminal Justice: Jail-Men- Multiculturalism Dialogue.

Section 407 — Criminal Justice: Jail-Women- Multiculturalism Dialogue.

Section 500 — MCSP: Tutoring Elementary School Students.

Section 501 — MCSP: Mentoring and Tutoring at Peace Neighborhood Center.

Section 502 — MCSP: Tutoring Middle School Students.

Section 505 — MCSP: The LUCY Initiative.

Section 601 — Organizing for Social Justice: Campus Organizer Leadership Development.

Section 602 — Organizing for Social Justice: Community Organizing.

Section 603 — Organizing for Social Justice: Math for Social Change.

Section 604 — Organizing for Social Justice: STAND — Stop Genocide in Darfur.

Section 605 — MCSP: Reach Out and Read Maximizing Outreach Through Leadership and Development.

SPANISH (Spanish)

Students who intend to continue a language begun in high school or another college or university must take the Placement Test to determine the language course in which they should enroll. Please

note that students may not take the Spanish placement test more than one time. Students must check with the Course Coordinator for any exceptions to the Placement Test level. For more information, visit the department website, www.lsa.umich.edu/rll/langinstruct/placementtest.html

A student who misses either of the first two meetings of any course offered by the Department of Romance Languages may be dropped from the course for non-attendance.

SPANISH 101. Elementary Spanish.

No prior Spanish language or placement of SPANISH 101. (Prerequisites enforced at registration.) Students with any prior study of Spanish must take the Placement Test. (4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 100, 111 or 112, or RCLANG 194.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course Coordinator: Michelle Orecchio, orecchio@umich.edu

For students with little or no previous study of Spanish. Students with prior instruction in Spanish should take the placement test before enrolling.

Course description and objectives: SPANISH 101 is designed to introduce you to the Spanish language and the many facets of the culture. In this course you will develop your ability to communicate satisfactorily in Spanish in everyday practical situations while acquiring some of the skills necessary for effective reading and writing in Spanish. The course focuses on the introduction and development of the four language skills necessary for interpersonal communication in Spanish: listening, writing, reading, and speaking and cultural topics will be integrated in every chapter.

Evaluation criteria: Regular attendance is essential. Participation in class includes asking and answering questions in Spanish, initiating discussion, role playing, and other situational activities. The final grade is based on class participation, journal entries, homework assignments, a cultural skit, unit exams, one oral exam, and a final exam (listening portion and written portion).

SPANISH 103. Review of Elementary Spanish.

RCLANG 154. Assignment of SPANISH 103 by placement test. College or university transfer students with any prior study of Spanish must take the Placement Test. (Prerequisites enforced at registration.) Only placement score and not language coursework completed at a previous school will determine placement. (4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 100, 102, 111 or 112, or RCLANG 194.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course coordinator: Kristina Primorac-Waggoner, kprimora@umich.edu

SPANISH 103 is a first year language class for students who are considered to be **High** beginners. This means that instead of covering first year material in two semesters (SPANISH 101 and 102) students take only one semester of first year Spanish before entering the intermediate level (SPANISH 231). Admittance into the course is by placement exam recommendation or permission of the coordinator only.

Course Objectives: Introduction to the Spanish language and culture. Task- and content-based approach integrates grammar in a functional use through listening, speaking, reading, and writing. Language use encouraged through communicative activities rather than a sequence of linguistic units. Learning strategies and cultural awareness are also important objectives of the course.

Goals: Students completing SPANISH 103 will know about different sociocultural norms, acting with awareness of such differences; speak in short spontaneous conversations involving everyday top-

ics, observing basic courtesy requirements; understand the gist of one-way communication such as radio and television; read for practical information; write simple correspondence and short compositions on familiar topics, with good control of basic sentence structure.

Work Requirements/Evaluation Criteria: Regular attendance essential. Students must participate actively in a student centered communicative environment. Grade based on participation, homework assignments, in-class work, three unit exams, an oral exam, cultural presentation, journals, composition and a final written exam.

Transfer students should take the placement exam to determine which course is most appropriate for their needs.

SPANISH 231. Second-Year Spanish.

SPANISH 100, 102 or 103 with a grade of C- or higher; or RCLANG 194; or assignment of SPANISH 231 by placement test. College or university transfer students with any prior study of Spanish must take the Placement Test. Only the placement score and not language coursework completed at a previous school will determine placement. (Prerequisites enforced at registration.) (4). May not be repeated for credit. No credit granted to those who have completed SPANISH 112, 230, or RCLANG 294 or 314.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course Coordinator: Ann Hilberry, hilberry@umich.edu

This course is designed to improve the speaking, listening, reading, and writing skills of students and to provide insight into the literature and culture of Spanish-speaking people. Meant to integrate and extend earlier learning, SPANISH 231 is intended to provide students with the timely opportunity — and challenge — of transforming themselves into truly active, thinking language users.

Course grade is based on a series of quizzes and exams (written and oral) designed to assess ability to read, write, and understand spoken Spanish, plus periodic written work and oral class participation.

Required materials:

- Mas allá de las palabras, this includes Book 1 & workbook/lab manual.

SPANISH 232. Second-Year Spanish, Continued.

