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# First-Year Course Guide

**Fall 2006 Academic Term**  
**April 12, 2006**

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Introduction To Course Listing Notations

The Fall Term First-Year Course Guide is published by the Office of LS&A 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 LS&A Course Guide (http://www.lsa.umich.edu/cg/). They are prefixed with the course number, title, prerequisite(s), and other information from the updated LS&A Bulletin.

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

Key to Course Listings

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

Reorganized or renumbered courses are denoted by a parenthetical number in boldface following the course number. When renumbering or reorganization has left the SUBJECT unchanged, only the previous catalog number is given; if the SUBJECT has also changed, the previous SUBJECT name and course number appear. A reorganized or renumbered course cannot be repeated for credit without special permission.

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

Course titles appear in boldface after the catalog number.

Prerequisites appear in italics after the course title. Some prerequisites are obligatory. 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.

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

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

Courses meeting certain college requirements are so listed. Language other than English (LR) courses may be used toward meeting the Language Requirement. The First-Year Writing Requirement may be met by courses designated (Introductory Composition). Courses approved with the designation “Language Requirement” or “Introductory Composition” may not be used as part of an area distribution plan. If an introductory language course is designated “Excluded” (Excl), it may not be used to satisfy the LS&A language requirement. (BS) means that the course may be used toward the 60 approved credits required for the B.S. degree. Courses meeting or partially meeting the Quantitative Reasoning requirement are designated (QR/1) or (QR/2). Courses with standard approval for meeting the Race & Ethnicity (R&E) requirement are so indicated. Other courses may meet the R&E or QR requirements on a term-by-term basis and are listed on the LS&A website (http://www.lsa.umich.edu/).

Experiential, Independent Study, and Tutorial courses are so designated. (See Experiential and Directed Reading/Independent Study Courses in Chapter IV of the LS&A 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. The general statement “May be repeated for credit with permission” usually means “With permission of a concentration advisor.” In all other instances, a student must get permission from both the department or program and the Academic Standards Board to repeat a course for credit. Generally, a course may be elected for credit once only.

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

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

The Term Symbol, a Roman numeral, denotes the term(s) some courses are offered. The University year is divided into three terms: Fall (I), Winter (II), and Spring-Summer (III). The Spring-Summer Term is further divided: Spring-Half (IIIa) and Summer-Half (IIIb).
A CAUTIONARY NOTE ON WAITLISTS

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

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

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.

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. You will also find a listing of courses which are excluded from distribution (Excl). 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 2006

AAPITIS 100 / ACABS 100 / HJCS 100 / HISTORY 132. Peoples of the Middle East. (4).
AAPITIS 274 / ARMENIAN 274. Armenia: Culture and Ethnicity. (3).
ACABS 100 / AAPITIS 100 / HJCS 100 / HISTORY 132. Peoples of the Middle East. (4).
AMCULT 103. First-Year Seminar in American Studies. (3).
AMCULT 203. Periods in American Culture. (3).
AMCULT 204. Themes in American Culture. (3).
AMCULT 205. American Cultures. (3).
AMCULT 213. Introduction to Latino Studies Humanities. (4).
AMCULT 219. Survey of American Folklore. (3).
AMCULT 240 / WOMENSTD 240. Introduction to Women's Studies. (4).
ARMENIAN 274 / AAPITIS 274. Armenia: Culture and Ethnicity. (3).
ASIAN 204(121) / HISTORY 204. East Asia: Early Transformations. (4).
ASIAN 206(111) / HISTORY 206. Indian Civilization. (4).
CAAS 104. First-Year Humanities Seminar. (3).
CAAS 111. Introduction to Africa and Its Diaspora. (4).
CLCIV 221 / HISTART 221. Introduction to Greek Archaeology. (4).
CLCIV 120. First-year Seminar in Classical Civilization (Humanities). (3).
COMPLIT 140. First-Year Literary Seminar. (3).
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 140. First-Year Literary Seminar. (3).
ENGLISH 225. Argumentative Writing. (4).
ENGLISH 239. What is Literature? (3).
ENGLISH 240. Introduction to Poetry. (3).
ENGLISH 245 / RCHUMS 280 / THREMEUS 211. Introduction to Drama and Theatre. (3).
ENGLISH 267. Introduction to Shakespeare. (4).
ENGLISH 270. Introduction to American Literature. (3).
FRENCH 270. French and Francophone Literature and Culture. (3).
FRENCH 274. French and Francophone Societies and Culture. (3).
HISTART 101. Art and Culture of Antiquity and The Middle Ages. (4).
HISTART 194. First-Year Seminar. (3).
HISTART 211 / WOMENSTD 211. Gender and Popular Culture. (4).
HISTART 221 / CLCIV 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).
HISTORY 132 / AAPITIS 100 / ACABS 100 / HJCS 100. Peoples of the Middle East. (4).
HISTORY 197. First-Year Seminar. (3).
HISTORY 204(121) / ASIAN 204. East Asia: Early Transformations. (4).
HISTORY 213 / MEMS 213. The Reformation. (3).
HISTORY 250. China from the Oracle Bones to the Opium War. (3).
HJCS 100 / AAPITIS 100 / ACABS 100 / HISTORY 132. Peoples of the Middle East. (4).
HJCS 276 / JUDAIC 205. Introduction to Jewish Civilizations and Culture. (4).
JUDAIC 205 / HJCS 276. Introduction to Jewish Civilizations and Culture. (4).
LATIN 301. Intermediate Latin I. (3).
LING 102. First-Year Seminar (Humanities). (3).
MEMS 213 / HISTORY 213. The Reformation. (3).
MEMS 240 / HISTART 240. The Visual Arts in Medieval Society. (3).
MUSICOL 121(341). Introduction to the Art of Music. (3).
MUSICAL 139. Introduction to Music. (2).
MUSICAL 239. History of Western Art Music: Middle Ages through the Baroque. (2).
MUSICAL 345. The History of Music. (3).
PHIL 196. First-Year Seminar. (3).
PHIL 202. Introduction to Philosophy. (3).
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 280 / ENGLISH 245 / THTREMUS 211. Introduction to Drama and Theatre. (3).
RCHUMS 290. The Experience of Arts and Ideas in the Twentieth Century. (4).
SAC 190(FILMVID 190). First-Year Film Seminar. (3).
SAC 236(FILMVID 236) / RCHUMS 236. The Art of the Film. (4).
SLAVIC 150. First-Year Seminar. (3).
SLAVIC 225. Arts and Cultures of Central Europe. (3).
THTREMUS 211 / RCHUMS 280 / ENGLISH 245. Introduction to Drama and Theatre. (3).
UC 150. First-Year Humanities Seminar. (3).
WOMENSTD 150. Humanities Seminars on Women and Gender. (3).
WOMENSTD 211 / HISTART 211. Gender and Popular Culture. (4).
WOMENSTD 240 / AMCULT 240. Introduction to Women's Studies. (4).

Social Science (SS)

First-Year Social Science Distribution Courses for Fall Academic Term 2006

AMCULT 100. Rethinking American Culture. (4).
AMCULT 102. First-Year Seminar in American Studies. (3).
AMCULT 206. Themes in American Culture. (3).
AMCULT 210. Introduction to Ethnic Studies. (3).
AMCULT 216. Introduction to Native American Studies Social Science. (3).
AMCULT 295 / WOMENSTD 295. Sexuality in Western Culture. (4).
ANTHRARC 282. Introduction to Prehistoric Archaeology. (4).
ANTHRARC 283. Archaeology of Egypt and Mesopotamia. (4).
ANTHRARC 101. Introduction to Anthropology. (4).
ANTHRARC 158. First-Year Seminar in Cultural Anthropology. (3).
ASIAN 207(112) / HISTORY 207. Southeast Asian Civilization. (4).
CAAS 103. First-Year Social Science Seminar. (3).
CAAS 246 / HISTORY 246. Africa to 1850. (4).
ECON 108. Introductory Microeconomics Workshop. (1).
ECON 195. Seminar in Introductory Economics. (3).
ENVIRON 222(492). Introduction to Environmental Justice. (3).
HISTORY 160. United States to 1865. (4).
HISTORY 161. United States, 1865 to the Present. (4).
HISTORY 207(152) / ASIAN 207. Southeast Asian Civilization. (4).
HISTORY 210 / MEMS 210. Early Middle Ages, 300-1100. (4).
HISTORY 246 / CAAS 246. Africa to 1850. (4).
LING 111(211). Introduction to Language. (3).
MEMS 210 / HISTORY 210. Early Middle Ages, 300-1100. (4).
MODGREEK 214. Introduction to Modern Greek Culture. (3).
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).
SI 110 / SOC 110. Introduction to Information Studies. (4).
SOC 100. Principles of Sociology. (4).
SOC 105. First-Year Seminar in Sociology. (3).
SOC 110 / SI 110. Introduction to Information Studies. (4).
SOC 231. Investigating Social and Demographic Change in America. (4). (QR/2).
UC 151. First-Year Social Science Seminar. (3).
WOMENSTD 151. Social Science Seminars on Women and Gender. (3).
WOMENSTD 220 / NURS 220. Perspectives in Women's Health. (3).
WOMENSTD 270. Gender and the Law. (4).

**Natural Science (NS)**

First-Year Natural Science Distribution Courses for Fall Academic Term 2006

AOOD 102 / GEOSCI 122. Extreme Weather. (3). (BS).
ASTRO 127. Naked Eye Astronomy. (1). (BS).
ASTRO 160. Introduction to Astrophysics. (4). (BS). (QR/2).
BIOLOGY 111. Investigative Biology Laboratory. (2). (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 211. Investigations in Chemistry. (1). (BS).
ENVIRON 118 / GEOSCI 118. Introductory Geology Laboratory. (1). (BS).
ENVIRON 232 / GEOSCI 222. Introductory Oceanography. (3). (BS). (QR/2).
ENVIRON 233 / GEOSCI 223. Introductory Oceanography, Laboratory. (1). (BS). (QR/2).
GEOSCI 102. Energy from the Earth. (1). (BS).
GEOSCI 104. Ice Ages, Past and Future. (1). (BS).
GEOSCI 111. Climate and Mankind. (1). (BS).
GEOSCI 115. Earth and Life through Time. (1). (BS).
GEOSCI 118 / ENVIRON 118. Introductory Geology Laboratory. (1). (BS).
GEOSCI 122 / AOOD 102. Extreme Weather. (3). (BS).
GEOSCI 140. Science and the Media. (3). (BS).
GEOSCI 146. Plate Tectonics. (3). (BS).
GEOSCI 147. Natural Hazards. (3). (BS).
GEOSCI 150. Dinosaur Extinction and Other Controversies. (3). (BS).
GEOSCI 223 / ENVIRON 233. Introductory Oceanography, Laboratory. (1). (BS). (QR/2).
PHYSICS 106. Everyday Physics. (3). (BS).
PHYSICS 107. 20th-Century Concepts of Space, Time, and Matter. (3). (BS). (QR/1).
PHYSICS 140. General Physics I. (4). (BS). (QR/1).
PHYSICS 141. Elementary Laboratory I. (1). (BS).
PSYCH 112. Introduction to Psychology as a Natural Science. (4). (BS).
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).

**Mathematical and Symbolic Analysis (MSA)**

First-Year Math & Symbolic Analysis Distribution Courses for Fall Academic Term 2006

LING 212. Introduction to the Symbolic Analysis of Language. (4). (BS).
MATH 105. Data, Functions, and Graphs. (4). (QR/1).
MATH 116. Calculus II. (4). (BS). (QR/1).
MATH 128. Explorations in Number Theory. (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 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).
PHIL 296. Honors Introduction to Logic. (3). (BS). (QR/1).
RCCORE 105. Logic and Language. (4). (BS).
STATS 100. Introduction to Statistical Reasoning. (4). (BS). (QR/1).

**Creative Expression (CE)**

First-Year Creative Expression Distribution Courses for Fall Academic Term 2006

COMP 221. Introduction to Elementary Composition. (3).
ENGLISH 223. Creative Writing. (3).
LHSP 140. Arts and Humanities. (3).
RCARTS 267. Introduction to Holography. (4).
RCARTS 286. Sculpture. (4).
RCARTS 288. Introduction to Drawing. (4).
RCARTS 289. Ceramics. (4).
RCHUMS 250. Chamber Music. (1-2).
RCHUMS 252. Topics in Musical Expression. (2-4).
RCHUMS 253. Choral Ensemble. (1).
THTREMS 101. Introduction to Acting 1. (3).

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

NOTE: This list is not term specific. Courses listed below may not be taught in the Fall Academic Term 2006.

**Art and Design (ARTDES)**

100. Drawing Studio I: Line
110. Digital Studio I: Image
120. Tools, Materials, and Processes I: Paint
121. Tools, Materials, and Processes II: Clay
122. Tools, Materials, and Processes III: Photo
123. Tools, Materials, and Processes IV: Wood
200. Drawing Studio II: Shaping Vision Through Analysis & Idea
210. Digital Studio II: 3-D & Time
200. Tools, Materials & Processes V: Print
221. Tools, Materials & Processes VI: Fibers
222. Tools, Materials & Processes VII: Video
223. Tools, Materials & Processes VIII: Metal

**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 2006

AMCULT 214(214/215). Introduction to Asian/Pacific American Studies. (3).
ENVIRON 139. First-Year Seminar in the Environment. (3).
UC 105. Perspectives on Health and Health Care. (2).
UC 154. First-Year Interdisciplinary Seminar. (3).
WOMENSTD 245. Introduction to Lesbian, Gay, Bisexual, 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 methodology used to analyze quantitative information to make decisions, judgments, and predictions. It involves defining a problem by means of numerical or geometrical representations of real-world phenomena, determining how to solve it, deducing consequences, formulating alternatives, and predicting outcomes.

Advanced Placement (AP) courses may not be used to satisfy the Quantitative Reasoning requirement. Courses transferred from another college or university do not generally carry QR credit, except in the following circumstances: (1) QR is considered fulfilled for all science, math, and computer science concentrators who transfer in the prerequisites; (2) Transfer credit 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 2006 First-Year QR Courses

This list is subject to change without notice by the College of LS&A Curriculum Committee.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Distribution</th>
<th>Quantitative Reasoning Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOSCI 223</td>
<td>ENVIRON 233. Introductory Oceanography, Laboratory. (1). (NS). (BS). (QR/2).</td>
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<tr>
<td>MATH 105</td>
<td>Data, Functions, and Graphs. (4). (MSA). (QR/1).</td>
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<tr>
<td>MATH 115</td>
<td>Calculus I. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>MATH 116</td>
<td>Calculus II. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>MATH 128</td>
<td>Explorations in Number Theory. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>MATH 156</td>
<td>Applied Honors Calculus II. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>MATH 175</td>
<td>Honors Calculus II. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>MATH 215</td>
<td>Calculus III. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>MATH 216</td>
<td>Introduction to Differential Equations. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>MATH 217</td>
<td>Linear Algebra. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>MATH 285</td>
<td>Honors Calculus III. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>MATH 295</td>
<td>Honors Mathematics I. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>PHIL 296</td>
<td>Honors Introduction to Logic. (3). (MSA). (BS). (QR/1).</td>
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<tr>
<td>PHYSICS 140</td>
<td>General Physics I. (4). (NS). (BS). (QR/1).</td>
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<tr>
<td>PHYSICS 288</td>
<td>Physics of Music. (3). (NS). (BS). (QR/1).</td>
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<tr>
<td>SOC 231</td>
<td>Investigating Social and Demographic Change in America. (4). (SS). (QR/2).</td>
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<tr>
<td>STATS 100</td>
<td>Introduction to Statistical Reasoning. (4). (MSA). (BS). (QR/1).</td>
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<tr>
<td>STATS 350</td>
<td>Introduction to Statistics and Data Analysis. (4). (NS). (BS). (QR/1).</td>
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</tbody>
</table>
### Race & Ethnicity Requirement

It is most important that you are careful to elect the section of the course taught by the faculty member whose name is listed with the course. Other sections of the course have not been approved to meet this requirement and may not be substituted.

### Fall Term 2006 Race & Ethnicity List

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

**AAPTIS 289 / ASIAN 289 / HISTORY 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4). (SS).**
- Section 001.
  - Instructor: Northrop, Douglas Taylor

**AMCULT 100. Rethinking American Culture. (4). (SS).**
- Section 001.
  - Instructor: Daubenmier, Judith Marie

**AMCULT 103. First-Year Seminar in American Studies. (3). (HU).**
- Section 001 — Interracial America
  - Instructor: Briones, Matthew M

**AMCULT 205. American Cultures. (3). (HU).**
- Section 001 — Space, Story, Self
  - Instructor: Zaborowska, Magdalena J

**AMCULT 210. Introduction to Ethnic Studies. (3). (SS).**
- Section 001 — Introduction to Arab American Studies
  - Instructor: Zaborowska, Magdalena J

**AMCULT 213. Introduction to Latino Studies — Humanities. (4). (HU).**
- Section 001.
  - Instructor: Cotera, Maria E

**AMCULT 214. Introduction to Asian/Pacific American Studies. (3). (ID).**
- Section 001.
  - Instructor: Akutsu, Phillip D

**AMCULT 216. Introduction to Native American Studies — Social Science. (3). (SS).**
- Section 001.
  - Instructor: Smith, Andrea Lee

**AMCULT 233 / WOMENSTD 233. Violence Against Women of Color. (3). (Excl).**
- Section 001.
  - Instructor: Smith, Andrea Lee

**AMCULT 240 / WOMENSTD 240. Introduction to Women's Studies. (4). (HU).**
- Section 001.
  - Instructor: Goodman, Dena

**ANTHRCUL 101. Introduction to Anthropology. (4). (SS).**
- Section 001.
  - Instructor: Kirsch, Stuart A

**Section 026.**
  - Instructor: Peters-Golden, Holly

**ANTHRCUL 202. Ethnic Diversity in Japan. (4). (SS).**
- Section 001.
  - Instructor: Robertson, Jennifer E

**ASIAN 207(112) / HISTORY 207. Southeast Asian Civilization. (4). (SS).**
- Section 001.
  - Instructor: Lieberman, Victor B

**ASIAN 289 / AAPTIS 289 / HISTORY 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4). (SS).**
- Section 001.
  - Instructor: Northrop, Douglas Taylor

**CAAS 103. First-Year Social Science Seminar. (3). (SS).**
- Section 005 — I, Too, Sing Amer:Cult&Psysch
  - 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).**
- Section 001.
  - Instructor: Santamaria, Xiomara A

**COMPLIT 260. Europe and Its Others. (3). (HU).**
  - Instructor: Eko, Frieda

**ENVIRON 222. Introduction to Environmental Justice. (3). (SS).**
- Section 001.
  - Instructor: Bryant Jr, Bunyan I

**HISTORY 161. United States, 1865 to the Present. (4). (SS).**
- Section 001.
  - Instructor: Carson, John S

**HISTORY 207 / ASIAN 207. Southeast Asian Civilization. (4). (SS).**
- Section 001.
  - Instructor: Lieberman, Victor B

**HISTORY 289 / AAPTIS 289 / ASIAN 289 / MENAS 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4). (SS).**
- Section 001.
  - Instructor: Northrop, Douglas Taylor

**MENAS 289 / AAPTIS 289 / ASIAN 289 / HISTORY 289 / REES 289. From Genghis Khan to the Taliban: Modern Central Asia. (4). (SS).**
- Section 001.
  - Instructor: Northrop, Douglas Taylor

**PSYCH 120. First-Year Seminar in Psychology as a Social Science. (3). (SS).**
- Section 005 — I, Too, Sing Amer:Cult&Psysch
  - 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).**
- Section 001.
  - Instructor: Northrop, Douglas Taylor

**SLAVIC 270. Contact and Conflict: Jewish Experience in Eastern Europe through Art, Film and Literature. (3). (Excl).**
- Section 001 — Contact and Conflict: Jewish Experience in Eastern and Central Europe
  - Instructor: Krutikov, Mikhail

**SOC 105. First-Year Seminar in Sociology. (3). (SS).**
- Section 001 — Immigrants Then and Now
  - Instructor: Pedraza, Silvia

**Section 002 — Diversity/Challenges to Democracy**
  - Instructor: Schoem, David

**WOMENSTD 240 / AMCULT 240. Introduction to Women's Studies. (4). (HU).**
- Section 001.
  - Instructor: Goodman, Dena
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 description 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 UM 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.

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

The Department of Near Eastern Studies:
[http://www.umich.edu/~neareast/]
Summer Language Institute
[http://www.umich.edu/~iinet/sli/]

Bengali

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

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:
[http://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 Vaclav Havel. Czech is the language you will definitely enjoy!

The Department of Slavic Languages and Literatures:
[http://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.

The Department of Germanic Languages and Literatures:
[http://www.lsa.umich.edu/german/ds.html]
Summer Language Institute
[http://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:
[http://www.lsa.umich.edu/asian/]

Hebrew

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.

The Department of Near Eastern Studies:
[http://www.umich.edu/~neareast/]
Summer Language Institute
[http://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:
[http://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 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:
[http://www.lsa.umich.edu/asian/]
Kazak
The Department of Near Eastern Studies:
([http://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.

The Department of Classical Studies:
([http://http://www.umich.edu/~classics/]
C.P. Cavafy Chair in Modern Greek
([http://www.lsa.umich.edu/modgreek/]

Ojibwa
Students in the various course levels meet together as a community, partly to imitate a learning experience in Algonquian cultural life.

The Program in American Culture:
([http://www.lsa.umich.edu/ac/]
Native American Studies
([http://www.lsa.umich.edu/ac/native/]

Persian
Persian is a beautiful language to listen to and to learn. It is the language of one of the most creative and powerful cultures in history, of great scholars and poets like Omar Khayyam, and of great Sufis like Rumi. In grammar, it is the English of the Near East, smooth and effective for communication. Our Persian Program is a leader in language and cultural instruction.

The Department of Near Eastern Studies:
([http://www.umich.edu/~neareast/]
Summer Language Institute
([http://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 Walesa 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!

The Department of Slavic Languages and Literatures:
([http://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 Lusiads, the greatest epic poem of the European Renaissance, to the modern Brazilian novel.

The Department of Romance Languages and Literatures
([http://www.lsa.umich.edu/rl/langinstruct/whyromance.html]
Summer Language Institute
([http://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:
([http://www.lsa.umich.edu/asiain/]

Quechua
Quechua, the language of the Incas, 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. The UM Quechua Language course sequence meets the LS&A undergraduate language requirement. 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.

The Program in Latin American and Caribbean Studies:
([http://www.umich.edu/~iinet/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.

The Department of Slavic Languages and Literatures:
([http://www.lsa.umich.edu/slavic/]
Summer Language Institute
([http://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:
([http://www.lsa.umich.edu/asiain/]

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?
([http://www.umich.edu/~johanna/Why.html]
The Department of Germanic Languages and Literatures:
([http://www.lsa.umich.edu/german/scand.html]
Summer Language Institute
([http://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:
[http://www.lsa.umich.edu/asian/]
Summer Language Institute
[http://www.umich.edu/~iinet/sli/]

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

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:
[http://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:
[http://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 to other similar 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.

The Department of Near Eastern Studies:
[http://www.umich.edu/~neareast/]
Summer Language Institute
[http://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:
[http://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:
[http://www.lsa.umich.edu/asian/]

Uzbek
The Department of Near Eastern Studies:
[http://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:
[http://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.

Frankel Center for Judaic Studies:
[http://www.umich.edu/~judstud/]

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

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Frankel Center for Judaic Studies:
[http://www.umich.edu/~judstud/]

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 that is at its best characterized by intellectual force, clarity, appropriate organization and development of ideas, effective use of evidence, cogency, and stylistic control is crucial to their success here.

The Sweetland Writing Center administers the College’s Writing Program including the First-Year Writing Requirement and the Upper-Level Writing Requirement. The purpose of the writing requirements is to provide students with both beginning and advanced instruction in college-level academic writing to prepare them for writing successfully both in their undergraduate years and, more generally, in future educational and professional settings. Without these skills, college students can find it difficult to master the art of argument and to achieve the academic sophistication that University of Michigan courses demand.

First-Year Writing Requirement

The goal of the First-Year Writing Requirement is to teach students the discipline and skills needed for college writing. All LS&A students must satisfy the First-Year Writing Requirement by earning a course grade of C- or better in an approved First-Year Writing course.

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. Sweetland Writing Workshop instructors are available in 1139 Angell Hall to help students make this choice.

Writing Practicum is the best placement if the student:

- learns best with one-on-one instructor support;
- has limited experience with 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 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.

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

1. Students may take the two-credit Writing Practicum (SWC 100/102) followed by a Sweetland-approved four-credit First-Year Writing course in the College.
2. Students may take a Sweetland-approved four-credit First-Year Writing course in the College. The list of approved courses for a particular term is available through the advanced search feature in the LS&A Course Guide at http://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 and, conversely, the list of courses that are not approved, are available at: http://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. Sweetland does not consider Advanced Placement (AP) credit or Creative Writing or Journalism courses as equivalent to University of Michigan First-Year Writing courses.

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 courses assign writing and revising 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; characterize essays and nonfiction narratives;
- 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 or particular pieces of writing, to set goals for improving writing, and to devise effective plans for achieving those goals.

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

First-Year Writing courses that satisfy the First-Year Writing Requirement:

CLCIV 101 (designated Honors sections for Honors Program students)
CLCIV 121
COMPLIT 122
ENGLISH 124
ENGLISH 125
GTBOOKS 191 (for Honors Program students)
HISTORY 195
HUMINST 104
LING 104
LHSP 125
RCCORE 100 (for Residential College students)
SLAVIC 151
UC 153
Fall Academic Term 2006 courses

**SWC 100.** Writing Practicum (16 sections)

**CLCIV 101.** Classical Civilization I: The Ancient Greek World (in English) (2 sections, designated for Honors students)

**COMPLIT 122.** Writing World Literatures (3 sections)

**ENGLISH 124.** College Writing: Writing and Literature (45 sections)

**ENGLISH 125.** College Writing (105 sections)

**HISTORY 195.** The Writing of History (7 sections)

**GTBOOKS 191.** Great Books is restricted to students enrolled in the College Honors Program

**LHSP 125.** College Writing (5 sections) is restricted to students enrolled in the LHS Program

**RCCORE 100.** First-Year Seminar (15 sections) is restricted to students enrolled in the Residential College.

**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.

All LS&A students must satisfy the Upper-Level Writing Requirement by earning a course grade of C-or better in a Sweetland-approved Upper-Level Writing course. A student MUST complete the First-Year Writing Requirement before being eligible to meet the Upper-Level Writing Requirement.

A course approved to meet the Upper-Level Writing Requirement one term is not necessarily approved in subsequent terms. A list of approved ULWR courses for a particular term can be found through the advanced search feature in the online LS&A Course Guide.

**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 by working, free of charge, with students to understand assignments, develop ideas, support arguments and claims, cite sources, and revise at the paragraph and sentence level. Students can receive writing assistance from the Sweetland Writing Center Writing Workshop or Peer Tutoring Center. For information, contact the Sweetland Writing Center, 1139 Angell Hall, (734) 764-0429 or go to http://www.lsa.umich.edu/swc/undergrads/support/
In the College of Literature, Science, and the Arts, courses in foreign literature and culture are taught in a number of departments and programs, and the courses work with texts in more than forty languages. These departments and programs also offer literature and culture courses which use texts translated into English in order to make these works available to all students.

The LS&A Office of the Associate Dean for Undergraduate Education has prepared the following list to assist students interested in electing courses that focus on foreign literature and culture in English translation. What follows is a list of such courses offered in LS&A for the Fall Academic Term 2006. Courses that earn Humanities credit are so designated. Please consult the departmental and program listings in this Course Guide for course descriptions and further information.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Type</th>
</tr>
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<tbody>
<tr>
<td>AAPTIS 100</td>
<td>Peoples of the Middle East</td>
<td>4</td>
<td>(HU)</td>
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<tr>
<td>AAPTIS 200</td>
<td>Introduction to World Religions: Near Eastern</td>
<td>4</td>
<td>(HU)</td>
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<tr>
<td>ARMENIAN 274</td>
<td>Armenia: Culture and Ethnicity</td>
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<td>(HU)</td>
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<td>ACABS 100</td>
<td>Peoples of the Middle East</td>
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<td>ACABS 200</td>
<td>Introduction to World Religions: Near Eastern</td>
<td>4</td>
<td>(HU)</td>
</tr>
<tr>
<td>ACABS 221</td>
<td>Jesus and the Gospels</td>
<td>4</td>
<td>(HU)</td>
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<tr>
<td>ARMENIAN 274</td>
<td>Armenia: Culture and Ethnicity</td>
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<td>(HU)</td>
</tr>
<tr>
<td>ARMENIAN 287</td>
<td>Armenian History from Prehistoric Times to the Present</td>
<td>3</td>
<td>(Excl)</td>
</tr>
<tr>
<td>ASIAN 204</td>
<td>East Asia: Early Transformations</td>
<td>4</td>
<td>(HU)</td>
</tr>
<tr>
<td>ASIAN 206</td>
<td>Indian Civilization</td>
<td>4</td>
<td>(HU)</td>
</tr>
<tr>
<td>ASIAN 207</td>
<td>Southeast Asian Civilization</td>
<td>4</td>
<td>(SS)</td>
</tr>
<tr>
<td>ASIAN 225</td>
<td>Hinduism</td>
<td>4</td>
<td>(HU)</td>
</tr>
<tr>
<td>ASIAN 230</td>
<td>Introduction to Buddhism</td>
<td>4</td>
<td>(HU)</td>
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<tr>
<td>ASIAN 235</td>
<td>Introduction to the Study of Asian Cultures</td>
<td>4</td>
<td>(HU)</td>
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<tr>
<td>CLARCH 221</td>
<td>Introduction to Greek Archaeology</td>
<td>4</td>
<td>(HU)</td>
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<tr>
<td>CLCV 101</td>
<td>Classical Civilization I: The Ancient Greek World</td>
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<td>(HU)</td>
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<td>CLCV 120</td>
<td>First-year Seminar in Classical Civilization</td>
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<td>(HU)</td>
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<td>DUTCH 160</td>
<td>First-Year Seminar: Colonialism and its Aftermath</td>
<td>3</td>
<td>(HU)</td>
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<tr>
<td>ENGLISH 245</td>
<td>Introduction to Drama and Theatre</td>
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<td>(HU)</td>
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<td>GTBOOKS 191</td>
<td>Great Books</td>
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<tr>
<td>HISTART 221</td>
<td>Introduction to Greek Archaeology</td>
<td>4</td>
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<td>HISTORY 132</td>
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<td>HISTORY 204</td>
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<td>HISTORY 287</td>
<td>Armenian History from Prehistoric Times to the Present</td>
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<td>HJCS 100</td>
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<td>Introduction to World Religions: Near Eastern</td>
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<td>MODGREEK 214</td>
<td>Introduction to Modern Greek Culture</td>
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<td>PHIL 230</td>
<td>Introduction to Buddhism</td>
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<td>(HU)</td>
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<td>PORTUG 150</td>
<td>First-Year Seminar in Brazilian Studies</td>
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<td>(HU)</td>
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<td>RCHUMS 280</td>
<td>Introduction to Drama and Theatre</td>
<td>3</td>
<td>(HU)</td>
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<td>RELIGION 201</td>
<td>Introduction to World Religions: Near Eastern</td>
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<td>(HU)</td>
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<td>RELIGION 225</td>
<td>Hinduism</td>
<td>4</td>
<td>(HU)</td>
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<td>RELIGION 230</td>
<td>Introduction to Buddhism</td>
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<td>(HU)</td>
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<td>RELIGION 280</td>
<td>Jesus and the Gospels</td>
<td>4</td>
<td>(HU)</td>
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<td>SCAND 331</td>
<td>Introduction to Scandinavian Civilization</td>
<td>3</td>
<td>(HU)</td>
</tr>
<tr>
<td>SLAVIC 225</td>
<td>Arts and Cultures of Central Europe</td>
<td>3</td>
<td>(HU)</td>
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<tr>
<td>THTREMUS 211</td>
<td>Introduction to Drama and Theatre</td>
<td>3</td>
<td>(HU)</td>
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## Fall 2006 Theme Semester:
The Theory and Practice of Citizenship: from the Local to the Global

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Type</th>
<th>Section</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>AMCULT 102</td>
<td>First-Year Seminar in American Studies</td>
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<td>002</td>
<td>Rosen, Hannah</td>
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<td>AMCULT 210</td>
<td>Introduction to Ethnic Studies</td>
<td>3</td>
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<td>001 Introduction to Arab American Studies</td>
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<td>AMCULT 216</td>
<td>Introduction to Native American Studies Social Science</td>
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<td>CAAS 104</td>
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<td>ENGLISH 225</td>
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<td>PSYCH 120</td>
<td>First-Year Seminar in Psychology as a Social Science</td>
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<td>005 I, Too, Sing Amer: Cult &amp; Psych</td>
<td>Behling, Charles P</td>
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<td>PSYCH 122</td>
<td>Project Outreach</td>
<td>1-3</td>
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<td>001 Documentary Film/Video as Agents of Citizenship and Social Change</td>
<td>Sarris, Terri L</td>
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<td>SOC 100</td>
<td>Principles of Sociology</td>
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<td>SOC 105</td>
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<td>001 Immigrants Then and Now</td>
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<td>SOC 122</td>
<td>Intergroup Dialogues</td>
<td>2</td>
<td>(Excl)</td>
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<td>UC 102</td>
<td>The Student in the University</td>
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<td>Woods, Wendy Ann</td>
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<td>UC 151</td>
<td>First-Year Social Science Seminar</td>
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<td>004 Lives of Urban Children and Youth: Schools, Community, Power</td>
<td>Galura, Joseph A</td>
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<td>UC 275</td>
<td>Global Intercultural Experience for Undergraduates</td>
<td>1</td>
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<td>001</td>
<td>Miller, Andrew T</td>
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<td>WOMENSTD 151</td>
<td>Social Science Seminars on Women and Gender</td>
<td>3</td>
<td>(SS)</td>
<td>002 Theories of Rights</td>
<td>Kirkland, Anna R</td>
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<td>WOMENSTD 270</td>
<td>Gender and the Law</td>
<td>4</td>
<td>(SS)</td>
<td>001</td>
<td>Kirkland, Anna R</td>
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AAPTIS (Arabic, Armenian, Persian, Turkish, and Islamic Studies; Near Eastern Studies)

AAPTIS 100 / ACABS 100 / HJCS 100 / HISTORY 132. Peoples of the Middle East. Taught in English. (4). (HU). May not be repeated for credit.

This course will survey Middle Eastern political, social, and cultural history from Sumer (3000 BC) to Khomeini's Iran (1979-89). The lectures, the readings, the 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 an accumulative final exam. A one-page synopsis of your readings will be due weekly for your discussion section.

Instructor: Babayan, Kathryn


This is the first of a two-term sequence in elementary Arabic. It is designed for students who want to study Arabic for academic and communication purposes. It starts with an introduction to the phonology and script of Modern Standard Arabic combined with oral basic communication practice. This is followed by combined training in listening, speaking, reading, and writing supported by audio cassettes and DVDs. The course follows the proficiency-communicative approach with special emphasis on functional language use. There is 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. Course requirements include daily attendance of classes, preparation of the basic texts, vocabulary, grammar, oral and written drills, listening and reading passages and writing answers to certain drills and questions based on the listening and reading passages as well as filling out forms and supplying biographical information. Evaluation is based on active participation in all aspects of class, as well as all homework assignments, quizzes and exams.

Textbooks:
- Al-Kitab, Part One, by K. Brustad et al. (Lessons 1-7).
- Al-Kitab, Part One, by K. Brustad et al. (Lessons 1-7).
- Hans Wehr's Dictionary of Modern Written Arabic.

Section 001. This is the first of a two-term sequence in elementary Arabic. It is designed for students who want to study Arabic for academic and communication purposes. It starts with an introduction to the phonology and script of Modern Standard Arabic combined with oral basic communication practice. This is followed by combined training in listening, speaking, reading, and writing supported by audio cassettes and DVDs. The course follows the proficiency-communicative approach with special emphasis on functional language use. There is 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. Course requirements include daily attendance of classes, preparation of the basic texts, vocabulary, grammar, oral and written drills, listening and reading passages and writing answers to certain drills and questions based on the listening and reading passages as well as filling out forms and supplying biographical information. Evaluation is based on active participation in all aspects of class, as well as all homework assignments, quizzes and exams.