[RCLANG 254] or [SPANISH 231 (C- or higher); or assignment by Placement Test. College or university transfer students with any prior study of Spanish must take the Placement Test.]. (Prerequisites enforced at registration.) Only placement score and not language coursework completed at a previous school will determine placement. (4). (Lang Req). May not be repeated for credit. No credit granted to those who have completed SPANISH 112 or 230; or RCLANG 294 or 314.

Important note regarding SPANISH 232:

Sections 043-061 are special topics sections. Please review the course descriptions for those specific sections before registering.

Special topics coordinator: Elena Castro-Gerpe, elcas@umich.edu

The principal aim of both the topics and non-topics courses is to acquire a more profound understanding of the history, politics, society, culture, customs, and literature of the Hispanic world through listening, writing, reading, and speaking activities in Spanish. At the same time, students develop the language tools, both grammatical functions and vocabulary, necessary to discuss issues of relevance to Hispanic culture and to analyze these situations while expressing their own personal opinions, reactions, conclusions, and possible outcomes to hypothetical situations. Therefore, the practice and application of grammatical features and vocabulary are integrated into the content of the course, and students are expected to formally study and practice these structures individually through the

explanations provided in the textbook and the practice activities assigned as homework. Materials include newspaper articles, cultural readings, videos, short lectures, listening comprehension activities, and computer materials.

Work requirements/evaluation criteria for non-topics sections: Regular attendance crucial. Participation in class includes asking and answering questions, initiating discussion, role playing, and other situational activities. Grade based on oral participation, homework assignments, in-class work, compositions, exams, and a final written and oral exam.

TEXTS for non-topics sections:

1. Required:

Más allá de las palabras: Mastering Intermediate Spanish
Includes: *Mastering Intermediate Spanish Book 2* (blue book) and workbook/lab manual

2. Recommended:

A good bilingual Spanish-English dictionary.

Section 043, 047 & 050 — Andalucía y el Flamenco.

This SPANISH 232 special topics section is an introductory course to the history and culture of Andalucía (Spain's Southern region) and Flamenco music. The course will provide comprehensive historical background and also details on the different aspects of the traditions, folklore, cuisine, tourism and economic situation of this region.

Section 049, 051 & 053 — Un Museo de la Región Andina.

Un Museo de la Región Andina is a collection of topics focusing on Colombia, Ecuador, Peru and Bolivia. Topics such as Textiles, El Carnaval de Barranquilla and Marimbas recognize and explore the geographic, cultural, and historical similarities and differences of the societies that come to be known as the Región Andina. In this course, students will propose and develop their own conceptual "objects" for our museum, and participate in a project of their interest. At the same time, students will be exposed to the major communicative functions that characterize the intermediate mid/high levels of proficiency:

- A. narrate and describe in the present, past, and future;
- B. express and support opinions, express feelings and emotions about present, past and future events;
- C. hypothesize about the future and present.

For more on this course and related activities visit us at www.freewebs.com/tatianacalixto/index.htm

Section 054, 055 & 061 — Exploring South America, Readings from Argentina, Chile and Peru.

Course overview: If you enjoy reading literature, join us to discover its unique power to explore the culture of these countries through the eyes of selected authors. Other written and visual texts will be incorporated. Readings, class discussions and group or individual written projects will give the opportunity for intensive use of the language to further develop your ability to perform at a higher level of proficiency in the different skills (reading, writing, speaking, listening and culture).

SPANISH 275. Grammar and Composition.

SPANISH 230 or 232 with a grade of C- or higher; RCLANG 294 or 314; or assignment of SPANISH 275 by placement test. (Prerequisites enforced at registration.) Students who receive transfer credit for SPANISH 232 and wish to continue with their language study are strongly encouraged to take the Spanish placement exam to be certain that they are prepared for SPANISH 275. (3). May not be repeated for credit.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course coordinator: Dennis Pollard, dennisdp@umich.edu

SPANISH 275 is principally designed to increase the grammatical accuracy of students' Spanish and to increase vocabulary. The

course is centered on a grammar-review text, *Repase y escribe*. Homework consists of grammar exercises, compositions, brief translations and other exercises. Class time is allotted to the treatment of recurrent problems of grammar for English-speakers, problematic vocabulary groups, and, near the end of the academic term, to students' cultural presentations. Classes are taught in Spanish. The final grade is based on exams, translations, compositions, presentations and class participation.

Text: *Repase y escribe*

Additional materials available on CourseTools web site

SPANISH 276. Reading and Composition.

SPANISH 230 or 232 with a grade of C- or higher; RCLANG 294 or 314; or assignment of SPANISH 275 by placement test. (Prerequisites enforced at registration.) Students who receive transfer credit for SPANISH 232 and wish to continue with their language study are strongly encouraged to take the Spanish placement exam to be certain they are prepared for SPANISH 276. (3). May not be repeated for credit.

A student who misses either of the first two meetings of any course offered by the Department of Romance Languages may be dropped from the course for non-attendance.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course Coordinator: Dennis Pollard, dennisdp@umich.edu

SPANISH 276 is intended to improve students' ability to read Spanish prose and to understand and analyze prose literary works in Spanish. Additional work is given to improving skills in oral and written Spanish. Readings consist principally of short stories and related theoretical material. Students write essays and brief essay exams, and oral presentations by students are required. Classes are conducted in Spanish. The final grade is based on compositions, exams, participation in class discussions and presentations, as well as other assignments.