Textbooks:
- Al-Kitab, Part One, by K. Brustad et al. (Lessons 1-7).
- Hans Wehr's Dictionary of Modern Written Arabic.

Instructor: Babayan, Kathryn

AAPTIS 141. Elementary Persian, I. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in AAPTIS 143.

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

Part of the departmental sequence in modern Turkish language, this course aims at introducing and providing the opportunity to practice the basic structures of Turkish. Although it specifically focuses on enhancing spoken proficiency, reading and writing skills are taught and practiced through special readings and written assignments. Students are evaluated in accordance with the provisional Proficiency Guidelines prepared by the American Association of Teachers of Turkic Languages, class participation, achievements in weekly quizzes, a midterm, and a final examination.

Instructor: Er, Mehmet Sureyya


This course will introduce students to spoken and literary Uzbek, a Turkic language which is primarily spoken in the Republic of Uzbekistan. Instruction will be proficiency-based, and will include components of conversation, grammar and syntax practice, composition and translation. There are no prerequisites. The course instructor is Khairoulla H. Ismatoullaev, associate lecturer of Uzbek language at the University of Wisconsin, Madison. In accordance with University of Wisconsin scheduling, class sessions will begin at noon; some class sessions will be held on Fridays to accommodate differences in academic calendars. Additional language practice outside of regular class time will be provided by a tutor in Ann Arbor. For further information, contact elementary.uzbek@umich.edu.


Section 001 — Religions of the Book: Judaism, Christianity, and Islam.

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 274 / ARMENIAN 274. Armenia: Culture and Ethnicity. Taught in English. (3). (HU). May not be repeated for credit.

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


This course introduces students to the civilization of Islam through its visual cultures. Its goal is to help students understand the unprecedented complexity of the venture of Islam, in which shared Qur'anic precepts that were based on the transcendent nature of faith above all other signifiers of identity, were in practice, cast in light of the enormous racial, ethnic, lingual and cultural diversity of the umma (Muslim community) and the conquered. We examine the visual representations of the production of Islam from Spain and Morocco to China and Indonesia, from Detroit to Mali, along the way spanning the period from the advent of Islam in the seventh century to the rise of Colonialism and its aftermath in modern times. Through case studies of key monuments of architecture (mosques, mausoleums, palaces, garden ensembles and urban environments), luxury objects of utility (ceramics, metalwork, glass, textiles, etc.), painting and the arts of the book, we analyze the ways in which artists, patrons and the denizens of cities in the Islamic world deployed the visual to enunciate the spiritual and intellectual values, the social — economic parameters, and the racial, ethnic, gendered and lingual particularities of vastly divergent cultural regimes. We examine the meaning of race and ethnicity in Islam and contrast it with the dominant Euro — American paradigms. Emphasis will also be placed on the problematic Eurocentric interpretations of such complex interlace of cultures of Islam as an unchanging, monolithic phenomenon. Instead, we consider the processes through which tensions in human diversity contributed to competing and converging artistic idioms within the so — called Commonwealth of Islam. Special attention will be given to the interaction between the new faith and pre — Islamic traditions of the conquered and to the dynamic interplay between indigenous and Quranic cultures as they developed and coalesced.

Instructor: Babaei, Sussan


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 Samark 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: the fragmented, changing character of regional identities; the complexities of popular attitudes towards, and relations with, various forms of state power; and 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

ACABS (Ancient Civilizations and Biblical Studies, Near Eastern Studies)

ACABS 100 / AAPTIS 100 / HJCS 100 / HISTORY 132. Peoples of the Middle East. Taught in English. (4). (HU). May not be repeated for credit.

This course will survey Middle Eastern political, social, and cultural history from Sumer (3000 BC) to Khomeini’s Iran (1979-89). The lectures, the readings, the 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 an accumulative final exam. A one-page synopsis of your readings will be due weekly for your discussion section.

Instructor: Babayan, Kathryn


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 bibli-

Section 001 — Religions of the Book: Judaism, Christianity, and Islam.

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: Bos, James M


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.

Instructor: Williams, Ralph G


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: Shirley, Judith J

AMCULT (American Culture)

AMCULT 100. Rethinking American Culture. (4). (SS). (R&E). May not be repeated for credit. Laboratory fee required.

What is an American?

It is a simple question to ask, but a deceptively difficult one to answer. Most of us believe we have some notion of what constitutes our American identity. Upon closer examination, however, we uncover myriad identities, each existing in contested political, economic, and cultural spaces. So who decides what an American is and why? How do we make sense of American Identity, and why should we try anyway? This course will attempt to answer these and many other questions by examining the evolution and transformation of American identity (or identities) from the early days of the American republic to the present. Classical as well as marginal views on American identity will be covered, along with an examination of the contested landscapes of contemporary American culture through critical readings on select institutions and practices.

Instructor: Daubenyier, Judith Marie

AMCULT 102. First-Year Seminar in American Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit. Laboratory fee required.

Section 001 — America as A Foreign Country

American culture is so ubiquitous that it is extremely difficult for young college students to see how exotic Americans really are and appreciate the wonder and uniqueness of their own lives and contexts. Our insider status hinders attempts at cultural introspection, and we are rarely compelled to examine our mores, folkways, and customs. This course will reintroduce students to their own culture and create a framework for their future cultural investigations and understandings.

Instructor: Conforth, Bruce M

AMCULT 102. First-Year Seminar in American Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit. Laboratory fee required.

Section 002 — American Citizenship: History and Theory

What does it mean to be a citizen? How have notions of “citizenship” and a “public sphere” been central to understandings of, and struggles for, equality throughout American history? This course explores the evolution of American citizenship — its changing legal contours and cultural meanings — in the nineteenth and twentieth centuries. It will focus on the racial and gender dimensions of this history, both dominant discourses constructing an exclusively white-male citizenry and popular practices challenging it.

Instructor: Rosen, Hannah
AMCULT 103. First-Year Seminar in American Studies. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit. Laboratory fee required.

Section 001 — Interracial America
This course examines the interaction between different racial groups in the U.S. from the 19th century to the present. Conventionally, such studies focus solely on the hackneyed black-white paradigm of U.S. race relations. This seminar explores that dichotomy, searching for a broader historical model, including yellow, brown, red, and ethnic white.

We will critically interrogate the history of contact that exists between 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 002 — Asian American Women’s Writing
This course is an introduction to Asian American women’s writing that emphasizes the critical analysis of a variety of fictional and non-fictional literature and that helps students build their interpretive skills and improve their arguments and expository writing.

Topics we may explore include:
- stereotypes and Orientalism;
- the relation between memory, story, and history;
- the uses of autobiography;
- women of color literature and theory;
- femininity, culture, and the family;
- sex and desire;
- violence within and without the home;
- mixed heritage;
- homophobia; and
- im/migrant experiences.

Course requirements: an oral presentation, two essays, several short responses, and a final exam.

Instructor: See, Maria S

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

Section 001 — Spies, Shopping, Coups, and Concerts: Cold War Culture at Home and Abroad
This course will examine the politics and culture of the Cold War within the United States as well as U.S. foreign policy abroad. We will consider popular culture (such as cartoons, films, novels), in order to examine gender, race, and sexuality, material culture, and the machinations of governments, spies and covert operations. We will also focus on the government-sponsored cultural programs that sent everything from jazz bands to modern art traveling throughout the globe. We will look at the private initiatives of American citizens in shaping U.S. relations with other nations, such as missionaries and international adoption agencies. In all cases, we will attempt to treat politics and culture with equal seriousness and rigor. In addition to two in-class midterms and a take home final, all students will participate in a group project, where small groups will examine and analyze a product of Cold War culture.

Instructor: Von Eschen, Penny M

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

Section 001 — Space, Story, Self
This lecture-and-discussion course focuses on the literary and cultural contexts of “what is an American” by bringing together narrative texts and architectural structures that represent, interrogate, and complicate the concepts of national identity. We will pay close attention to the ways in which texts and architectural forms — books and buildings — recorded and interpreted various stages in the formation of Americanness. While telescoping onto several key moments when the notions of race, gender, class, and ethnicity determined who did or did not belong in the idealized American social space, we will trace a fascinating dialogue between the making of this culture through stories, and actual and imagined places, forms, and structures.

Instructor: Zaborowska, Magdalena J

Section 008 — American Humor
This seminar explores the role of comedy in shaping and challenging racial, gender and sexual identities from the 20th century to the present. From Black face minstrelsy to the work of more recent stand-up comedians, the course will seek to answer social questions posed by these performers. For example, does comedy more often reflect gender, ethnic, and racial stereotypes or challenge them? How do we account for the persistent emphasis upon racial and gender differences? Can comedy be “politically correct” and still be funny? How important is “in-group” laughter to comedy’s success and what should we make of the uncomfortable laughter of those not in the in-group? We will explore the work of comedians from Bert Williams and Stepin Fetchit to Freddie Prinze, Sr., Margaret Cho and Chris Rock. We will investigate the work of these comedians through the ideas of modern thinkers who have written on the cultural history of American humor and the social and personal aspects of jokes and comedy.

This course is not a survey of comedy in the U.S. and cannot cover the entire history of major comedians and genres of comedy. Neither does it deal significantly with literary humor. However, we will use Constance Rourke’s American Humor (1931) — a core text in American Studies — as a model that links humor and comedy to the concept of identity, specifically, a sense of “American-ness.” We will try to answer the question, “What makes comedy in the U.S. distinctly ‘American’?” Can it be explained by the emphasis that comedians and their audiences place upon cultural difference and diversity in modern American humor? How do we account for the recent popularity of relatively new comedic identities, such as “redneck” or “blue collar” comedians and “lesbian” stand-up comedy? Throughout the semester, as we view and read this comic material, we will continue to ask ourselves, “Is this funny?” And if so, “Why?”

Instructor: Brooks, Lori


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)

Class Format: Students are expected to attend two 1 hour lectures and one 1 hour discussion per week.

Instructor: Conforth, Bruce M
AMCULT 210. Introduction to Ethic Studies. (3). (SS). May be repeated for credit for a maximum of 6 credits. Repe- ti- tion requires permission of the department. Laboratory fee re- quired.

Section 001 — Introduction to Arab American Studies
This course introduces students to Arab American Studies within a transnational context. It will highlight the relationship between Arab Americans and their countries of origin. Students will ex- plore ideals and practices of gender among Arab Americans; Arab American engagements with racism, assimilation, and Americanization; and representations of Arabs in the U.S. media. Central to this course will be a focus on Arab American contribu- tions to the arts, with an emphasis on literature, spoken word poetry, film, and comedy. This course culminates in a study of the impact of September 11th on Arab American communities and Arab American community responses to the post-September 11th historical context.
Instructor: Naber, Nadine C

AMCULT 213. Introduction to Latino Studies — Humani-
ties. (4). (HU). (R&E). May not be repeated for credit. Labora-
tory fee required.

Section 001. Born in the wake of struggles for social justice and educational equity of the 1960s, Latina/o Studies is a critical practice as variegated as the group it seeks to represent. Latino Studies offers an interdisciplinary approach to the study of Puerto Rican, Chicano, Cuban, Caribbean, Central American, and Latin American communities in the U.S. Latina/o Studies de- ploy the disciplines of History, Literary Studies, Anthropology, Sociology, Political Science, Media Studies, Law, and a host of others in its exploration of the lives and histories of these commu-
nities. Latina/o Studies offers a rubric for understanding not only the interconnections between 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/projects designed in conjunction with scholars, activists and cultural practitioners working in different areas of Latino Studies at the University of Michigan and beyond.
Instructor: Cotera, Maria E

AMCULT 214(214/215). Introduction to Asian/Pacific American Studies. (3). (ID). (R&E). May not be repeated for credit. Laboratory fee required.

Section 001. 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, cul-
ture, 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 achieve-
mint, community activism and political movements, ethnic ident-
tity formation and acculturation, pan-ethnic, intercultural and mul-
tiracial communities and relations, popular culture and mass me-
dia representation, and emotional health, help-seeking, and ser-
dvice delivery.
Instructor: Akutsu, Phillip D

AMCULT 216. Introduction to Native American Studies — Social Science. (3). (SS). (R&E). May not be repeated for credit. Laboratory fee required.

Section 001. This class will introduce students to some of criti- cal issues facing Native communities today with a focus on law, policy, and social sciences. In particular, this class will focus on the historical and present-day dynamics of colonialism in Native communities. We will also look at patterns of resistance against colonialism, particularly as they become articulated as struggles for Native sovereignty. The first section will provide an historical context for understanding the present-day dynamics of colonialism/sovereignty. The second half of the class will explore these dynamics through key areas of struggle, including land rights, environmentalism, economic development, religious freedom, health, and violence.
Instructor: Smith, Andrea Lee

AMCULT 219. Survey of American Folklore. (3). (HU). May not be repeated for credit.

Section 001. 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 mu-
sical 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, transcrip-
tions, etc.)

Class Format: Students are expected to attend two 1 hour lec-
tures and one 1 hour discussion per week.

This course bridges many areas of American Culture offerings and draws them together through the common threads of belief, custom, tradition, and ritual. It introduces students to the broad field of folklore that encompasses philology, anthropology, liter-
ary studies, and the humanities in general. The collection com-
ponent is especially valuable to American Culture students since it introduces students to fieldwork methodology and asks them to produce a collection that will be accessioned into the American Culture Folklore and Oral History Archives. LSA undergraduates gain a valuable insight into the ways in which our cultural and ethnic backgrounds not only differ, but are brought together with many of the same traditions and customs. Folklore, as a univer-
sal phenomenon is a perfect topic to address issues of diversity and our mutual commonalities.

The Survey of American Folklore falls naturally within the realm of humanities due to both its history and major paradigms. With its roots in philology, the earliest folklore studies were combina-
tions of linguistics and literature. More recently folkloric studies have begun to include some social science methods within its re-
search tools, but it still remains largely in the humanities. Bishop Thomas Percy (a member of the Antiquarian movement) pub-
lished one of the first folkloric texts in 1765 with his "Relics of Ancient English Poetry" in which he considered folklore (the rude surivals of the past) as something worthy of collection. The Romantic Movement of the late 18th and early 19th centuries believed that the true soul of a people could only be found in its lore, hence scholars such as Herder (1800) and the Brothers Grimm created the foundations of the discipline to be known as folklore: fieldwork, theoretical perspectives, its link with linguistics, and its universality. By 1846 Wm Thoms coined the term folklore to mean "the lore of the people," which explains the disci-
pline's link to the humanities (in many universities and colleges folklore is offered through the English Department). Theoretically, folklore can be divided into several paradigmatic ap-
proaches: the Hemispheric School which traces American folklore to its roots; the Folk Cultural School which takes an holistic ap-
proach to folk cultural studies; Mass Cultural studies that deal with the material artifacts manufactured by the folk that give meaning to their understanding of the world; and the Oral For-
uviaic School in which the text becomes the focal point of the scholar. These methodologies, coupled with the history of folk-
orritical, make it entirely appropriate to be considered Humanities.

**Instructor:** Conforth, Bruce M


This is a pilot course that will experiment with multimedia lectures and podcasting as ways to introduce the social history of key Latin musical styles. Students will download listening and video viewing assignments to their computers or mp3 players, and will write about these assignments as well as assigned readings. The class will also be a collaboration with the University Musical Society, which is running a series on Latin American music in 2006-2007; students will attend performances and meet visiting artists. 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 identities 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.

**Section 001 — Sex on the Beach**

Not a hands-on class, this course is an introduction to the American exotization and eroticization of the Pacific Islands through film. Here we will develop and sharpen our critical visual literacy skills by examining the representation of American fears and desires as they are projected unto this particular region. Balancing this act will be an introduction to the actualities of Pacific Islanders, cultures and histories. Requirements include short analytical papers and sectional quizzes.

**Instructor:** Diaz, Vicente M

**Section 008.** 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 231. Visual & Material Culture Studies.** (3). (HU). May not be repeated for credit.

**Section 012 — On the Margins of the Art World — Outsider and Self-Taught Art in the U.S.**

Outsider and Self-Taught art in the US is often conflated with folk art, ethnic art, art of the insane, as well as a variety of popular forms of self-expression. This class will focus on a broad selection of these non-traditional or marginalized art forms. Together, these art practices have defined and popularized the idea of the artist outsider, and affected the changing shape of mainstream art. We will examine the boundaries of inside/outside, and the ways in which these shifting boundaries shed light on the larger study of creativity, marginality, art, and culture. A range of artists and practices spanning from folk art to “visionary” artist environments, to graffiti art, Zines, and the Burningman community will be discussed.

**Instructor:** Wright, Jason M

**AMCULT 240 / WOMENSTD 240. Introduction to Women's Studies.** (4). (HU). (R&E). May not be repeated for credit.

Designed as an introduction to the feminist scholarship about women and gender, this course acquaints students with key concepts and theoretical frameworks for analyzing women's experiences and helps students develop both their ability to analyze arguments and to “read” gender in a variety of media. With a focus on the situations of women in the United States today, and particular attention to the intersection of gender with race and ethnicity, we will explore how women's lives differ and are interconnected across time, place, class, age, and sexual orientation. Readings are drawn from both the humanities and social sciences. A variety of topics are covered, including: violence against women; women and work; reproductive freedoms. The course is structured around lectures, readings, and discussion sections. Students are expected to participate fully in discussion. The course grade is based on written assignments, a group project, exams, and participation in discussion.

**Instructor:** Goodman, Dena

**AMCULT 260 / HISTORY 260. Religion in America.**

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

This is a one-term introduction to the study of American religion from colonial times to the present. The emphasis will be on religion as a cultural system rather than as a set of formal beliefs or institutions. We will explore

- the European roots of American religious forms;
- the rise of revivalism as a major cultural force in colonial and nineteenth-century America;
- the commercialization and fragmentation of religious life after the American Revolution;
- the place of women in the major religious traditions;
- the synthesis of African, Native, and Christian belief systems and the rise of the Black church as a political force;
- the emergence of fundamentalism on the political stage in the twentieth-century; and
- the wide diversity of sectarian beliefs in all eras of American history.

Students will read a variety of texts, and write several short papers as well as a longer, research-based paper. A midterm and final exam are required.

**Instructor:** Juster, Susan M

**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 (Anthropological Archaeology, Anthropology)

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. Textbooks: "Archaeology: Down to Earth" by David Hurst Thomas, and "Images of the Past" by T. Douglas Price and Gary M Feinman.

Instructor: Young, Lisa C

ANTHRARC 283. Archaeology of Egypt and Mesopotamia. (4). (SS). May not be repeated for credit.

This course provides an anthropological perspective on the sequence of prehistoric cultures in Egypt and the Near East. We begin with the earliest evidence for Stone Age humans in Egypt and Israel, and the first hints of multietnicity in hunters and gatherers of the Ice Age.

Topics include: the origins of armed conflict by 15,000 BC, cereal agriculture by 7000 BC, and cattle pastoralism by 6000 BC.

We will trace the development of social inequality in the Nile Valley and the Tigris-Euphrates drainage, which culminated with the palaces and temples of Sumerian civilization in Mesopotamia, and with the pharaohs, mummies, and pyramids of Egyptian civilization.

Instructor: Marcus, Joyce

ANTHRBIO (Biological Anthropology, Anthropology)


This is a four-unit course that examines the processes that have shaped human evolution. The first unit covers the basic principles of evolutionary biology, and includes overviews of adaptation, natural selection and genetics. The second unit focuses on the ecology and behavior of nonhuman primates, and considers how a comparative approach may help us to understand human evolution. Unit three pays particular attention to the fossil record, and how the study of human prehistory informs our understanding of modern humans. Finally, we focus on humans in modern contexts and consider the biological bases of behavioral and morphological variability. Lectures are multimedia presentations including film clips and slides, and sections include discussion and hands-on exercises (using fossil casts, etc.). Students are evaluated with exams based on lecture material, and by quizzes in section. There is one required text (How Humans Evolved, by Boyd and Silk) and several reserve readings. No prerequisites.

Instructor: MacLatchy, Laura M

ANTHRARC (Anthropological Archaeology, Anthropology)

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Instructor: Young, Lisa C

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Instructor: Marcus, Joyce

ANTHRBIO (Biological Anthropology, Anthropology)


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Instructor: MacLatchy, Laura M

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Instructor: Young, Lisa C

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Instructor: Marcus, Joyce

ANTHRBIO (Biological Anthropology, Anthropology)


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Instructor: MacLatchy, Laura M

ANTHRARC (Anthropological Archaeology, Anthropology)

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. Textbooks: "Archaeology: Down to Earth" by David Hurst Thomas, and "Images of the Past" by T. Douglas Price and Gary M Feinman.

Instructor: Young, Lisa C

ANTHRARC 283. Archaeology of Egypt and Mesopotamia. (4). (SS). May not be repeated for credit.

This course provides an anthropological perspective on the sequence of prehistoric cultures in Egypt and the Near East. We begin with the earliest evidence for Stone Age humans in Egypt and Israel, and the first hints of multietnicity in hunters and gatherers of the Ice Age.

Topics include: the origins of armed conflict by 15,000 BC, cereal agriculture by 7000 BC, and cattle pastoralism by 6000 BC.

We will trace the development of social inequality in the Nile Valley and the Tigris-Euphrates drainage, which culminated with the palaces and temples of Sumerian civilization in Mesopotamia, and with the pharaohs, mummies, and pyramids of Egyptian civilization.

Instructor: Marcus, Joyce

ANTHRBIO (Biological Anthropology, Anthropology)


This is a four-unit course that examines the processes that have shaped human evolution. The first unit covers the basic principles of evolutionary biology, and includes overviews of adaptation, natural selection and genetics. The second unit focuses on the ecology and behavior of nonhuman primates, and considers how a comparative approach may help us to understand human evolution. Unit three pays particular attention to the fossil record, and how the study of human prehistory informs our understanding of modern humans. Finally, we focus on humans in modern contexts and consider the biological bases of behavioral and morphological variability. Lectures are multimedia presentations including film clips and slides, and sections include discussion and hands-on exercises (using fossil casts, etc.). Students are evaluated with exams based on lecture material, and by quizzes in section. There is one required text (How Humans Evolved, by Boyd and Silk) and several reserve readings. No prerequisites.

Instructor: MacLatchy, Laura M
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

**ANTHRUCUL 158. First-Year Seminar in Cultural Anthropology.** Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit. May not be included in an anthropology concentration.

**Section 002 — Bodies, Feelings, Meanings: Anthropological Perspectives**

This seminar explores ways various world communities make meaning of bodies. It treats the body as a medium of communication, expressive culture, and habitual action. Topics will include: gesture and movement; facial expression; body decoration and beauty; gender; bodily etiquette; the body in performance; spatial design; sports/martial arts and others. Students are expected to participate in class discussions and to prepare rigorously for them (completing each reading twice and keeping a diary). Requirements: writing assignments and term paper.

**Instructor:** Lemon, Alaina M


This course begins with an overview of popular and anthropological ideas and theories about human diversity. Japanese ideas of "race" and "ethnicity" are analyzed comparatively. We then explore the history and cultures of Japanese ethnic groups and minorities. Among the groups we will focus on are the ("aboriginal") Ainu, resident Koreans, migrant workers (of Japanese ancestry) from South America, so-called "international marriages" and children of mixed parentage, Burakumin ("outcastes"), "sexual minorities" (i.e., gays, lesbians, bisexuals), and others. Anthropological readings are augmented by novels and short stories, comics, videos, and films.

**Instructor:** Robertson, Jennifer E

**AOSS (Atmospheric, Oceanic and Space Sciences, College of Engineering)**

**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.

Provides an introduction to the physics of extreme weather events. This course uses examples of thunderstorms, jet stream, floods, lake-effect snowstorms, lightning, thunder, hail, hurricanes, and tornados to illustrate the physical laws governing the atmosphere.

**Instructor:** Samson, Perry J

**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

**AOSS 171 / ENVIRON 110 / GEOSCI 171 / BIOLOGY 110 / ENSCEN 171. Introduction to Global Change: Physical Processes.** (4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology.

**Instructor(s):**
- David Allan (NRE)
- George Kling (Ecology and Evolutionary Biology)
- Perry Samson (AOSS)
- Ben van der Pluijm (Geology), coordinator; vdpluijm@umich.edu

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...**
- Big Bang Theory
- Birth and Death of Stars
Instructor: Libaridian,Gerard J

ARMENIAN (Armenian Studies)

ARMENIAN 274 / AAPTIS 274. Armenia: Culture and Ethnicity. Taught in English. (3). (HU). May not be repeated for credit.

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

ARMENIAN 287 / HISTORY 287. Armenian History from Prehistoric Times to the Present. Taught in English. (3). (Excl). May not be repeated for credit.

This course explores the role of dynastic families and the nobility as well as intellectual elites and the Church in the rise and fall of different forms of Armenian statehood, from ancient and medieval kingdoms to the republics in the twentieth century. The course will cover successive political and economic systems throughout Armenian history as well as recent debates on domestic and foreign policy choices and their relationship to political parties and the Armenian Diaspora.

Instructor: Libaridian,Gerard J

ASIAN (Asian Studies, Asian Languages and Cultures (ALC))

ASIAN 204(121) / HISTORY 204. East Asia: Early Transformations. (4). (HU). May not be repeated for credit.

Introduces the histories, cultures, and societies of East Asia, including China, Japan, and Korea from the archaeological phases through early modern times, ca 1700. It emphasizes social transformation that was made possible through international exchanges of knowledge and goods, technological innovations and adaptations, literacy and thoughts.

Instructor: Tonomura,Hitomi

ASIAN 206(111) / 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(112) / HISTORY 207. Southeast Asian Civilizations. (4). (SS). May not be repeated for credit.

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


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

This course introduces students to a variety of cultural texts (literature, art and film) from East, South and Southeast Asia and looks at the ways these forms have traveled within Asia and beyond. While not an exhaustive survey, students will be introduced to the diversity of cultures in Asia through close readings of important classical and modern texts, through the consideration of “keywords” — what do we mean when we speak of “Asia” and “Culture”? — and by considering a range of art objects, maps and artifacts drawn from the University’s own collections.

All readings will be in English and no prior knowledge of any Asian language or culture is necessary.

Instructor: Gomez, Luis Oscar


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 Samark 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: the fragmented, changing character of regional identities; the complexities of popular attitudes towards, and relations with, various forms of state power; and 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 104. Reading & Writing Chinese I. Consent of instructor (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 101, 102, 103.

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

Instructor: Gu, Karen

ASIANLAN 115. First-Year Hindi I. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 117.

Section 002. 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.

Students with prior knowledge of Hindi are encouraged to take ASIANLAN 118: Reading and Writing Hindi. See the instructor for placement.

Instructor: Gill, Pinderjeet K

ASIANLAN 121. First-Year Indonesian I. (5). (Excl). May not be repeated for credit.

ASIANLAN 121-122 are 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 course. Indonesian is the national language of
ASIANLAN 125. First-Year Japanese I. (5). (Excl). May not be repeated for credit. Native or near-native speakers of Japanese are not eligible for this course. No credit granted to those who have completed or are enrolled in ASIANLAN 127 or 129. Laboratory fee ($7) required.

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.


ASIANLAN 151. First-Year Sanskrit I. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SSEA 369.

This course will work toward developing a proficiency with the basic tools necessary to read and write Sanskrit, the classical language of India. Lessons will include study of the script (Devanagari), elementary grammar and vocabulary. The grade will be based on completion of regular homework assignments, weekly quizzes, a midterm, and a final exam.

Instructor: Deshpande, Madhav

ASIANLAN 155. First-Year Tamil I. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 157.

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 — 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.

Instructor: Krishnamoorthy, Karunakaran

ASIANLAN 161. First-Year Thai I. (5). (Excl). 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 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.

Instructor: Krishnamoorthy, Montatip
ASIANLAN 165. First-Year Tibetan I. (4). (Excl). May not be repeated for credit. Graduate students should elect BUDDHST 501.

In this course students will learn how to speak, read, and write Tibetan. Pronunciation will follow Central Tibetan dialect, but not slavishly. The course is designed to meet the needs of those interested in speaking modern colloquial Tibetan and those interested in future textual studies in classical Tibetan. The Tibetan script will be used during the class. After the introduction to the script and pronunciation, we will go through the lessons of the textbook. Students will be expected to spend considerable time using the CD to familiarize themselves with Tibetan pronunciation and sentence structure.

Grading: Grading is based on weekly homework and quizzes and on class attendance and participation.

Textbook: We will be using Nicolas Tournadre's, Manuel de Tibetan Standard in English Translation.

Instructor: Sparham,Gareth


Urdu is the national languages of Pakistan. The Nastaliq writing system is introduced. The course concentrates on developing skills in reading, writing, speaking, and aural comprehension. Evaluation is based on attendance, written homework assignments, quizzes, dictations, and examinations. Undergraduates with an interest in learning Urdu. Four hours per week in recitation format.

Evaluation is based on attendance, written homework assignments, quizzes, dictations, and examinations.

Instructor: Farooqui,Fauzia

ASIANLAN 175. First-Year Vietnamese I. (5). (Excl). 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, dialogue, translating, and responding to the content of the text 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, Thí Nga

ASIANLAN 181. First-Year Telugu I. (4). (Excl). May not be repeated for credit.

First Year Telugu is a beginners’ level course that gives more emphasis on proficiency in the basic skills of speaking, oral comprehension, reading and writing. The course material comprises of conversational lessons, topical reading lessons and grammar lessons with a separate workbook for each material. The materials are mainly prepared by the instructor suitable to the needs of the learner, supplementing with other written materials as well as audio and video cassettes. The materials emphasize speaking and listening in native contexts at normal speed with near-native pronunciation, intonation, style, etc. There will be exercises and language games for spoken and written language practices, besides periodical assignments and tests before taking the final examination that consists of oral as well as written.

Instructor: Kandala,Srinivasacharya


Bengali is one of the major languages in India and is the national language of Bangladesh. This course concentrates on developing skills in speaking, listening, reading and writing Bengali in elementary level. This course is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bengali for communication purposes. Evaluation will be based on classroom performance, homework assignments, tests and final examination.

Instructor: Bhaduri,Mandira

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, 115, 130, or 160.

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.

Instructor: Putman, Mary E

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.

Three lectures and a one-hour discussion period each week. Lecture topics include properties and evolution of stars; interstellar luminous nebulae; recent discoveries involving galaxies, quasars, and black holes in space; and the present state of our knowledge regarding the origin and ultimate fate of the universe and possibilities of finding and communicating with life outside the solar system. Discussion section format is similar to that in ASTRO 101 but concentrates on the universe beyond the solar system.

Instructor: Bernstein, Rebecca A

ASTRO 111. Introductory Astronomy: The Solar System and the Search for Life Beyond Earth. A basic high school math and science background. (4). (NS). (BS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASTRO 101, 115, 120, 130, or 160.

Three lectures and a two-hour evening laboratory session each week. Lectures deal with such topics as the sun, planets, earth-moon system, comets, and asteroids, including information obtained from recent space probes. Also telescopes, time and the seasons, origin of the solar system and of life. The laboratories and discussions feature planetarium demonstrations, observations with telescopes, astronomical photography, and student-inspired dialogue. Two years of high-school mathematics or equivalent are recommended.

Instructor: Putman, Mary E
ASTRO 112. 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 102, 120, 130, or 160.

Three lectures and a two-hour evening laboratory section each week. Lectures deal with such topics as the properties and evolution of stars, interstellar luminous nebulae, and recent discoveries involving galaxies, quasars, and black holes in space. Also the present state of our knowledge regarding the origin and ultimate fate of the universe and possibilities of finding and communicating with life outside the solar system. The laboratories and discussions feature planetarium demonstrations, observation with telescopes, astronomical photography, and student-inspired dialogue. Two years of high school mathematics or equivalent are recommended.

Instructor: Bernstein, Rebecca A

ASTRO 122. The Origin of the Elements and the History of Matter. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit.

Seminar focusing on the creation of the elements, which were made in the Big Bang and in the center of stars. Students learn how clues to the history of matter were found in abundance patterns in a variety of astronomical objects.

Instructor: Cowley, Charles R

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.

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 textbook), and the accompanying laboratory is aimed at giving students practical experience in observational techniques.

Instructor: Mateo, Mario L

BCS (Bosnian/Croatian/Serbian, Slavic Languages and Literatures)


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 (Program in Biology)

BIOLOGY 100. Biology for Nonscientists. Some exposure to biology and chemistry at the high school level is assumed. (4). (NS). (BS). May not be repeated for credit. Not open to those with Advanced Placement or "Departmental" credit in biology, nor to those concentrating in the biological sciences. Credit is granted for a combined total of 12 credits elected in introductory biology.

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 nonuses 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 sections, students have the opportunity to review material presented in lecture and participate in discussions of issues raised in the lecture segment.


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 12 credits elected in introductory biology.

This is a course for non-science majors 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


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 what are human nutritional needs, and where and how people have gotten food to meet them. 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 and how food has been and is now grown, processed, and marketed, and the impact of these practices on human health. Plenary lectures and small GSI-lead discussions.

Discussion sections meet the first full week of classes. Discussion sections will not meet Monday and Tuesday before Thanksgiving and there will be no lecture Wednesday before Thanksgiving. Instead, students will attend a special meeting November 7-9.


Instructor: Estabrook, George F

BIOLOGY 110 / ENVIRON 110 / GEOSCI 171 / AOSS 171 / ENSCEN 171. Introduction to Global Change: Physical
The University of Michigan has been changing the global environment at a pace unknown to any previous time. 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 you think critically and creatively. 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 research 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 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.

Biology is a fascinating and diverse field of study. This one-semester laboratory course is intended for students not planning to major 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 research 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 130. Animal Behavior. (4). (NS). (BS). May not be repeated for credit. Credit is granted for a combined total of 12 credits elected in introductory biology.

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 in 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) under-
stand 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.


**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 12 credits elected in introductory biology.

This course is designed to provide students with a basic knowledge of genetics required to intelligently assess and understand the latest developments in genetics, as well as to appreciate some of the genetics topics covered: genetics; race and IQ; forensic applications of genetic fingerprinting; gene therapy; recombinant DNA technology and possible environmental concerns; the Human Genome Project.

**Instructor:** Adams, Julian P

**BIOLOGY 162. Introductory Biology.** Prior or concurrent enrollment in CHEM 130. (5). (NS). (BS). May not be repeated for credit. BIOLOGY 162 is not open to students who have completed BIOLOGY 152, 154 or 195. Credit is granted for a combined total of 12 credits elected in introductory biology. Laboratory fee ($68) required.

A one-term introductory course intended for concentrators in biology, other science programs, or preprofessional studies. Other suitably prepared students wishing detailed coverage of biology are also welcome. The aims of BIOLOGY 162 are:

1. to provide factual and conceptual knowledge;
2. to give an integrated overview of the central tenets of modern biology;
3. to afford experience in obtaining and interpreting biological hypotheses; and
4. to develop thinking and writing skills.

Topics in BIOLOGY 162 are divided among four areas:

A. cellular and molecular biology;
B. genetics;
C. evolution; and
D. ecology.

**Students MUST:**

1. attend 3 lectures, 1 one-and-a-half hour discussion, and 1 three hour lab section each week;
2. ATTEND THEIR ASSIGNED DISCUSSION AND LAB MEETINGS EACH WEEK STARTING WITH THEIR LAB AND DISCUSSIONS IN THE FIRST FULL WEEK OR THEIR SPACE MAY BE GIVEN TO SOMEONE ON THE WAITING LIST; and
3. RESERVE the times and dates for the midterm and final exams (as specified in the Online Schedule of Classes) before enrolling.

Students usually purchase a textbook, lab manual, and course pack consisting of a syllabus and lecture notes. No other study guides or supplementary materials need be bought.

For Honors credit, register for one of the Honors discussion/lab sections.

For further information contact the Introductory Biology office, (734) 764-1430.

**Instructor:** Clark, Steven E

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**CAAS (Afroamerican and African Studies (CAAS))**

**CAAS 103. First-Year Social Science Seminar.** Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit. (Cross-Area Courses). May not be included in a concentration plan.