Materials are available on the CTools web site.

STATS (Statistics)

STATS 100. Introduction to Statistical Reasoning.

(4). (MSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SOC 210, STATS 265, 350, 400, 405 or 412, IOE 265, or ECON 404 or 405, or NRE 438 (or ENVIRON 438).

Provides an overview of the field of statistics, including methods of summarizing and analyzing data, statistical reasoning for learning from observations (experimental or sample), and techniques for dealing with uncertainties in drawing conclusions from collected data. Emphasis is on presenting underlying concepts rather than covering a variety of different methodologies.

Instructor: Venable Jr, Thomas Calvin

STATS 350. Introduction to Statistics and Data Analysis.

(4). (NS). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 404 or 405, or IOE 265 or STATS 265, 400, 405, or 412, or NRE 438 (or ENVIRON 438).

A one term course in applied statistical methodology from an analysis-of-data viewpoint. Frequency distributions; measures of location; mean, median, mode; measures of dispersion; variance; graphic presentation; elementary probability; populations and samples; sampling distributions; one sample univariate inference problems, and two sample problems; categorical data; regression and correlation; and analysis of variance. Use of computers in data analysis.

SWC (Sweetland Writing Center)

SWC 100. Writing Practicum.

(2). May be repeated for a maximum of 4 credits. Offered mandatory credit/no credit.

Writing Practicum is designed to support students with limited experience in the type of writing most often assigned and valued at the University and for those students who are not as confident in their writing and want more preparation for college writing. Students will gain practice and experience in: writing as a process of drafting and revising; reading and writing analytically; developing a writer's voice, which includes distinguishing between their own ideas and those of others; studying models of writing of the kind they are expected to produce in college; and attending to grammar and mechanics. Each student receives an additional half-hour of individual instruction every other week in a conference with the instructor.

THEORY (Music Theory)

THEORY 135. Intro Music Theory Music Theory Major.

THTR MAJORS. (3). May be repeated for credit.

Course leads to THEORY 236.

Instructor: Everett, Walter T

THEORY 137. Intro Mus Theory.

No previous formal training in music theory only basic understanding of musical notation. (3). (HU). May not be repeated for credit.

Course leads to THEORY 138.

Instructor: Mead, Andrew W

THTRMUS (Theatre and Drama)

THTRMUS 101. Introduction to Acting I.

Consent of instructor required. Open to non-concentrators. Consent of instructor required. (3). (CE). May not be repeated for credit.

Section 001 & 002. This course is designed as a general introduction to the fundamental skills of acting in the theatre. It involves discussion and practical work, including theatre games, warm-up, monologue, and scene work. Some papers and selected reading. Brief, informal interviews are required for admission to all sections. Further details at Theatre Office, 2420 Walgreen. Sign up at the dep't office for an interview. Sign up sheets go up the same time the University Online Schedule of Classes come out.

Instructor: Gwillim, Sarah-Jane

Section 003. This course is designed as a general introduction to the fundamental skills of acting in the theatre. It involves discussion and practical work, including theatre games, warm-up, monologue, and scene work. Some papers and selected reading.

Brief, informal interviews are required for admission to all sections. Further details at Theatre Office, 2420 Walgreen. Sign up at the dep't office for an interview. Sign up sheets go up the same time the University Online Schedule of Classes come out.

Instructor: Woods, Leigh A

Section 004. This course is designed as a general introduction to the fundamental skills of acting in the theatre. It involves discussion and practical work, including theatre games, warm-up, monologue, and scene work. Some papers and selected reading.

Brief, informal interviews are required for admission to all sections. Further details at Theatre Office, 2420 Walgreen. Sign up at the dep't office for an interview. Sign up sheets go up the same time the University Online Schedule of Classes come out.

Instructor: Maylie, Janet

THTRMUS 211 / ENGLISH 245 / RCHUMS 280. Introduction to Drama and Theatre.

(3). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RCHUMS 281.

The course aims to introduce students to the power and variety of theatre, and to help them understand the processes which go toward making a production. Five to seven plays will be subjects of special study, chosen to cover a wide range of style and content, but interest will not be confined to these. Each student will attend two lectures weekly, plays a two-hour meeting in section each week; the latter will be used for questions, discussions, exploration of texts, and other exercises. Students will be required to attend two or more theatre performances, chosen from those available in Ann Arbor. Three papers are required plus a final examination.

Required Texts: available at the Shaman Drum and on reserve at the Shapiro:

- *The Essential Theatre*, Oscar Brockett
- *Waiting for Godot*, Samuel Beckett
- *The Piano Lesson*, August Wilson
- *The Heidi Chronicles*, Wendy Wasserstein
- *Dream on Monkey Mountain*, Derek Walcott

Online:

- *Oedipus Rex*, Sophocles
- *Romeo and Juliet*, William Shakespeare
- and other online readings as assigned

Course Objectives

1. To determine what "theatre" and "drama" have meant at different times in history and what they mean now, and to do so by examining landmark plays in their theatrical and social contexts.
2. To gain a fundamental understanding of how each of the theatre's constituent arts (acting, directing, design, playwriting, architecture) contributes to the making of a theatrical whole.
3. To develop a sense of how theatre is a discipline without clear boundaries and how other practices intersect with and shape theatrical performance.

Instructor: Woods, Leigh A

THTRMUS 250. Introduction to Technical Theatre Practices.

(3). May not be repeated for credit.

Introduction to the basic principles and practices of stagecraft: scenic materials, construction, painting, stage lighting, and costuming.

Instructor: Decker, Gary R

THTRMUS 251. Prod Practicum I.

THTRMUS 251 and permission of instructor. (1). May not be repeated for credit.

Students enrolled in this course perform duties as stage scenery, lighting, sound, wardrobe, or stage properties crews for School of Music Theatre, Dance, Opera, and Musical Theatre Productions. No previous experience required. Evaluation based on performance on crew and journal that is kept of crew experience. No Text.

Instructor: Uffner-Elliott, Nancy K

UC (University Courses)

UC 102. Michigan Community Scholars Program: The Student in the University.

Michigan Community Scholars Program participant. (1). May not be repeated for credit. F. Offered mandatory credit/no credit.

This course will provide students with an opportunity to critically review their role in the university and as a Michigan Community Scholars Program participant. It will allow students to consider the expectations of their university experience within a framework of theoretical perspectives. It is hoped that students will develop a broad understanding of what their university experience can include and how they can shape it to realize their academic potential and intellectual development. The course will focus on the transition from high school to college, access to faculty, identity issues, critical thinking, social justice, and community service learning. The issues and challenges of living and working in a multicultural society will be examined. The large group discussions will focus on student perceptions, relevant research, and university resources. The small group discussions will focus on the readings and areas of practical concern. This course is open only to students in the Michigan Community Scholars Program.

Instructor: Woods, Wendy Ann

UC 104. Introduction to Research.

Participant in Michigan Research Community. (1). May not be repeated for credit. F. Offered mandatory credit/no credit.

Research is the search for new knowledge, and there are numerous methods researchers use to seek new knowledge and/or find solutions to pressing societal, medical, or other problems. Research methods can range from direct observations to intricate laboratory experiments manipulating a set of variables. This course will provide you with an introduction to the primary research methods used in different fields. The major methods we will cover are: (1) field or observational research; (2) survey research; (3) experimental design; (4) clinical research; (5) participatory action research; and (6) archival research. Throughout the academic term, we will bring in faculty researchers who employ different types of research methods and engage you in activities to learn about these various research methods. In addition, we will visit research sites on and off campus. By the end of the term, you should have a good understanding of a wide array of research methods and the strengths and weaknesses of these methods.

Instructor: Gregerman, Sandra R

UC 105. Health Sciences Scholars Program: Perspectives on Health and Health Care.

Restricted to students enrolled in the Health Sciences Scholars Program. (2). (ID). May not be repeated for credit.

Perspectives on Health and Health Care is the required core course for members of the Health Sciences Scholars Program. UC 105 and 106 together provide a contextual examination of professional roles and disciplines within health science and care, the science informing those roles, and the issues challenging professionals. These issues include the balance of "nature and nurture," health and the environment, technology and ethics, the allocation of resources, the relationship between personal autonomy and health, and the nature of human relationships within the system of health care. Practitioners from many disciplines within the health sciences will present case studies illustrating these themes. This content provides a foundation for professional involvement in health care and science by encouraging an informed consideration of the complexity of health, developing challenges, and the spectrum of health professions.

Students will examine the major themes of the course by exploring the following questions: What are the relative contributions to human health and illness from genetics, behavior, and the environment? Should scientists develop, and practitioners utilize, technologic innovations knowing that this research and the use of the technologies will engender ethical dilemmas? At what point does our desire to provide the best possible health care to all persons

conflict with the limits of our resources and other needs of society? What are the rights and responsibilities of individuals with regard to maintaining their own health, and how might these clash with the corresponding rights and responsibilities of health care providers and society? How do the norms and values of different health disciplines relate to the need to provide coordinated, collegial, evidence-based health care? How do these issues play out in students' consideration of their future professional lives?

Instructor: O'Grady, Michelle H

UC 122 / PSYCH 122 / SOC 122. Intergroup Dialogues.

(2). May be repeated for a maximum of 4 credits.

STUDENTS INTERESTED IN THIS COURSE MUST FILL OUT AN OVERRIDE REQUEST AT WWW.IGR.UMICH.EDU. DUE TO HIGH DEMAND, STUDENTS WHO DO NOT ATTEND THE MASS MEETING ON THE FIRST DAY OF CLASS WILL BE WITHDRAWN FROM THE COURSE. IF YOU HAVE QUESTIONS, PLEASE CONTACT THE PROGRAM ON INTERGROUP RELATIONS (PHONE: 936-1875; E-MAIL: personj@umich.edu).

In a multicultural society, discussion about group conflict, commonalities, and differences can facilitate understanding and interaction between social groups. In this course, students will participate in structured meetings of at least two different social identity groups, discuss readings, and explore each group's experiences in social and institutional contexts.

Students will examine psychological, historical, and sociological materials which address each group's experiences, and learn about issues facing the groups in contemporary society. The goal is to create a setting in which students will engage in open and constructive dialogue, learning, and exploration. The second goal is to actively identify alternative resolutions of intergroup conflicts. Different term-long sections of this course focus on different identity groups (for example, recent dialogues have considered white people / people of color; Blacks / Jews; lesbians, gay men, bisexuals, and heterosexuals; white women / women of color; Blacks / Latinos/as; men/women; etc.). Once registered, please go to www.igr.umich.edu to fill out a dialogue placement form. Two course packs are also required.