**Section 001 — Malcolm X, Black Power, and the Practice of History**

This course examines the life and legacy of Malcolm X, considering him both as an historical figure whose ideas and actions were part of a specific historical moment, and as an iconic, almost mythical figure whose image continues to stand as a powerful symbol. Our focus will be on understanding Malcolm X’s influence on the Black Power movement of the 1960s and 1970s, when various organizations and individuals claimed to be carrying on his legacy. In addition, we will critically assess the ways in which his legacy continues to be constructed and used to represent that period of Black struggle. Our investigation will be guided by three broad objectives.

- **First, we will study Malcolm X’s life leading up to his emergence as a national and international figure of Black resistance.**
- **Secondly, we will examine the contours and depth of his activism and its relationship to the broader African American freedom movement. This will include a close look at the various ways in which his ideas and his example as a political activist dramatically impacted the emergence of the Black Power movement following his assassination in 1965.**
- **Finally, we will analyze and interpret contemporary representations of Malcolm X in both scholarly and popular forms, allowing us to better understand his legacy and his place in narratives of African American history.**

Throughout the academic term, we will take care to highlight the ways that ideas and images are used to construct historical meaning — that is, to make sense of the past and its relationship to the present.

**Instructor:** Ward, Stephen M

**Section 002 — The Crisis of the African American Male**

For most of the last half of 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 — Gender, Population, and Development**

This course examines the discourses and practices of development and population control targeting non-Western countries. The course situates these discourses and practices in histories of colonial encounters, international politics, and global relations of power and inequalities. We will survey a diverse range of debates among the critics of population and development policies and projects in order to see how such debates have succeeded or failed in altering hegemonic approaches to development with new approaches that attend to peoples’ histories, social locations, and health and human rights. The course will analyze these discourses and practices with reference to local politics and
realities of uneven development that produce gender, class, and ethnic disparities. Although the course material focuses on non-western countries, Africa in particular, we will also look at some examples of how these discourses are projected on poor communities elsewhere including the U. S., such as in the recent case of Katrina-New Orleans.

Instructor: Padilla, Amal Hassan

Section 004 — The Races of Sexuality and 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

Section 005 — I, Too, Sing America: Culture & Psychology

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 will include stereotyping, communication, cooperation, conflict, justice, and discrimination. For example: What are psychological theories about how individuals and groups might most benefit from life in pluralistic societies? What are some psychological dynamics of stereotyping? What are possible connections between various forms of discrimination (for example, racism, sexism, homophobia, and anti—Semitism)?

Instructor: Behling, Charles F

Section 006 — Justice for All? Difference & Oppression in the U.S.

This introductory seminar course will examine identity development and oppression as we challenge ourselves to think critically about our social identities and worldviews. Social or group identities include for example, race, ethnicity, social class, gender, sexual orientation, and religion. These identities are predicated upon a social structural system that advantages some groups and disadvantages others. As such, this course will also explore how inequities in our multicultural and multietnic U.S. society impact identity development and relationships between groups.

Instructor: Maxwell, Kelly E

CAAS 104. First-Year Humanities Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit. (Cross-Area Courses). May not be included in a concentration plan.

Section 001 — Interracial America

This course examines the interaction between different racial groups in the U.S. from the 19th century to the present. Conventionally, such studies focus solely on the hackneyed Black-white paradigm of U.S. race relations. This seminar explodes that dichotomy, searching for a broader historical model, including yellow, brown, red, and ethnic white.

We will critically interrogate the history of contact that exists between 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


The history of African visual cultures, it could be argued, is too vast and complex to be sketched out over the course of a single introductory semester. However, through the study of a selected group of African and African Diaspora cultures, we can 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: 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 course of 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 lectures and weekly discussion sections, in films, recorded sound, visits to the UM Museum of Art, and even in live performance, we will examine both 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.

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.

CAAS 111 is a team-taught course that introduces students to the study of Africa and its Diaspora in the Americas, the West Indies, South America, and Europe. This course takes a multimedia, interdisciplinary approach to a range of historical, literary, artistic, religious, economic, and political questions crucial to the understanding of the experiences of people of African descent. Using maps, films, the visual arts, music, important historical texts, and short stories, the course will focus on four major themes:

1. migration and the middle passage;
2. slavery and resistance;
3. segregation and freedom movements; and
4. the arts and global Black consciousness.

This course is appropriate for both concentrators and non-concentrators. Concentrators should complete this course by the sophomore year.

Requirements The course will meet in a lecture and audio/film format twice a week, with one discussion section per week.

1. Class and section attendance is an important part of the course. Students will be responsible for the assigned readings and for taking part in section discussions. (25%)
2. A map quiz, sections (5%)
3. A midterm in-class exam (short answer and identification questions) (25%)
4. A 5-page essay (10%)
5. A final exam (50% multiple choice, 50% short answer) (35%)
The essay and exams will be based on lectures, discussion sections, films, and readings.

Required texts:
- *Africanisms in American Culture*, Joseph E. Holloway, ed.
- *The Origins of American Slavery*, Betty Wood

Books are available for purchase at Shaman Drum Bookstore (313 South State St., 662-7407). The books are also on reserve, along with journal articles, at Course Reserves (Shapiro Library) and the CAAS Library (5511 Haven Hall). A course pack of additional required readings will be available for purchase at Kolossus (310 East Washington, 994-5400).

**Instructor:** Santamarina,Xiomara A


The course is an introduction to the peoples and cultures of Sub-Saharan Africa. It begins with a survey of the origins of man and early African civilizations and concludes with the Trans-Atlantic slave trade.

**CHEM (Chemistry)**

**CHEM 105 / AOSS 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

**CHEM 125. General Chemistry Laboratory I.** To be elected by students who are eligible for (or enrolled in) CHEM 130, and concurrent enrollment in CHEM 126. (1). (NS). (BS). May not be repeated for credit. Credit is not granted without concurrent enrollment in and completion of CHEM 126. Laboratory fee ($90) required.

**Section 100.** 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 design, 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 qualitative 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.

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

**NOTE:** 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: CHEM 125.110 DIS section and CHEM 125.111 LAB section and CHEM 126.100 LEC.

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

**Instructor:** Kerner,Nancy Konigsberg
CHEM 125.110 DIS section and CHEM 125.111 LAB section and CHEM 126.100 LEC.

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

Instructor: Kerner, Nancy Konigsberg

Section 300. 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 design, 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.


NOTE: 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: CHEM 125.110 DIS section and CHEM 125.111 LAB section and CHEM 126.100 LEC.

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

Section 600. This General Chemistry course is intended to satisfy the one-term chemistry requirement for students interested in science particularly chemistry as their concentration, 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 130.600 provides an introduction to the major concepts of chemistry in an experimental manner, integrating traditional lecture with hands on laboratory methods in a studio classroom. The topics will include the microscopic picture of atomic and molecular structure, periodic trends in chemical reactivity, the energetics of chemical reactions, the nature of chemical equilibria, and electrochemistry. Students will be introduced to science as a discipline, as well as the process of chemical research. The integrated CHEM 130.600 studio section will give students an opportunity to think critically, examine experimental data, and form generalizations about data as chemists do within a highly collaborative setting. Emphasis in the studio classroom will be on drawing a direct connection between concepts and observed scientific phenomenon. The integrated CHEM 130.600 and 125.600 will meet in a large lecture hall one time each week for two hours for instruction led by a faculty member, once a week for two hours in a small discussion section led by faculty and graduate student instructors, and twice a week for two hours each time in a laboratory led by a graduate student instructor. Lecturers and graduate student instructors will have scheduled office hours for after-class help. Course grades will be determined from in class discussion, homework, writing assignments (including lab reports), three two-hour examinations (Tuesday nights), and a final examination including both written and hands-on portions.


Students enrolled in CHEM 130.600 are also required to also enroll in section CHEM 125.600. Overrides by recommendation of advisor.

Instructor: Banaszak Holl, Mark M

CHEM 126. General Chemistry Laboratory II. To be elected by students who are eligible for (or enrolled in) CHEM 130, and concurrent enrollment in CHEM 125. (1). (NS). (BS). May not be repeated for credit. Credit is not granted without concurrent enrollment in and completion of CHEM 125.

Section 100. 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 design, 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.


NOTE: Section 100 — Students must also elect one 100 level dis/lab combination of CHEM 125. Combinations are made in consecutive order and are linked. For example: CHEM 125.110 DIS section and CHEM 125.111 LAB section and CHEM 126.100 LEC.
Section 200 — Students must also elect one 200 level DIS/LAB combination of CHEM 125. For example: CHEM 125.250 DIS section and CHEM 125.251 LAB section. 

Instructor: Kerner,Nancy Konigsberg

Section 200. 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 design, 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 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.


NOTE: Section 100 — Students must also elect one 100 level dis/lab combination of CHEM 125. Combinations are made in consecutive order and are linked. For example: CHEM 125.110 DIS section and CHEM 125.111 LAB section.

Section 200 — Students must also elect one 200 level DIS/LAB combination of CHEM 125. For example: CHEM 125.250 DIS section and CHEM 125.251 LAB section. 

Instructor: Kerner,Nancy Konigsberg

Section 300. 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 design, 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.


NOTE: Section 100 — Students must also elect one 100 level dis/lab combination of CHEM 125. Combinations are made in consecutive order and are linked. For example: CHEM 125.110 DIS section and CHEM 125.111 LAB section.

Section 200 — Students must also elect one 200 level DIS/LAB combination of CHEM 125. For example: CHEM 125.250 DIS section and CHEM 125.251 LAB section.

Instructor: Kerner,Nancy Konigsberg

Section 600. CHEM 125.600 and CHEM 126.600 is the associated section of laboratory offered for students enrolled in the CHEM 130.600 section. This course will be taught in conjunction with the CHEM 130.600 section, and students must be concurrently enrolled in both sections. The laboratory component for this course will emphasize critical thinking skills, problem solving, and hands-on experiments. Students will have the opportunity to design their own experiments and to critically analyze and interpret data. Use of benchtop and handheld electronic data acquisition equipment will be stressed as well as examination of the accuracy and reliability of such equipment.

As described under the heading for CHEM 130.600, the laboratory portion of this integrated course will involve a pedagogically rational intersection of discussion, hands-on, and project-based activities in a studio format. The grading for the laboratory component will be based on class discussion and participation, on developing proficiency with hands-on laboratory operations (designing, implementing, reporting and critically analyzing experimental work).

TEXT: Chemistry, by Olmsted and Williams, 3rd Ed., ISBN#0471390712

Students enrolled in CHEM 125.600 are also required to enroll in CHEM 130.600 and CHEM 126.600. Overrides obtained from Honors Office during First-Year Summer Orientation by recommendation of advisor.

Instructor: Banaszak Holl,Mark M

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.

Section 100. 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. TEXT: *Chemistry: General Chemistry*, ISBN 0618538895, Ebbing, Houghton Mifflin(Required).

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 LS&A testing or permission of the Chemistry Department (1500 Chemistry) is needed for enrollment in this section.

**Instructor:** Gland, John L

**Section 400 — Restricted to CSP students. Contact the CSP office**

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. TEXT: *Chemistry: General Chemistry*, ISBN 0618538895, Ebbing, Houghton Mifflin(Required).

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 LS&A testing or permission of the Chemistry Department (1500 Chemistry) is needed for enrollment in this section.

**Instructor:** Sipowska, Jadwiga T

**Section 500.** 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. TEXT: Chemistry: General Chemistry, ISBN 0618538895, Ebbing, Houghton (Required).

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 LS&A testing or permission of the Chemistry Department (1500 Chemistry) is needed for enrollment in this section.

Instructor: Reynolds, Benjamin P

Section 600. This General Chemistry course is intended to satisfy the one-term chemistry requirement for students interested in science particularly chemistry as their concentration, 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 130.600 provides an introduction to the major concepts of chemistry in an experimental manner, integrating traditional lecture with hands on laboratory methods in a studio classroom. The topics will include the microscopic picture of atomic and molecular structure, periodic trends in chemical reactivity, the energetics of chemical reactions, the nature of chemical equilibria, and electrochemistry. Students will be introduced to science as a discipline, as well as the process of chemical research. The integrated CHEM 130.600 studio section will give students an opportunity to think critically, examine experimental data, and form generalizations about data as chemists do within a highly collaborative setting. Emphasis in the studio classroom will be on drawing a direct connection between concepts and observed scientific phenomenon. The integrated CHEM 130.600 and 125.600 will meet in a large lecture hall one time each week for two hours for instruction led by a faculty member, once a week for two hours in a small discussion section led by faculty and graduate student instructors, and twice a week for two hours each time in a laboratory led by a graduate student instructor.

Lecturers and graduate student instructors will have scheduled office hours for after-class help. Course grades will be determined from in class discussion, homework, writing assignments (including lab reports), three two-hour examinations (Tuesday nights), and a final examination including both written and hands-on portions.


Students enrolled in CHEM 130.600 are also required to enroll in section CHEM 125.600. Overrides by recommendation of advisor.

Instructor: Banaszak, Holl, Mark M


Section 100. 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 Monday and Thursday evening workshops with the professors from 5:30-7:30 in 1400 Chemistry. There are three hour examinations (Tuesday nights) and a final examination.


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

Instructor: Copolla, Brian P

Section 200. 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 three hour examinations and a final examination.

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

Instructor: Wolfe, John P

Section 300. 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 Monday and Thursday evening workshops with the professors from 5:30-7:30 in 1400 Chemistry. There are three hour examinations (Tuesday nights) and a final examination.


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

Instructor: Nolta, Kathleen V

CHEM 211. Investigations in Chemistry. To be taken with CHEM 210. (1). (NS). (BS). May not be repeated for credit. Laboratory fee ($87.50) required.

Section 100. CHEM 211 is a laboratory introduction to methods of investigation in inorganic and organic chemistry. Students solve individual problems using microscale equipment and a vari-
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.


NOTE: This course is linked to CHEM 210. Students must elect both CHEM 210 (for 4 credits) and CHEM 211 (for 1 credit).

Instructor: Nolta, Kathleen V

Section 300. 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.


NOTE: This course is linked to CHEM 210. Students must elect both CHEM 210 (for 4 credits) and CHEM 211 (for 1 credit).

Instructor: Nolta, Kathleen V

Section 400. 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.


NOTE: This course is linked to CHEM 210. The recitation sections for CHEM 210 and laboratory sections for CHEM 211 should be the same section numbers (e.g., CHEM 210/100/122 and CHEM 211/100/122). Students must elect both CHEM 210 (for 4 credits) and CHEM 211 (for 1 credit).

Instructor: Coppola, Brian P

CHEM 218. Independent Study in Biochemistry. Consent of instructor required (Prerequisites enforced at registration). For students with less than junior standing. (1). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 4 credits.

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 at least 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 (Prerequisites enforced at registration). For students with less than junior standing. (1). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 4 credits.

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, Classical Studies)

CLARCH 221 / HISTART 221. Introduction to Greek Archaeology. (4). (HU). May not be repeated for credit.

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, Classical Studies)**

**CLCIV 120. First-year Seminar in Classical Civilization (Humanities).** Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.

**Section 001 — The Limitations of Eros**

This seminar provides a literary survey of catastrophic love, the standard language and motifs such portrayals entail, and the place of the individual vs. society in these conflicts. We begin with the lyric poets Sappho and Catullus, a selection of Greek epic, and a close discussion of three Platonic dialogues that focus on the correct interpretation of Eros and erotic desire. We then turn from Antiquity to Modernity, and read together three classic modern works that showcase the disasters wrought by love that transgresses social boundaries: Goethe’s Werther, Stendahl’s Red and the Black, and Tolstoy’s Anna Karenina. The seminar will conclude with a reading of Forster’s long unpublished novel Maurice. Principle requirements are excellent attendance, frequent in-class participation, and the composition of several short essays in the course of the academic term.

**Instructor:** Acosta-Hughes, Benjamin B

**Section 002 — Quid fecit? (Who dunnit?): Ancient Rome in Modern mystery novels**

An exploration of the meaning of Rome in popular culture. In this course, we will examine how contemporary culture uses Rome to measure social values. Rome is both the extreme other — a society devoid of any moral compass (something we see in HBO’s new Rome series) and also a society that reflects our own best virtues: courage, loyalty, austerity. Students will read mystery novels from a variety of historical perspectives, view Rome in contemporary film and television, and collectively write their own whodunnit.

**Instructor:** Ahbel-Rappe, Sara L

**Section 003 — Lost and Found in the Mediterranean**

The Mediterranean has often served as the setting for stories of sea voyages, dramatic shipwrecks, and isolated island life. This course takes students on a journey through the literature of this maritime world, beginning with Homer’s Odyssey and Sophocles’ Philoctetes. Along the way we will travel further afield to examine how overseas exploration and colonialism in the Renaissance are reflected in Shakespeare’s Mediterranean plays. To end, we will return to the themes of Homeric epic and Sophoclean tragedy as observed through the lens of New World post-colonialism in Derek Walcott’s updated treatments of travelers lost and found in the Mediterranean.

**Instructor:** Berlin, Netta

**COMM (Communication Studies, Communication Studies)**

**COMM 101. The Mass Media.** Freshman or sophomore students with 54 CTP or less (excluding AP credit) (Prerequisites enforced at registration). (4). (SS). May not be repeated for credit.

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 pre-sent 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. To encourage and acknowledge academic excellence, the Department of Communication Studies will award the G.H. Jenkins Memorial Journalism Prize to the top three students who demonstrate excellence in writing each semester. The professor determines which written assignments in this course will be considered for evaluation. The finalists are then determined by the professor and GSIs at the end of the term. Each prize comes with a $150 award. This course is one of four prerequisites required for students to have completed before declaring a Communication Studies concentration.

**Instructor:** Kwak, Nojin

**COMM 102. Media Processes and Effects.** Freshman or sophomore students with 54 CTP or less (excluding AP credit) (Prerequisites enforced at registration). (4). (SS). May not be repeated for credit.

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. To encourage and acknowledge academic excellence, the Department of Communication Studies will award the G.H. Jenkins Memorial Journalism Prize to the top three students who demonstrate excellence in writing each semester. The professor determines which written assignments in this course will be considered for evaluation. The finalists are then determined by the professor and GSIs at the end of the term. Each prize comes with a $150 award. Also, the Department of Communication Studies requires all students enrolled in COMM 102 to participate in the Department Participant Pool. The purpose of this requirement is to teach you about the empirical research that is conducted in the communication studies field by giving you first-hand experience as a subject. You must participate in FIVE hours of studies. Failure to complete this requirement results in a one-third step reduction in your grade. 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.** Freshman or sophomore students with 54 CTP or less (excluding AP credit) (Prerequisites enforced at registration). (1). (Excl.). 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, database 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, School of Music, Theatre & Dance)

COMP 139. Introductory Composition. Freshman composition majors. (3). (Excl). May not be repeated for credit.