Questions regarding this course should be directed to the Intergroup Relations Program, 936-1875, 3000 Michigan Union.

Instructor: Gurin, Patricia Y

UC 150. First-Year Humanities Seminar.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit.

Section 001 — Music in Our Lives.

This seminar will focus on how people listen to music and music's impact on communities of people who listen to it. In the first weeks of the course, students will learn how to listen to music and explore the interaction of different elements of music, such as rhythm, melody, and harmony. As we begin to listen to a wider range of music, we will explore the impact of music in cases such as the Paris riot of 1913 following the performance of Stravinsky's *Rite of Spring* or the reaction of King George to the *Hallelujah Chorus* at the conclusion of Handel's *Messiah*. We will consider the impact of popular music, religious music, and the band as examples of how music has reached out into all types of communities. Students will attend three musical events and write reviews of each based on concepts explored in class. The professor will present and perform numerous examples of music on the piano, there will be invited soloists and chamber ensembles, and students who wish may share their musical talents in class.

Instructor: Nagel, Louis B

UC 151. First-Year Social Science Seminar.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (SS). May not be repeated for credit.

Section 002 — Human Sexuality, Gender Issues.

Issues of human sexuality and gender are explored from many perspectives including historical, cross-cultural, religious, and physio-

logical. All people are sexual throughout their lives, although the expression of our sex and gender is one of the most diverse and controversial areas in personal and public arenas. The diversities of biological sex, gender identity, gender roles, sexual orientation, sexual identity, and sexual behavior and the interplay among them are presented and reinforced through readings, exercises, videos, guest speakers, and weekly written assignments. We will discuss sexual difficulties such as infertility, STDs, sexual dysfunction, and sexual victimization along with prevention and treatment strategies. We will examine social and political issues such as civil rights for sexual minorities, sex and the law, date rape, pornography, the impact of AIDS, public and private morality.

Issues especially relevant for students are explored, including:

- choice of sexual partners and behaviors
- the influence of drugs, alcohol, and smoking on sexual function and sexual decision-making
- sexual values and religious attitudes toward sex, and
- the wide range of possible lifestyles from celibacy to polyamory to paraphilias.

The course requires access to the Internet and uses a variety of Web-based resources and communication modes, as well as a textbook and readings from various journals. Weekly short papers and a semester project are required. Opportunities for help with developing presentation skills are available.

Instructor: Mayes, Frances L

Section 003 — Medicine and the Media from Hippocrates through Grey's Anatomy.

We study the development of medicine as a science and how the perception of it has been changed through the media. Students explore their own beliefs about medicine through literature such as *The House of God*, *The Intern Blues*, *The Double Helix* and movies and television series such as *The Story of Louis Pasteur*, *The Hospital*, *Medic*, *Ben Casey*, *Marcus Welby, M.D.*, *ER*, and *Saint Elsewhere*, as well as more recent offerings such as *John Q*, *House*, and *Grey's Anatomy*. Much of the course focuses on the discussion of ethical issues and the crystallization of students' own beliefs about medicine in the 20th century.

Instructor: Hobbs, Raymond

Section 004 — Schools, Community, Power.

This service-learning course explores the dynamics of formal and informal education in urban setting through traditional coursework integrated with personal reflection and community involvement. We will study the effects of social history and culture on the life prospects of children and youth. Students will work closely with members of the community and program staff to observe and document beliefs and practices that shape social identity and expectations. This course is intended for students with an interest in teaching, or urban and community studies, or both.

As an integral part of this course, students will be placed as tutors at a Detroit school beginning the week following the first class. This is a commitment of four hours per week (including travel time from campus). Students must be able to participate during one of the following time slots: Monday 8-12 (secondary); Tuesday 2-6 (elementary); Wednesday 8-12 (secondary); Thursday 9-1 (elementary); or Thursday 2-6 (elementary).

Instructor: Galura, Joseph A

Section 005 — Science and Practice of Dentistry.

Students will examine the development of dentistry from its origins to its present status as a scientifically-driven health care discipline. Students will evaluate critically how science has influenced the development of dentistry as a discipline for the past century and explore how emerging scientific disciplines are likely to change the practice of dentistry in the next millennium.

Please attend every session if possible. If you are unable to attend a class, please email me beforehand. This is not a lecture course with a final written exam. Students will be expected to participate

in class discussions, ask questions, and offer opinions.

Instructor: Taichman, Russell S

Section 009 — The Impact of Alcohol and Drug Use on Individuals and Society.

This course will examine the broad social and economic impact of alcohol and other drugs, in particular prescription medications, emphasizing the effect on individuals, families, and communities. After exploring how people are socialized into drinking and using drugs, we will consider what changes could be made to positively alter the way this socialization occurs. Through this process, students will gain a greater understanding of the role played by family, culture, peers, and the alcohol and drug industries in the development of usage patterns. At the same time they will learn how to foster a more mature approach to, and responsible use of, alcohol. Classes also provide opportunities to engage in stimulating discussions with faculty and other experts from within the University of Michigan.

Instructor: Tolbert, Margaret M

Section 010 & 012. Secondary-level school tutoring.

Required field experience for UC 151.004 (includes travel time to Detroit). Begins week following first seminar meeting.

Section 011, 013 & 014. Elementary-level school tutoring.

Required field experience for UC 151.004 (includes travel time to Detroit). Begins week following first seminar meeting.

UC 154. First-Year Interdisciplinary Seminar.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (1D). May not be repeated for credit.

Section 001 — Life and Living: Thinking Inside and Outside the Box.

Indeed this is the age of scientific discovery! With each passing day, knowledge in the life sciences is increasing exponentially in many areas, including stem cell biology, patterns of birth defects, and the phenomena of aging, dying and death. This new information, while important to human health, surfaces the complex and intertwining issues of ethics and values that will be of special consideration in this seminar. Each of the daily learning modules and discussion topics laid out in a course "blueprint" is designed to expand current thinking and personal experiences on the "risks and benefits" between world of scientific discovery and its impact on human health and society.

Biological Perspectives. The "organizational plan" of the human body serves as a keystone as we probe the interplay of genes, cells, morphogenesis, and the environment in which we live. A myriad of biological advances will be considered, including such examples as:

1. Birth defects and population patterns
2. Phenomena of aging, dying, and death
3. Stem cells in biology and health

This last topic alone opens up a world of biological concepts and principles that can influence our understanding of how the human body — YOUR human body — is shaped prior to birth and throughout life. Thus, "life *inside* the box."

Ethical and Societal Perspectives. However stimulating "life inside the box" may be, that is not the whole story! In the excitement of so many dramatic scientific advances over the last ten years, efforts to understand the ethical implications have not kept pace. It is vital that researchers and clinicians be aware of and sensitive to the legal, cultural, and societal issues spawned by their work. What is society (nationally and internationally) asking for on principles and policies that should be in place to guide further research and application of such discoveries? Addressing this question focuses our attention on those environmental events occurring outside biology laboratories and outside our own human bodies. Thus, "life *outside* the box."

Examples of key experiences in UC 154 include: open sharing of ideas and information on issues and priorities in biological and

health care research; open class discussions on readings from a select text and from select case studies; and open sharing of ideas on strategies for information collection and assessment needed to guide the preparation of a required research paper on a topic of a student's own interest as related to the course scope.

Instructor: Burdi, Alphonse R

UC 163. Biotechnology and Human Values.

First-year students only. (4). (NS). (BS). May not be repeated for credit.

Section 001 — Biotechnology and Human Values.

Biotechnology combines the engineering principles of analysis, design, and optimization with the tools of cellular and molecular biology. It impacts nearly every aspect of our daily lives, from the food we eat to the medicine we take. The primary purpose of this course is to teach a basic vocabulary in biotechnology and expose students to the breadth of biotechnology and its impact on our daily lives. Topics will cover a broad range of applications in genetics, molecular diagnostics, molecular imaging, and clinical devices. A key additional component will be to investigate human values issues, such as ethical questions and cost effectiveness, arising from these technologies. Teamwork in the lab and through an independent project is emphasized. Report writing and presentations are required throughout the term, culminating with a final report and public presentation.

Welcome! This course brings together students in the life sciences and engineering to explore basic issues facing biotechnologists. In addition to introducing basic sciences, this course will explore some of the dominant trends in biotechnology, not only in terms of their scientific and technological impact, but also in terms of their implications for human values. Our objective is to provide you with the real life challenge of designing a solution for a client and allow you to experience the complex dynamics that govern the design process in the interdisciplinary field of Biotechnology.

The Lab

Unique to this course are two hands-on labs: DNA analysis and molecular imaging. These labs will allow you to assess the efficacy and feasibility of existing technologies, as well as explore their suitability for a spectrum of social, political, and economic realities.

The Project

As another unique opportunity of this course, you will conduct an investigative study for a real client, the University of Michigan School of Medicine. Your project will consist of designing a test capable of detecting hereditary disease before the onset of symptoms. You will be assigned to a project team, which, in turn, will be assigned to a client physician. Your team will collaborate with the physician to determine how the prognosis of a target disease could benefit from genetic testing. This will require research into the genetics of the target disease, the disease process, treatments, and evaluation of the potential impact of early detection for the individual patient, health care management, and society at large. Given the needs of the patient and physicians, you will draw on your research and lab experiences to determine the most useful and appropriate methods for pre-symptom testing. This will require a quantitative, as well as qualitative, evaluation of your proposed technology and its effect on disease outcome, health care delivery, and patient quality of life.

Course Organization and Resources

This course is conducted by a multi-disciplinary team of instructors led by Professor Matthew O'Donnell. Your time in the classroom will be divided into biweekly lectures, a weekly lab and a weekly discussion section. In addition, each team will meet periodically with instructors in scheduled workshops held during evening hours. Deliverables will consist of technical assignments, lab reports, oral presentations, and a final formal oral presentation and report for our clients and other interested parties.

In this course, we rely heavily on independent study, instructor-student interaction, and on-line resources. Topics addressed include microbiology, gene sequencing and expression, testing technology,

statistics, ethics, legal issues, team management, technical communications, problem-solving strategies, and the design process. We conduct on-line discussions and provide a wealth of resources via our course website.

This course is highly challenging and demanding, and our expectations are high. However, students who take the challenge seriously have the opportunity to experience that sense of achievement that comes from meeting and even exceeding their own expectations. For students interested in pursuing a degree in cellular and molecular biology, biotechnology, or biomedical engineering, this course is a must. Join us. We look forward to another high-powered semester.