An introduction to the basic craft of musical composition.

COMP 221. Introduction to Elementary Composition. For non-School of Music students. (3). (CE). May be repeated for credit.

For non-music majors. 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.

COMPLIT (Comparative Literature)

COMPLIT 122. Writing World Literatures. (4). (Introductory Composition). May not be repeated for credit.

An intensive writing course focusing on multiple translations of works, asking students to consider how these translation 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.

COMPLIT 140. First-Year Literary Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May be repeated for credit for a maximum of 6 credits.

Section 001 — Stopping and Reading

What may occur when we approach academic reading as a contemplative practice? This course will explore this question via three core, interrelated experiences: 1) an introduction to and hands-on experience with simple Zen Buddhist contemplative practices; 2) close readings of short texts from a variety of genres; 3) supplementary readings designed to expose participants to (a) a history of the contemplative practices we are engaged in; (b) alternative, related conceptions of reading as contemplative practice; (c) "model" contemplative readings; (d) debate concerning the ethical (or "worldly") value of contemplative practices. These three core experiences will be knotted together into six clusters, each lasting two weeks, each oriented around a short text and a contemplative practice. Attendance in class and all readings will be mandatory. In addition students will be required to maintain a structured journal and sustain the contemplative practice introduced in a given cluster at home (minimum 3 days per week for fifteen minutes).

Instructor: Colas,Santiago

COMPLIT 240. Introduction to Comparative Literature. (3). (HU). May not be repeated for credit.

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 will be very much to answer questions of life and death (what went wrong? who done it? why?), but often pose more questions that 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 Mar-

CSP (Comprehensive Studies Program)


This course encourages students to consider their own positions as "insiders" and "outsiders" in a pluralistic society.

The short readings, in particular the works of fiction, describe events that profoundly affect people in racially mixed communities. Reading about the lives of fictional characters who are acting at crucial times, the students will discuss and write about the events, relating them to their own lives and the lives of others.

They will explore their own preconceptions and challenge their
own attitudes. We will also explore the barriers created by class and gender. Students will write five 4-5 page papers; some will be discussed in conference; all will be submitted in revised form. The papers will include expository and personal experience essays and some in-class writings. The midterm and final exams will require out-of-class essays based on the course work.

**Instructor:** Zorn, Frances B

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**CZECH (Czech, Slavic Languages and Literatures)**

**CZECH 141. First-Year Czech.** (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in CZECH 143.

Introductory course presenting basic grammatical information complemented with oral drills.

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**DUTCH (Dutch, Germanic Languages and Literatures)**

**DUTCH 111. First Special Speaking and Reading Course.** (4). (Excl). May not be repeated for credit. Graduate students should elect DUTCH 511. No credit granted to those who have completed or are enrolled in DUTCH 100.

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. Oefenschrift; ThiemeMeulenhoff, Utrecht/Zutphen 2004

**Instructor:** Broos, Antonius J M

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**DUTCH 160. First-Year Seminar: Colonialism and its Aftermath.** Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. Taught in English. (3). (HU). May not be repeated for credit.

**Section 001.** 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, Curacao 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

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**ECON (Economics)**

**ECON 101. Principles of Economics I.** High school algebra and geometry. (4). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 400.

**Sections 100 & 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.

**Textbooks:**
- Taylor’s Principles of Microeconomics
- Miller’s Economics of Public Issues

**Instructor:** Gerson, Janet

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**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.

**Section 001.** 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, open the discussion on their week’s topic, keep a journal throughout the term on their topic and summarize their findings at the end of the term in a brief (2 page max) paper. This paper and journal will be turned in at the end of the term.

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, journal, and attendance. Students who are not concurrently enrolled in ECON 101 will not get credit for ECON 108.

**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.

Students in ECON 108 MUST BE enrolled in ECON 101. Please email Jan Gerson (jgerson@umich.edu) if you are interested in enrolling for ECON 108.

Instructor: Gerson, Janet

ECON 195. Seminar in Introductory Economics. (3). (SS). May not be repeated for credit.

Section 001.
This is not a first-year seminar and is not restricted to freshmen.

This course explains how to solve single and multi-agent decision problems and emphasizes that problems to which these techniques can be applied are ubiquitous. The first half of the course emphasizes the following techniques: unconstrained optimization, constrained optimization, sequential decision making, and game theory. Students learn how to use these techniques to solve simulated problems by hand and more realistic, complex problems using two elementary software tools. Every technique is developed using illustrations not only from economics but also from biology (in particular, behavioral ecology) and from daily life. In the second half of the course, students learn how to apply these same techniques to problems discussed in the popular press. The course requires MATH 115 (or equivalent). ECON 195 is only open to Honors students.

Instructor: Salant, Stephen W

EECS (Electrical Engineering and Computer Science, College of Engineering)

EECS 183. Elementary Programming Concepts. Not intended for engineering students. Students intending transfer to the College of Engineering should take ENGR 101. CS concentrators who qualify should elect EECS 280. (4). (MSA). (BS). May not be repeated for credit. Credit is granted for only one course among EECS 183 or ENGR 101. CAEN lab access fee required for non-Engineering students.

Section 001.

Good program design, structure and style are emphasized. Testing and debugging. Not intended for Engineering students (who should take ENGR 101), nor for CS majors in LSA who qualify to enter EECS 280.

Instructor: Chesney, David R

Section 002.

Good program design, structure and style are emphasized. Testing and debugging. Not intended for Engineering students (who should take ENGR 101), nor for CS majors in LSA who qualify to enter EECS 280.

Instructor: Dorf, Mary Lou

EECS 203. Discrete Mathematics. MATH 115 or 116 or 119 or 120 or 121 or 156 or 176 or 185 or 186 or 295 or 296 or 215 or 255 or 285 with a grade of at least C or better (Prerequisites enforced at registration). (4). (MSA). (BS). May not be repeated for credit. CAEN lab access fee required for non-Engineering students.

Section 001.
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.

Instructor: Dorf, Mary Lou

Section 002.
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.

Instructor: Baveja, Satinder Singh

EECS 280. Programming and Introductory Data Structures. MATH 115 and prior programming experience (assumes prior programming experience using decision constructs, iteration, functions, basic I/O, and simple arrays in C/C++). Those without prior programming experience should elect ENGR 101 or EECS 183 before electing EECS 280. (4). (MSA). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in EECS 280. CAEN lab access fee required for non-Engineering students.

Section 001.
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.

Section 002.
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.

Instructor: Noble, Brian D

EECS 285. A Programming Language or Computer System. Some programming knowledge required. (2). (Excl). (BS). May not be repeated for credit. CAEN lab access fee required for non-Engineering students.

Section 001.
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: O'Malley, Kevin A

ELI 120. Academic Writing for International Undergraduates. (2). (Excl). May not be repeated for credit. A maximum of four ELI credits may be counted toward a degree.

This course helps strengthen the writing skills of international undergraduate students through critical reading and follow-up writing of text-types such as summary, critique and argument. The course focuses on:

1. organization, style and accuracy of academic writing;
2. editing and correcting one's own writing and the writing of class peers; and
3. using, integrating and documenting academic sources in one's writing.
Activities include individual and small-group writing in addition to whole-class workshops of individual students’ essays.

**ENGLISH (English, English Language and Literature)**

**ENGLISH 124. College Writing: Writing and Literature.** (4). (Introductory Composition). May not be repeated for credit.

Students (enrolled and waitlisted) must attend BOTH the first AND second days of class or they will be dropped immediately for non-attendance.

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). (Introductory Composition). May not be repeated for credit.

Students (enrolled and waitlisted) must attend BOTH the first AND second days of class or they will be dropped immediately for non-attendance.

**Section 033.** The focus of this course is your writing and thinking about “difference” (race, class, gender, sexuality) in U.S. society. We will also emphasize the role of reading in the process of developing and strengthening your writing and critical thinking skills as First and Second Year college students. We will help each other through the different stages of writing essays about culture (literature, essays, films) and its multidimensional relationship to society and history. It is my hope that through our work we can better understand Brazilian educator Paulo Freire’s concept of “reading the world, reading the world.”

We will read the works produced by the following (to name a few): African American writer Toni Morrison, Sociologist Allan Johnson, Historians Manning Marable and Ronald Takaki. We will also view films and documentaries during the course.

You will be required to complete the following:

**various writing exercises: response papers, free-writing journal entries, assignments from composition textbook**

**two essays (5 pages)**

**final paper (10 pages)**

**end-of-the-semester portfolio (collection of all work completed for the semester).**

In order to stimulate class discussion, you may be called upon to share from your free-writing journal exercises, response papers, or textbook assignments. So, always come to class prepared.

**Section 056 — Home Less Home More: Quality of Life and Urban Development.**

Taught in conjunction with the Michigan Community Scholars Program, this course challenges students to reflect on and articulate social tensions that constitute what we live in as a community. We have two community partners to help us in this work: COURSE, Community Organization for Urban Revitalization and Sustainable Environment; and HERO, Homeless Empowerment Relationship Organization. Guided by these community, non-profit organizations, we will direct our attention to issues of homelessness, low income living, suburban sprawl, food consumption and production, especially as they become themes for investigation and writing. Some of this writing will be designed to assist our community partners in their work, and in that way students have an opportunity to effect change in the community and to write for an audience beyond each other and the teacher. Students will write frequent short reaction papers to their reading and experiences in the community. Students will also write three longer essays that cover a range of styles, from personal narrative, to exposition, to academic argument. The combination of these two, non-profit organizations with the principles and goals of a writing course is challenging, and we will need to remember the role writing plays in knowledge transmission and possession. The combination of our different parts—the demands of language with the demands of curriculum—will need constant attention, patience, and creativity, recognizing that a successful integration might very well defy understanding and explanation. And yet, that is what we will attempt to understand and explain. We will read. We will talk. We will explain. We will argue. We will listen. We will pursue success, success in writing, in reading, in understanding a culture that might seem intent on destroying itself, but that also retains the possibility of re-construction and its own re-visioning and articulation.

**Instructor:** Cooper, George H

Sections 064 & 065. It is often heard that writing well is a natural phenomenon, that some people have what it takes and others do not, and that this is somehow determined at birth. One of the goals of this course is to prove this wrong. While it may be true that some writers produce smooth, powerful prose in a way that makes their work seem effortless, there is a very good chance that they have worked hard somewhere along the way. Writing well, like anything really valuable, is difficult. Though it is directly related to thinking and speaking, it is a process quite different. We will attempt to distinguish how this is so, determining as we do the difficulties particular to writing, and will proceed gradually to develop your ability to write clearly and with authority.

The first few weeks of the course will be spent taking a closer look at how to read complex material effectively and the actual writing process, the experience of getting words down. It is usually at this early stage, before we barely begin, that anxiety or confusion takes us from the path. My hope is that a continued exploration of this difficult first stage of writing, and the sharing of our experiences with it, will develop a level of familiarity and comfort that will allow each of you to take the risks necessary to develop and communicate your complex ideas more successfully.

**Instructor:** Bankowski, Geoffrey Martin

**ENGLISH 140. First-Year Literary Seminar.** Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.

**Section 001 — Paradise Lost (Honors)**

John Milton is considered by many to be the most compelling, and the most maddening, poet in the English language. His subjects were enormous: the nature of creation, the origins of sin, the interdependence of free will and obedience, knowledge and mortality, sex and the state. His technical mastery — his sheer command of poetic line and poetic image — is unsurpassed. His career confounds the divisions we take for granted: Milton was at once an ivory tower intellectual and a practical servant to a revolutionary Commonwealth, a poet of empire and an anti-imperialist, a radical reformer in religion, governance, and relations between the sexes, and also a defender of patriarchy. We will devote our term to Milton’s masterpiece, Paradise Lost, using the poem as our handbook for broad discussions about the aesthetic, political, social and religious questions it opened to vivid scrutiny. Students who are not in the Honors program may request permission of the instructor to register for this course.

**Instructor:** Gregerson, Linda K

**Section 002 — Women Writers and Classical Myth**

In this first-year seminar we will read a range of women writers who have turned to classical mythology as a source of creative inspiration, and we will analyze how they rewrite and revise particular myths to engender new meanings. We will consider various literary genres (poetry, narrative, drama) and there will also be an opportunity to write your own creative version of a classi-
ENGLISH 239. What is Literature? Prerequisite for concentrators in the Regular Program and in Honors. (3). (HU). May not be repeated for credit.

This course, prerequisite to the major, is to introduce students to the chief terms and practice of English studies.

Section 001. Oscar Wilde once said "That which isn't literature is unreadable; that which is literature is unread," and we all know that standard line about literature being "the best that has been thought and said." In short, the answer always seems to be some sort of clever or learned evasion. A definition of literature is a fatuous endeavor. Far more useful is a description of some of the forms literature can take, and that is what our gateway courses should try to do. An introduction to poetry has an obligatory course unto itself. If film is your passion, there's a full-term introductory course devoted (not required) to that, and we don't demand the available course introducing drama. So, this section of 239 will wrestle with the important non-repetitive subject of style and arrangement.

Section 032. This course is designed to improve a student-writer’s proficiency in persuasive discourse — argumentative writing which seeks to persuade a reader to a specific point of view by means of reason. Most often the subject matter of argumentative essays is controversial and contemporary; yet, the forms for the delivery of ideas on those topics you will be introduced to are quite classical. By the end of the academic term the student-writer should be on the road to becoming an effective communicator, skilled in a number of literary techniques and, hopefully, be able to convey ideas in a precise, provocative and logical manner. In the past, literature was used almost exclusively as model and inspirational catalyst for analyses and essays on topics in written form. In this course, student writing, professional non-fiction, popular culture and, occasionally, literature will be employed as subject matter for discussions as well as in-class and out-of-class essays.

This academic term the discourse will revolve around some specific issues and subjects: argumentation; Black secular music; Black male/female relationships (gender); and class and race. The essays you will write during the term will focus on these topics (and/or sub-topics within these areas).

Policies & Procedural Requirements:

Attendance is required. Four or more absences will adversely affect the final grade you receive, e.g., from a B+ to a B, a C+ to a C, etc.

Late papers are unacceptable. Period. (If, however, there are legitimate and reasonable circumstances that necessitate you asking for an extension, you must ask for more time well in advance of the paper’s due date.) Revised Papers are due no later than seven days from the day the paper is returned to you.

Class Participation is very important and will be considered when computing your final grade.

Visual Stimuli. Throughout the course of the academic term, I will show quite a few video-tapes — documentaries, news segments, etc., — which are provided to supplement your knowledge on the topics, enhance your classroom experience and function as additional (and perhaps more recent) support for your arguments. These visual stimuli constitute "visual evidence." You are expected to watch these quietly, take notes and analytically consider the connections between these materials and the writing contained in the course packs on the topics.

Each student is strongly recommended to see me if s/he is really serious about improving his/her writing. Although my schedule is usually "open" to allow me the possibility of seeing students who just "drop by," if you want help with your writing you should make a standing appointment with me by calling Ms. Della Weatherspoon at 764-9129. (I might also add that our review of a draft is no guarantee that your paper will receive an "A" because it was somewhat error-free at the time.) When you want help with your writing please bring the work on an IBM diskette (which will make it a lot easier to make the necessary revisions).

Written Assignments:

- Three (3) 4-6 page out of class (oc) essays, typed, double-spaced and substantiated by outside sources.

- Four (4) in class essays, 2-3 pages (not skipping a line) on readings from the coursepack or issues discussed in class-related to the readings.

- One (1) Midterm Hourly

- One (1) Take-Home Final Examination related to the last topic covered in the course.

Instructor: Story, Ralph D

ENGLISH 239. What is Literature? Prerequisite for concentrators in the Regular Program and in Honors. (3). (HU). May not be repeated for credit.

This course, prerequisite to the major, is to introduce students to the chief terms and practice of English studies.

Section 001. Oscar Wilde once said "That which isn't literature is unreadable; that which is literature is unread," and we all know that standard line about literature being "the best that has been thought and said." In short, the answer always seems to be some sort of clever or learned evasion. A definition of literature is a fatuous endeavor. Far more useful is a description of some of the forms literature can take, and that is what our gateway courses should try to do. An introduction to poetry has an obligatory course unto itself. If film is your passion, there's a full-term introductory course devoted (not required) to that, and we don't demand the available course introducing drama. So, this section of 239 will wrestle with the important non-required written leftovers you as a potential literature major ought to and should want to know something about. You also should want to look at some major authors who do many things in their work. So, we will try to describe some of the multiple manifestations of the novel, the novella, the short story, the drama, and the memoir in the writings of 2 major versatile American writers of the past century. The readings will be of 6 plays by Arthur Miller and of a novella, half a dozen short stories, 3 novels and a memoir by Philip Roth.
Students will write 2 short essays, take a final examination, and be expected to participate actively and intelligently in class discussion. Let's see if we can make a requirement not only profitable, but also challenging, engaging and a pleasure? which is, after all, what the serious study of literature should be. Cost of books: around $100 if you want all new books; lots less if you purchase them used. It's the same book when used. And you have already paid for use of the library.

**Instructor:** Bauland, Peter M

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**Section 003 — Examining the Body of Literature**

The generic title of this course? "What is literature?" poses an intriguing question, one that has no simple or definitive answer. Nevertheless, we will discuss it and try to discern what literature IS and, perhaps, more importantly, what literature DOES and HOW it does it. Can we define it? Or do we just "know it when we see it"? Does it entertain? Does it instruct? And, if it instructs, just what kind of information does it convey? Aesthetic? Cultural? Social? Psychological? Historical? Like good detectives, we will be examining some small portion of the body of literature and drawing some theoretical conclusions about literature itself.

The course will focus on written texts, primarily novels and short stories. Our readings will include classic works and works by more modern and contemporary authors. However, we will also be looking at a few films. These various types of narratives have evolved over time to reflect changes in individual ways of thinking about the world as well as changes in ways of telling stories. This course is designed to trace those many changes.