Instructor: Schmedlen, Rachael Hope

UC 170. UC Topics MiniCourse.

(1). May not be repeated for credit. Offered mandatory credit/no credit.

This one-credit, hands-on course will help students lay a solid foundation for success in all current and future academic research. With an emphasis on the wealth of digital resources now available, the material focuses on information discovery and management skills, expands knowledge of scholarly sources, and promotes critical thinking. Specific topics include resource availability, source selection, search strategies, content evaluation, referencing, and academic integrity. Taught by University librarians, the interactive learning format allows students to learn via database searches, group discussion, and case studies. Students will work both on their own and collaboratively on reports, reading assignments, and projects.

Section 001 — Digital Research in the Natural Sciences: Critical Concepts and Strategies.

Instructor: Yocum, Patricia Bury

Section 002 — Digital Research in the Social Sciences: Critical Concepts and Strategies.

Instructor: Peters, Amanda R

Section 003 — Digital Research in the Humanities: Critical Concepts and Strategies.

Instructor: Gaither, Renoir Whitney

UC 210. Perspectives on Careers in Medicine and Health Care.

Consent of instructor required. (4). May not be repeated for credit.

This course is intended for students considering a career in a health profession and designed to help them acquire perspectives to facilitate their decision-making process. A number of health care professionals visit the class and share their educational and professional experiences. Students become acquainted with the prerequisites for professional and graduate schools and spend time with dental, medical, osteopathic, nursing, and public health students. We consider problems facing the health professions in the 21st century: problems of health care delivery; the high cost of medical care and prescription drugs; and the effects on the uninsured (43 million plus people) and the underinsured. We discuss issues related to malpractice and death and dying. Students are expected to respond in writing and in class to visitors, to reading materials, and to films.

A course pack containing the syllabus is required. All students are responsible for taking definite steps toward the development of their own goals through a self-inventory of their values, skills, and interests, and through a term paper exploring a possible career direction. Evaluation is based on class attendance and participation in discussions and the completion of all reading and writing assignments. Interested students must contact the instructor or a CSP counselor at CSP, G155 Angell, to receive an override.

The class meets on-campus Monday 3-5 and on Thursday 7-9 p.m. at 2130 Dorset Rd, Ann Arbor. Dorset Rd. is about a mile from campus; a map will be available at CSP. Students are responsible for their own transportation to the first Thursday evening session, when rides will be arranged for the remainder of the term. Students

who will have conflicts with the Thursday evening meeting should not enroll in the class, for the work we do on Thursday evenings is essential to the successful completion of the course work and is not available in a text book.

Instructor: Zorn, Frances B

UC 275. Global Intercultural Experience for Undergraduates.

Consent of instructor required. (1). (EXPERIENTIAL). May be elected twice for credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term, the final grade is posted for both term's elections. Offered mandatory credit/no credit.

UC GIEU is an interdisciplinary experiential introduction to intercultural learning that prepares undergraduates for field experience interactions, and then helps them bring these experiences back to campus in socially and academically productive ways. Concentrated seminars of orientation, debriefing, and symposium.

UC 280. Undergraduate Research.

Consent of instructor required. First or second year standing. (1-4). (EXPERIENTIAL). May be repeated for a maximum of 8 credits. A maximum of eight credits may be elected through lower-division UROP research courses (UC 280, 281, ENGR 280, MOVESCI 280, SPTMGMT 280, and PHYSED 280). Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term the final grade is posted for both term's elections.

This course will provide students with an overview of important topics related to research. It is designed to help students:

1. Understand the history of the research university;
2. Learn different questions and modes of inquiry that researchers use in different academic disciplines;
3. Consider ethical issues in research including the responsible conduct of research, the use of animals in research, data ownership and interpretation;
4. Explore issues of creativity, risk-taking, and critical thinking in research;
5. Discover the importance of multiculturalism in research across academic disciplines and some of the controversy about breaking new ground; and
6. Develop a student's research skills through workshops.

Researchers will visit the class and share their perspectives on research, their educational and professional pathways, and research interests, and related topics. Librarians will conduct workshops for the class on advanced library searches, Internet exploration, and research as a process. Students will be asked to:

1. keep a research journal to include both reflections on their own research projects and reactions
2. to assigned readings;
3. read an article on one of the proposed topics and write a critical review; and
4. give a 15-minute presentation on their own research project.

Evaluation will be based on class attendance and participation in and completion of all tasks including a research journal, article review, and presentation about their research. A coursepack of reading related to the topics listed above will serve as the required text for the course. Lecture and discussion.

UKRAINE (Ukrainian)

UKRAINE 151. First-Year Ukrainian.

(4). May not be repeated for credit. No credit granted to those who have completed or are enrolled in UKRAINE 103.

Introductory course in Ukrainian language including grammar, extensive drills both oral and written, reading of dialogues and supplementary materials. Some work should be done in the language

laboratory. The textbook to be used is Modern Ukrainian by Professor Assya Humesky.

Instructor: Rogovyk, Svitlana

WOMENSTD (Women's Studies)

WOMENSTD 100. Gender and Women's Lives in U.S. Society.

(2). May not be repeated for credit. Offered mandatory credit/no credit.