Requirements include weekly reading responses, two short papers, a final exam as well as enthusiastic and frequent participation in class discussion. Cost: $75.

**Instructor:** Kowalski, Rosemary Ann

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**Section 006 — Seas of Stories**

Our approach to the question "What is literature?" will focus more specifically on narrative: what it is and how it works. We'll work from the assumption that one of the simple joys that literature offers is a good story. But our discussions will aim toward a more complex understanding of the ways in which narrative appeals to readers, as well as the aesthetic, social, and political implications of judging a story to be a 'good' one. Tackling questions of literary value will allow us to confront assumptions about what literature is or is supposed to be, and how those assumptions vary over space and time.

Our texts will be (mostly) by twentieth century authors from Africa, India, the Caribbean, and the U.S.: Jamaica Kincaid, Caryl Phillips, John Edgar Wideman, Carter Revard, Leslie Marmon Silko, Salman Rushdie, Nuruddin Farah, Abdulrazek Gurnah, Zakes Mda, Tsitsi Dangarembga, J.M. Coetzee, Oloudah Equiano. Short writing assignments, both formal and informal, will facilitate critical engagement with the texts. Participation in class discussion is a required component of the course. There will be at least one exam.

**Instructor:** Wenzel, Jennifer A

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**Section 007 — Inventing Reality**

The 19th century novel was celebrated for its so-called realism, its depiction of what George Eliot called, "ordinary life." This course will operate on the premise that a version of "realism" remains the goal of narrative and film from Eliot's day to the present; what changes is how reality is defined. We will ask how John Fowles' claim that all fiction writers want "to create a world that's real, but other than the world that is" can hold true for such diverse texts as Jane Austen's Northanger Abbey, Toni Morrison's, The Bluest Eye, and the post-modernist fictions whose authors foreground their inability to be certain about the conclusions to their texts (John Fowles) or deny having any privileged information about their characters (both Fowles and Tim O'Brien). Odder still, what constitutes reality in Art Spiegelman's graphic novel, which represents his actual parents in the form of cartoon animals telling the "real" story of the Holocaust? Shifting literary styles, and the changing philosophical definitions of social and psychological reality that shaped them will be our subject. Texts will include Jane Austen's Northanger Abbey, John Fowles, The French Lieutenant's Woman, Ian McEwan's Enduring Love, Tim O'Brien's, A Place of the Woods, Art Spiegelman's Maus I, and II, William Faulkner's, The Sound and the Fury, Toni Morrison's The Bluest Eye, and Vikram Seth's memoir, Two Lives, and a film, yet to be chosen. We will also have a coursepack which will include articles presenting contemporary theory – our guide to ways of reading these texts. Any change of text will be noted on my web-site during the summer. Requirements will include two short essays, a final take home essay exam, prepared questions for each reading, regular attendance, and active participation in class discussion. Web site: www.silicongroove.net/merlawolk/

**Instructor:** Wolk, Merla

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**Section 009 — Honors**

This course has two main purposes: 1) to develop critical reading and interpretive skills crucial to the deep appreciation and serious study of narrative literature, and 2) to provide occasions for the exercise of those skills in thinking, talking, and writing about a series of distinguished British and American novels of the nineteenth and twentieth centuries.

Readings will include, in this order:

- John Fowles, The French Lieutenant's Woman
- Charles Dickens, Great Expectations
- Emily Brontë, Wuthering Heights
- William Faulkner, The Sound and the Fury
- Louise Erdrich, Love Medicine

Each class will begin with an oral presentation by a panel of students. Class sessions will operate as discussions with a minimum of mini-lectures by the instructor. Students will write weekly reaction papers, except during those weeks when they are giving an oral presentation or writing one of the two in-class essay exams. Two formal essays of 5-6 pages will be required. Class attendance is important and will be recorded.

**Instructor:** Faller, Lincoln B

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**Section 010 — Telling Stories: the Art of Narration**

We will want, in this class, to think about how authors, these ingenious writers, get their characters to "speak" to us as we read. For example a character in Margaret Atwood's, ALIAS GRACE stimulates us to consider that: "when you are in the middle of a story it isn't a story at all, but only a confusion; a dark roaring, a blindness, a wreckage of shattered glass and splintered wood; like a house in a whirlwind." Maybe she is right, maybe the middle of telling a story is like the middle of an experience in life: we can't always know the significance til we move away from the center of that experience. Whatever we may discover, our work will depend on the process of critical analysis that allows us to understand how these contemporary authors are able to organize what Atwood calls, "confusion" into meaningful coherence.

We will mainly be reading and discussing 20th Century literature, and although the final reading list is still to be determined, the following authors will be considered for inclusion: Margaret Atwood, Toni Morrison, Gloria Naylor, John Irving, Michael Cunningham, and Laura Kasischke. Requirements: short, exploratory essays throughout the semester with a longer analytical essay at the conclusion.

**Instructor:** Back, Lillian L

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**ENGLISH 240. Introduction to Poetry.** Prerequisite for concentrators in the Regular Program and in Honors. (3). (HU). May not be repeated for credit.

**Section 001.** Are poets the "unacknowledged legislators of the world," as Shelley writes, or are they, as Auden puts it, people who produce something that merely "survives", making "nothing
happen”? Today the question is just as pertinent as ever. As information floods our senses, pumped through a global telecommunications network of unimaginable proportions, the solitary poet reflecting upon the minutiae of personal experience can hardly seem a figure of any great importance. On the other hand, poetry is more present in our lives than ever available in cheap paperback editions, on the web, at “poetry slams,” and in the songs we hear as we move through our daily lives. This course provides students with tools for understanding, discussing, and analyzing poetry. Our goal is to develop a sensitivity to the ways poems work: how they produce meaning, give pleasure, and participate in the broader currents of the culture at large.

Instructor: Levinson, Julian Arnold

Section 002. The aim of this course is to introduce you to the art of poetry so that you can read and discuss any poem with understanding and delight. During the term, we will move from a general survey of poetic techniques and forms to a more detailed study of the work of a selection of authors from the Renaissance to the present. For the former, we will use Western Wind by John Frederick Nims. For the latter, we will use a course pack of selected poems.

Formal writing will include three (ungraded) exercises in poetic analysis and four (graded) papers (3-5 pages) on individual authors and poems.

Instructor: Cureton, Richard D

Section 003. The first part of this course will concentrate on prosody — the techniques of verse, how poems are put together, how they work. The second part will undertake a mini-history of English poetry, concentrating on some of the major poems from the Renaissance through the Modernists. There will be two exams, short daily writing assignments (a paragraph or so) and two five page analytical papers. The text will be the Norton Anthology of Poetry.

Instructor: Beauchamp, Gorman L

Section 004. A disciplined introduction to the reading of poetry, English and American.

Section 005 — Honors Using the Norton Anthology of Modern Poetry (supplemented by course-pack material from a few earlier writers who set the stage for poetic modernism as well as several prose manifestoes and defenses of poetry in the modern periods), we will study selected works of a range of British and American poets. Rather than approach the genre in an abstract, categorical way with various poems serving as exempla of the topic (e.g., prosody, stanzaic forms, poetic kinds, metaphor, movements and schools) and in lieu of a general survey (Renaissance through contemporary), we focus on the re-invention of poetry as a philosophical and social/political practice responsive to the conditions of modernity in the developed West. At the end, each student (or, small groups of students) will choose a volume of poetry by a modern or contemporary poet and present a brief oral version of his/her research paper on that volume. During the semester, students will write short response papers for each class, and two students will be the designated resource-persons for the materials treated that day.

Instructor: Levinson, Marjorie

Section 007. Too often poetry is seen as a literary form that only dedicated writers, academics, and their victims (students) read. I hope that the experience of reading and discussing poems in this course will encourage you to read poetry outside the classroom. The class will provide you with extensive practice in close reading that should challenge and develop your interpretive abilities. We will focus throughout the term on the designs of poetry — its formal aspects and its purpose: the means by which each poem makes its claims on a reader’s attention. Discussions will repeatedly raise questions about the act of reading, of interpretation itself. How does a community of readers arrive at a consensus on the meaning of a poem? We will be working from The Norton Anthology of Poetry and a course pack. Assignments will include frequent oral reports and numerous short papers (2-3 pp.), and a final essay (10 pp.) on a poet of your choice. Participation in discussions is required; attendance is mandatory.

Instructor: Whittier-Ferguson, John A

Section 008 — A Tour of Interactive Language Systems that Introduces Limited Fork Poetics

Students study how poetry as a product of interacting language systems (the basis of Limited Fork Poetics) transforms and complicates (in compelling and surprising ways) every aspect of poetry including calling “poem” a product of poetry.

Applied Limited Fork Poetics results in Poams and poams: boundary Products of an act of making and contained products of an act of making. Most Poams are also poams, and most poams are also Poams.

There are no poems in LFP. The page that Poams and poams occupy (for they must exist somewhere) might have no resemblance to most existing pages or to any existing page. Students may have to invent pages that can accommodate Poams and poams.

Students will have an opportunity to explore interactions of language systems (which includes sonic systems, and visual systems in addition to text) in three-dimensional representation, digital representation, and combinations of these presentation formats.

Students will apply LFP sensibilities to an existing formal poetic structure, documenting what happens in this interface when a poem becomes a Poam or poam. This documentation will be the major project of the class and may exist on the invented understandings of page, perhaps on multiple invented understandings of page depending on what is documented and what becomes necessary.

Students should regularly record the findings from their investigations, perhaps maintain an mBlog as a digital journal with which others can interact, allowing the mBlog itself to become an interactive language system. Students will be asked to use at least three investigative strategies to navigate the tour of Limited Fork Poetics.


Instructor: Moss, Thylas

Section 009. Students in this course analyze numerous poems written in English, as we address such questions as: what is poetry? Who is it for? What is its relationship to other literary and social practices? While acknowledging poetry’s more salient features (such as meter, sound, figurative language), we also note exceptions (as when the poet shifts from a given metrical pattern, bypasses the line, breaks words, refuses proper sentence structure). Our question here is why: how does the form extend and complicate our sense of what the poem seems to say? Other aspects of this course explore paradoxes of poetic alchemy: how poems can be personal yet mythic, universal yet full of the quotidian, intensely private yet political. Finally, by situating specific poems in time and place, we discuss how particular social/literary/political movements may shape a poem’s form and content. In contemporary terms, we might consider the academy’s influence on poetry, spoken word events and poetry slams, and community-based poetry projects.

In-class activities include reciting some poetry from memory, introducing both a poem (done in pairs) and a poet (done singly), and several non-graded poetry writing exercises. Formal writing assignments include four (1-2 page) paraphrases of individual poems, four (5-page) analytical papers, and a poetry test.
Rough drafts of the four analytical papers will be peer-reviewed in class. Although readings are drawn from a standard anthology, we may look at several poets in greater depth; we may also read short theoretical statements, both past and present, on the nature and purpose of poetry.

Instructor: Meier, Joyce A

Section 010. In this course, we shall study closely a variety of poems written in English from about 1600 to the present. The task of the course is a pleasurable and progressive understanding of how poems work, that is, what techniques poets use to articulate their visions of experience. We shall pay close attention to the language, forms, figures, and themes of verse, to literary-historical conditions that influence poetic craft, and to the intertextual connections that create constellations of poems across the centuries. The textbooks, Norton Introduction to Poetry (eighth edition) by J. Paul Hunter, and Poetic Meter and Poetic Form by Paul Fussell, will be our chief reading, in addition to handouts. Because this is a discussion class, regular attendance and participation are required. Other requirements include a series of short papers, supplemented by a reading journal, a midterm, and a final examination.

Instructor: Goldstein, Laurence A

Section 011. In this course we will study a range of poems written in English from the Renaissance to the present with a view to exploring basic questions of poetic form. Who speaks in a poem? Who do poems address? How does language become poetic? What kinds of knowledge do poems give us? Our text will be The Norton Anthology of Poetry, supplemented by several handouts. Students are expected to participate actively in class discussion; written work will consist of four papers.

Instructor: Clune, Michael W

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.

Section 001. 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.

Instructor: Westlake, Jane

ENGLISH 267. Introduction to Shakespeare. Completion of Introductory Composition. (4). (HU). May not be repeated for credit.

Section 001. 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 we will account for various modern interpretations. Readings, lectures, discussions, writing assignments, required video screenings, and attendance at a Royal Shakespeare Company production will all contribute to our understanding. 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 be chosen from among Richard III, A Midsummer Night’s Dream, Twelfth Night, Romeo and Juliet, Othello, Anthony and Cleopatra, 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.

Section 001. The United States is home to many literary tradi- tions, sometimes seen as separate but all intertwined and inter-connected. The “classic” American literature that originates in New England is just one part of a dialogue that includes Native American, Latino American, and African-American traditions older than the United States itself, as well as Asian Pacific American and ethnic European traditions that reach back well into the nineteenth century. This course — which welcomes beginners to literary study and non-majors as well as concentrators — offers an introduction to these literary cultures of the United States, with emphasis on the richness of their range and variety. Reading comparatively and with an emphasis on contemporary work, we’ll consider texts by such writers as Herman Melville, Walt Whitman, F. Scott Fitzgerald, Ralph Ellison, Toni Morrison, Bharati Mukherjee, Gish Jen, and Toni Kushner, along with a film or two. Throughout the course, we’ll consider certain key questions: How has the ideal of self-invention functioned in different historical moments? What role do literary texts play in shaping or challenging a received sense of history? What kinds of forms and voices do writers develop in, and in response to, the realities of these United States? Requirements: brief in-class quizzes and group assignments, a midterm and a final exam.

Instructor: Blair, Sara B

ENSCEN (Environmental Science and Engineering, College of Engineering)


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: Keefer, Gerald J


Instructor(s):
• David Allan (NRE)
• George Kling (Ecology and Evolutionary Biology)
• Perry Samson (AOSS)
• Ben van der Pluijm (Geology), coordinator; vdp@umich.edu

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 cy-
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

ENVIRON (Environment, Program in the Environment)


Instructor(s):
- David Allan (NRE)
- George Kling (Ecology and Evolutionary Biology)
- Perry Samson (AOSS)
- Ben van der Pluijm (Geology), coordinator; vdpluijm@umich.edu

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

ENVIRON 118 / GEOSCI 118. Introductory Geology Laboratory. Prior or concurrent enrollment in ENVIRON 119, or GEOSCI 205 and ENVIRON 206, or GEOSCI 135. (1). (NS). (BS). May not be repeated for credit. No credit if completed an introductory course in geology (GEOSCI 116, 117 or 218, or ENVIRON 116, 117, 119). 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. (4). (NS). (BS). May not be repeated for credit. No credit granted if completed or enrolled in GEOSCI 116, 117, 120 or ENVIRON 116, 117, 120. No credit granted if completed both GEOSCI 205 and GEOSCI 206/ENVIRON 206. Only 3 credits with GEOSCI 205 or GEOSCI 206/ENVIRON 206.

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 Intro Geology Lab, 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.


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 116, 117, 119 or ENVIRON 116, 117, 119, or both GEOSCI 205 AND GEOSCI 206/ENVIRON 206. Only 3 credits with GEOSCI 205 or GEOSCI 206/ENVIRON 206.

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 firsthand experience with rocks, minerals, and fossils; and an opportunity to discuss these in small groups.

Instructor: Lange,Rebecca Ann

ENVIRON 139. First-Year Seminar in the Environment. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (ID). May not be repeated for credit.

Section 019. The purpose of this seminar is to begin to understand at both the global and local levels, the emerging responses to major problems resulting from unprecedented environmental changes. Initiatives to achieve future sustainability will be the focus of the seminar.

We will begin with a multidisciplinary examination of global environmental and related social changes. Focus will be on the needs of humans and other life forms, including the biophysical conditions on which life depends. Interconnections between the natural environment and social and cultural systems will be emphasized. To help develop a "global" perspective, we will identify implications of these changes for local communities, particularly in the U.S.A.

By critically examining the multiple meanings of "sustainable development" and "sustainability" and related practices, the seminar will address the emerging choices and actions for change. Emphasis will be on changes being pursued by communities, organizations, and individuals in response to growing perceptions of the unsustainability of established values and behaviors. Also, we will examine our own lifestyles in relation to achieving greater sustainability.

To understand initiatives to achieve greater sustainability in local geographical communities, we will study the topics of sustainable...
consumption, land use, food security and agriculture, materials use, and business and economy. Discussions of these topics will draw upon print and electronic resources, presentations by guest practitioners, and community-based experiences of the seminar's members. Readings will come from a wide range of publications including core books of readings by different authors (e.g., People, Land and Community, Vital Signs 1999, and Eco-Pioneers) and articles from a variety of journals (e.g., The Futurist, Science, Resurgence, Harvard Business Review, and Co-op Quarterly).

Seminar members over the course of the academic term will select and complete a project of their choice. Each seminar member will be expected to involve herself/himself in relevant learning activities of their choice beyond the seminar and within the University as well as the surrounding community. If they choose to, students will have the opportunity to pursue and integrate into their seminar work service learning experiences related to the pursuit of sustainability. Information and other learning from these involvements will be incorporated in the seminar.

Writing assignments will include options for individual choice and utilize the forms of a journal and integrative expressed as op-ed articles, short research papers directed to different audiences, news articles, and book reviews. Essential parts of the seminar learning process will include thorough preparation for discussions and active participation in presenting and discussing ideas as well as in actively listening and responding to other seminar members. Assignments will be mostly individual but some will involve groups

**Instructor:** Crowfoot, James E


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 including 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 116, 117, 119, 120 or Environ 116, 117, 119, 120. Those with credit for Geosci 109 may only elect Environ 206 for 1 credit.

Earth is an extraordinary planet; it supports life, has abundant oxygen in its atmosphere, and has an active water cycle. This course explores the interactions among the rocks and soils beneath our feet, water and ice on land and in the oceans, the thin atmospheric envelope and the even thinner layer of living matter. We explore how the earth system has evolved over geological time and how natural processes stabilize our global environment. We also assess how humans have influenced the natural system and examine the consequences for global warming, severe weather, groundwater pollution, and extinctions.

**Instructor:** Walter, Lynn M

ENviron 222(492). Introduction to Environmental Justice. (3). (SS). May not be repeated for credit.

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. http://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.

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.