An innovative introduction to contemporary women's issues. In this course you will be an active member of an eleven-week small discussion group, led by one or two advanced student facilitators. Together, your group will explore and discuss a range of topics in an environment that we hope will be challenging, stimulating, open, supportive and exciting. You will be learning about women's issues through reading, journal writing, discussion and experimental exercises.

Instructor: Hassinger, Jane A

WOMENSTD 150. Humanities Seminars on Women and Gender.

Enrollment restricted to first-year students, including those with sophomore standing. (3). (HU). May not be repeated for credit.

Section 001 — Issues of identity in opera and musical theater.

This course will explore how issues of identity surrounding gender, race, community, and nationality have been articulated in opera and musical theater. Questions to be addressed include: What kind of "inside" exposure do the composer and lyricist/librettist need to present a sensitive and compelling portrayal of the characters? How is heroism expressed across country and ethnicity? Are there themes carried across genres that reveal patterns in how masculinity and femininity are portrayed? How do works from the past hold up in today's political climate? The repertoire will be drawn from well-known works in musical theater (*e.g.*, West Side Story, South Pacific, Carmen Jones, Miss Saigon) and opera (such as Carmen, Aida, and Madama Butterfly). No prerequisites.

Instructor: André, Naomi A

WOMENSTD 220 / NURS 220. Perspectives in Women's Health.

(3). (SS). (R&E). May not be repeated for credit. (Gender and Health).

In this course, we will examine women's health issues, across the lifespan, from feminist and sociocultural perspectives. We will explore the social construction of women's sexuality, reproductive options, health care alternatives, and risk for physical and mental illness. Attention will be paid to historical, economic, and cultural factors which influence the physical and psychological well-being of women.

Instructor: Bailey, Joanne Motino

WOMENSTD 240 / AMCULT 240. Introduction to Women's Studies.

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

This course provides an introduction to the feminist scholarship about women and gender. We explore how women's lives differ across social categories such as race, class, sexual orientation, and age, with an emphasis on women in the United States today. Readings are drawn from both the humanities and social sciences to familiarize students with key questions, theoretical tools, and issues within Women's Studies. A variety of topics are covered, including: violence against women; women and work; reproductive justice. The course grade is based on short written assignments, a group project, exams, and participation in discussion.

Instructor: Metzl, Jonathan Michel

WOMENSTD 245. Introduction to Lesbian, Gay, Bisexual and Transgender and Queer Studies.

(4). (ID). May not be repeated for credit. (LGBTQ and Sexuality Studies).

This interdisciplinary course introduces students to the study of sexualities from the perspective of lesbian, gay, queer, bisexual and transgender scholarship. Throughout, we consider the relation between erotic desire and sexual politics, as well as the interplay between sexualities and differences of ethnicity, culture, race, class and gender. Theoretical, historical and cross-cultural perspectives will be explored as the class covers topics including visibility and silence, identity politics, simultaneous oppressions, heteronormativity, homophobia, pre-modern, early modern and modern sexualities, intersexuality, transgender and transsexuality, bisexuality, queerness, and activism.

Instructor: Rubin, Gayle S

WOMENSTD 270. Gender and the Law.

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

Section 001 — Issues in Race & Ethnicity.

This course explores contemporary legal response to gender inequality in the U.S., with particular attention to the ways that feminists have tried to use law for social change. Topics may include equal protection under the U.S. constitution, sex and race discrimination on the job, pay equity, sexual harassment (of both men and women), abortion, pornography, rape, domestic violence, women as lawyers, and immigration. We will study debates among feminists over these legal strategies as well as the ways that women's racial and ethnic identities make a difference in the law.

Instructor: Kirkland, Anna R

WOMENSTD 295 / AMCULT 295. Sexuality in Western Culture.

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

This course is an introduction to major concepts in the history and anthropology of sexuality, as well as an historical survey of important trends in the social organization of gender and sexuality in Western Culture beginning with ancient Greece. We continue through ancient Judaism and early Christianity, medieval courtly love, and 19th-century England and America. The last part of the course deals with 20th-century sexual modernism, ending with the Sexual Revolution and the backlash against it.

Instructor: Newton, Esther

YIDDISH (Yiddish)

YIDDISH 101 / JUDAIC 101. Elementary Yiddish I.

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

Welcome to Beginning Yiddish!

This course offers you the opportunity to learn the basics of Yiddish grammar and to acquire basic reading, writing, speaking and listening skills. You will learn to talk about yourself and your interests, surroundings, friends, and family. You will also learn about the history, sociology and culture of Yiddish and how Jewish life of the past centuries is reflected in the language. You will become acquainted with simple Yiddish texts from various times and places — a poem from a Yiddish children's textbook published in New York in the 1930s, Yiddish folksongs that have been sung in Eastern Europe for many, many years, stories from a school book used in our days in some *haredi* schools in Israel, and more. Games and audio-visual materials will enhance the learning process!

Grading: Classroom Work: 30%, Quizzes & Homework: 30%, and Exams: 40%.

As you can see from the grading system, active classroom participation is very important, as are daily homework assignments — always due on the next class.

I am always happy to meet with you to discuss any questions or concerns you may have about the class, or to give you additional help that you might need with the Yiddish alphabet, reading skills or anything else you feel you would benefit from.

Instructor: Szabo, Vera