ENviron 233 / Geosci 223. Introductory Oceanography, Laboratory. Concurrent enrollment in Environ 232. (1). (NS). (BS). (QR/2). May not be repeated for credit.

Laboratory course to be elected concurrently with Geosci 222. One three-hour lab each week.

ENviron 263(Envrnstd 263) / RCNSCI 263 / UP 263. Energy and the Environment. Two and one-half years of high school mathematics, or any college course in mathematics or natural science. (4). (NS). (BS). May not be repeated for credit.

This course provides a basic natural-science understanding of many current problems affecting "Energy and the Environment" which are so frequently covered in policy courses. What scientific principles do we have to understand to make intelligent policy choices concerning the Greenhouse Effect, pollution, acid rain, alternative energy, generating electricity and fueling transportation, etc.? How does the oil industry work and why is oil so difficult to replace? How does one decide when alternative heating and/or cooling is cost effective? These questions require a minimum of scientific understanding and skills. We discuss political and policy issues, but we won't take the solutions offered by anyone on authority or faith; here we will ask what are the natural laws and the technology constraints that must be respected to practice effective politics and to make good policy on behalf of the natural environment and social justice.

**Instructor:** O'Donnell, Thomas Wilfre

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 284 / GEOSCI 284. Environmental Geology. (4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 148. Those with credit for GEOSCI 147 may only elect GEOSCI 284/ENVIRON 284 for 3 credits.

Environmental Geology deals with interactions between people and the Earth. It begins with an introduction to geologic materials and processes and goes on to specific topics such as soil, surface and ground water, natural hazards (volcanism, landslides, earthquakes, floods), global warming, and waste disposal. Previous experience in geology is not required. The course includes three lectures and one discussion period (in which homework exercises are explained and discussed) per week. Evaluation is by means of quizzes, exercises, and a final exam.


Instructor: Ruff, Larry John


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 101. Elementary French. Student group=FR01 OR no French courses (except FRENCH 240, 244, 331, 332, 342, 402, 444, 453) AND no placement codes of FR02, FR03, FR04, FR05 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed FRENCH 100, 111 or 112, or RCLANG 190.

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. RCLANG 150 or Students with any prior study of French must take the Placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). (4). (Excl). 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/rl/langinstruct/overrides.html
Course Coordinator: Sabine Gabaron, sgabaron@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/rl/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 oral 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. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 230 or RCLANG 290 or 310.

Override Request Information:
www.lsa.umich.edu/rl/langinstruct/overrides.html
Course Coordinator: Lori McMann, lmcmann@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/rl/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. One of:
FRENCH 231 with a grade of C- or higher; RCLANG 250; assignment by placement test. (Prerequisites enforced at registration). (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 112 or 230 or RCLANG 290 or 310.

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.

IMPORTANT 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; RCLANG 290 or 310, or assignment by placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). Transfer students who receive transfer credit from their previous college or university for FRENCH 232 and wish to continue with FRENCH 235 with a grade of C- or higher; or RCLANG 290 or 310, or assignment by placement test. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). Transfer students who receive transfer credit from their previous college or university for FRENCH 232 and wish to continue with FRENCH 235. (3). (Excl). 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)
7. France's Multicultural Society:
   - Slavery and Colonization
   - Immigration
   - Islam in France
   - Islamic veil controversy
   - "Fighting Hatreds" (Anti-Semitism and Racism)
   - 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 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.

Intensive study of a topic, theme, or genre in the literatures and other cultural productions of French-speaking peoples, providing an introduction to the methods and practice of literary and cultural study in the French language and opportunities for development of linguistic proficiency beyond the 4th term level.

Section 001. The nineteenth century was preoccupied with the concept of the real, and also with the problem of representing it. The term Realism, and the kind of art that it designates, was an invention of this period: works which claimed to show the "real world," ordinary life "as it is," contemporary society with its vices and virtues, its values, customs and practices, peopled by believable characters with whom readers might reasonably identify. The primary vehicle of realism in literary terms was, of course, the novel. At the same time, the novelist was often the space of an idealist, utopian vision, seemingly inconsistent with the realistic vision which it was meant to depict.

In this course we will examine the relation between realism and idealism in the 19th century through a reading of novels by Balzac, Sand, and Flaubert, and of essays by Baudelaire. We will examine the historical emergence of realism, its philosophical and ideological foundations, and the methods of representation which it employed. We will also consider the limits of realism and its productive, often problematic, relation to idealism within the realist novel itself.

Works:
Honore de Balzac, Ferragus (Folio), Le Père Goriot (Folio)
George Sand, Mauprat (Folio)
Gustave Flaubert, Madame Bovary (folio)
Charles Baudelaire, "Puisque réalisme il y a"; "Madame Bovary de M. Gustave Flaubert" (course pack)
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.

**Section 001.**

Along with older claims to fame, France is now known as the most aggressive international opponent of the United States' plan to invade Iraq and as the country in which a rural activist destroyed a McDonald’s. It is also home to one of the most active anti-globalization organizations, ATTAC, and to one of the liveliest and most ingrained traditions of anti-American ranting. The two are related, because French concerns about modernization and loss of cultural specificity have long been linked to the U.S. and because globalization is often seen today as a form of americanization. This course will offer a look at the often strange and yet generally serious world of French anti-globalization discourse, from Internet tracts to high-toned journalism to grimly comic fiction. It will also focus on French and Francophone attempts, both historical and post-9/11, to comprehend, resist, or otherwise come to terms with the United States. We will try to use this topic not only as a chance to learn something about French and Francophone culture and society but also to think about what and how Americans can (or can’t) learn from the ways in which others see us. Varied readings (literary, journalistic, militant, etc.); two or three films; several short papers; class and small-group discussions; brief individual and group presentations including some based on student research using Web sources. Grading will be based on: participation in class discussion (30%), individual and group presentations in class (30%), and papers written outside of class (40%).

**Section 002 — Reclaiming French America**

This course takes as its starting point that, in addition to providing an important forum for exploring and understanding an Other (another culture or language), French studies may also provide important insights into oneself. Therefore, as a way of preparing students for upper-level courses in French by introducing them to the methods, questions, and concerns of French cultural studies, this course will explore a topic that pushes the boundaries of French studies itself: cultures articulated in French within the current boundaries of the U.S., primarily Louisiana, but also a bit towards the end of the semester, Michigan. Those who have seriously undertaken the project of learning a second language are fully aware of the pedagogically productive effects of the "culture clash" that occurs when one is forced to adapt to radically different linguistic structures. What one has assumed to be natural, or just the way things are, suddenly seems arbitrary. This linguistic denaturalization can also lead to a different understanding of culture as one understand that one's way of doing or understanding things, previously taken for granted, can be radically different from what is considered normal in other cultures. This course will explore how studying the French cultures of Louisiana can challenge our understanding of what it means to be American, particularly in relation to contemporary regimes of racial difference in the U.S.

Linguistically, Louisiana also offers a case study for understanding the diversity of French languages (and the cultures associated with them). For French Louisiana consists of at least four cultures (and three languages). Some of the French-speaking Acadians (from present-day Eastern Canada), forced by their British conquerors into exile, came to settle in Louisiana in the late eighteenth century under the rule of the Spanish crown. They and their descendants preserved a rich oral culture in French, which flourished until it came under attack in the 1920s when the state of Louisiana made English its only official language. Though French is rapidly disappearing as a day-to-day language among Cajuns, it remains a vehicle for Cajun music and became the vehicle for a birth of Cajun writing in French since the 1970s, when the state began an effort to preserve Louisiana’s French heritage. The white Creole elite of New Or-
**GEOG (Geography)**

**GEOG 201 / GEOSCI 201. Water, Climate, and Human-kind: 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. Those with credit for GEOSCI 111 may only elect GEOG 201 for 3 credits.

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: Stixrude,Lars P

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**GEOSCI (Geological Sciences)**

**GEOSCI 102. Energy from the Earth.** (1). (NS). (BS). May not be repeated for credit.

**Section 001.** 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 resources.

**Section 002.** 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 resources.

Instructor: Kesler,Stephen E

**GEOSCI 104. Ice Ages, Past and Future.** (1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 151.

**Section 001.** This course examines the effects of past glaciations on the landscape and on life, and on man in particular. Speculation on the causes of the ice ages that have dominated the Earth for the past million years and predictions of future ice ages, based on current geological research, are examined.

Instructor: Moore Jr,Theodore C

**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.

**Section 002.** 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 111. Climate and Mankind.** (1). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 201 or 151.

**Section 001.** A short, half-term lecture course covering topics including weather, climate factors, climate. The course will explore how climate affects humans and how humans affect climate.

Instructor: Moore Jr,Theodore C

**GEOSCI 115. Earth and Life through Time (1). (NS). (BS).** May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 135 or 145.

**Section 002.** General survey of geologic time, its measurement, dimensions and implications for rates of geological change. A review of the geological history of the Earth and the solar system to provide a framework for discussions of the evolution of life and development of the continents through time.

Instructor: Stixrude,Lars P

**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 116, 117 or 218 or ENVIRON 116, 117.

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 on 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.** (4). (NS). (BS). May not be repeated for credit. No credit granted if completed or enrolled in GEOSCI 116, 117, 120 or ENVIRON 116, 117, 120. No credit granted if completed both GEOSCI 205 and GEOSCI 206/ENVIRON 206. Only 3 credits with GEOSCI 205 or GEOSCI 206/ENVIRON 206.

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 Intro Geology Lab, 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.


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 116, 117, 119, or ENVIRON 116, 117, 119, or both GEOSCI 205 AND GEOSCI 206/ENVIRON 206. Only 3 credits with GEOSCI 205 or GEOSCI 206/ENVIRON 206.

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 firsthand experience with rocks, minerals, and fossils; and an opportunity to discuss these in small groups.

Instructor: Lange, Rebecca Ann

GEOSCI 122 / A O S S 102. Extreme Weather. (3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in A O S S 202.

This course uses examples of thunderstorms, jet stream, floods, lake-effect snowstorms, lightning, thunder, hail, hurricanes, and tornados to illustrate the physical laws governing the atmosphere.

Instructor: Samson, Perry J

GEOSCI 140. Science and the Media. High school science highly recommended. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit.

Section 001. There has never been a greater chasm between the importance of science to society and society’s understanding of it. Reporting on scientific discoveries and technological advances are often biased, inaccurate, or wrong. We will examine the relationship between science and the media and try to answer the following questions: Is scientific reporting fair, accurate, and informed? Is it sensationalist? Can the public evaluate the scientific information presented to them? How do scientists communicate their work? We will use case histories, primarily from the earth and environmental sciences to address these questions. We will cover the basic concepts and facts behind each case, and discuss its presentation to the public. We will use a variety of resources ranging from newspaper and TV reports to the Internet. Members of the university and local media will participate.

No prerequisites. High school science highly recommended. Evaluation will be based on midterm and final projects.

Instructor: Lithgow-Bertelloni, Carolina R

GEOSCI 145. Evolution of the Earth. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 135. Those with credit for GEOSCI 115 may only elect GEOSCI 145 for 2 credits.

Section 001. This seminar course is intended for first-year students with no previous knowledge of, or experience in, the earth sciences. The material introduces students to the history of the Earth from its formation in the solar nebula, through the development of the continents, oceans, atmosphere, and life to its present state as an active planet. The course explains how various features of the Earth "work," including continental drift, volcanoes, and the formation of most rocks; how theories are developed in geology; and how the magnitude of time has been determined. The course is divided into two halves. In the first half, the basic concepts are explained. In the second half, each student makes a presentation covering a relevant subject followed by discussion. Assessment is by two one-hour examinations and the oral presentation, which forms the basis for a term paper. Regular assigned readings from the course text book are essential. Enrollment is limited to first-year students only. Upperclassmen will not be allowed to register for the course.

Instructor: Mukasa, Samuel B

GEOSCI 146. Plate Tectonics. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit. 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.

Section 001. 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: Van Der Voo, Rob

GEOSCI 147. Natural Hazards. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit. Those with credit for GEOSCI 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.

Section 001. 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 150. Dinosaur Extinction and Other Controversies. Only first-year students (including first-year students with sophomore standing) may pre-register for this course. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit.

Section 001. One of the most dramatic developments in the sciences is the suggestion that a meteorite impact caused the extinction of the dinosaurs. This controversial idea is one of many that will be addressed in this course, which deals broadly with the evolution and extinction of life on Earth. After an overview of the history of life, we will examine high-profile debates on whether major evolutionary events and mass extinctions occur gradually or catastrophically, whether dinosaurs are really extinct, and other topics.

Instructor: Wilson, Jeffrey A


Instructor(s):

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

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.

The course explores the interactions among the rocks and soils beneath our feet, water and ice on land and in the oceans, the thin atmospheric envelope and the even thinner layer of living matter. We explore how the earth system has evolved over geological time and how natural processes stabilize our global environment. We also assess how humans have influenced the natural system and examine the consequences for global warming, severe weather, groundwater pollution, and extinctions.

Instructor: Walter, Lynn M

GEOSCI 201 / GEOG 201. Water, Climate, and Human-kind: 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. Those with credit for GEOSCI 111 may only elect GEOSCI 201 for 3 credits.

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: Stixrude, Lars P

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 116, 117, 119, 120 or ENVIRON 116, 117, 119, 120. Those with credit for GEOSCI 109 may only elect GEOSCI 206 for 1 credit.

Earth is an extraordinary planet; it supports life, has abundant oxygen in its atmosphere, and has an active water cycle. This course explores the interactions among the rocks and soils beneath our feet, water and ice on land and in the oceans, the thin atmospheric envelope and the even thinner layer of living matter. We explore how the earth system has evolved over geological time and how natural processes stabilize our global environment. We also assess how humans have influenced the natural system and examine the consequences for global warming, severe weather, groundwater pollution, and extinctions.

Instructor: Walter, Lynn M

GEOSCI 207. How the Earth Works: A Hands-On Experience. GEOSCI 205 or 206 (Prerequisites enforced at registration). (2). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 116, 117, 118, or 120.

This course provides students practical field and laboratory experience with Earth's materials, surface environment, and geologic history. Topics include those closest to human concerns with the water cycle (rivers, lakes, wetlands and groundwater) and with landscape evolution (soils, glacial history). We also consider Earth's geologic history and the evolution of life as a means of understanding human impact on our surface environments (landfills, nuclear waste repositories) and future climate (severe weather and global warming).

The course meets once a week for three hours and usually involves a weekly topical field trip off-campus and related reading and written report. Although non-science students are welcome, they must have taken at least two credits of introductory geological science, or be currently enrolled in a GEOSCI course, in order to enroll.

Instructor: Walter, Lynn M

The Tree of Life:
GEOSCI 208. Hot Topics in the Earth Sciences. (1). (Excl). 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. This class will meet together with GEOSCI 497.

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.

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.

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.

GEOSCI 223 / ENVIRON 233. Introductory Oceanography, Laboratory. Concurrent enrollment in GEOSCI 222. (1). (NS). (BS). (QR/2). May not be repeated for credit.

Laboratory course to be elected concurrently with GEOSCI 222. One three-hour lab each week.

GEOSCI 231. Elements of Mineralogy. Prior or concurrent enrollment in CHEM 125/126/130 or 210/211. (4). (Excl). 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.

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.

GEOSCI 231 is a prerequisite to the Geological Sciences concentration program in the Department of Geological Sciences.

Instructor: Ewing, Rodney C

GEOSCI 284 / ENVIRON 284. Environmental Geology. (4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GEOSCI 148. Those with credit for GEOSCI 147 may only elect GEOSCI 284/ENVIRON 284 for 3 credits.

Environmental Geology deals with interactions between people and the Earth. It begins with an introduction to geologic materials and processes and goes on to specific topics such as soil, surface and ground water, natural hazards (volcanism, landslides, earthquakes, floods), global warming, and waste disposal. Previous experience in geology is not required. The course includes three lectures and one discussion period (in which homework exercises are explained and discussed) per week. Evaluation is by means of quizzes, exercises, and a final exam.


Instructor: Ruff, Larry John


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, Germanic Languages and Literatures)

GERMAN 101. Elementary Course. All students with prior coursework in German must take the placement test. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 100 or 103.

GERMAN 101 is an introductory course for students who have not previously studied German. Few things are more fun and exciting than learning a new language for the first time, 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.

The course will include in particular a series of videotaped lectures by distinguished University of Michigan German studies faculty on culture, history, economics, philosophy, music, linguistics, and literature, televised over UM TV, which will give students a taste of how they can eventually take advantage of the wide range of language opportunities at the University of Michi-
gan, such as the specialty GERMAN 232 courses (see below) and the subsequent sequences of courses in areas of study ranging from Business and Science to Literature and Philosophy.

By the end of the term, 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:
- 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
- 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 Basismworterbuch, Deutsch als Fremdsprache

GERMAN 103. Review of Elementary German. Assignment by placement test or permission of department. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 100, 101, or 102.

GERMAN 103 provides a review of the fundamental components of the German language for students who have had prior 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.

The course will include in particular a series of videotaped lectures by distinguished University of Michigan German studies faculty on culture, history, economics, philosophy, music, linguistics and literature, televised over UMTV, which will give students a taste of how they can eventually take advantage of the wide range of language opportunities at the University of Michigan, such as the specialty GERMAN 232 courses and the subsequent sequences of courses in areas of study ranging from Business and Science to Literature and Philosophy. By the end of the 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 terms. 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., Workbook, Houghton Mifflin
- Course pack. Available at Excel, 1117 South University, phone 996-1500

Recommended Texts:
- Webster's New World German Dictionary, Concise Edition, Macmillan
- Zorach, Melin, English Grammar for Students of German, 4th Ed. Olivia & Hill
- Harper Collins Beginner's German Dictionary
- PONS Basisworterbuch, Deutsch als Fremdsprache

GERMAN 205. Conversation Practice. GERMAN 102 or 103. (1). (Excl). May not be repeated for credit. Students previously enrolled in a 300- or 400-level GERMAN conversation course may not register for GERMAN 205 or 206. May not be included in a concentration plan or minor in German. Offered mandatory credit/no credit.

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 regretfully barred from this course.

GERMAN 221. Accelerated Third-Semester German. GERMAN 102 and assignment by placement test. (5). (Excl). May not be repeated for credit. No credit granted to those who have completed GERMAN 230 or 231. Four credits granted to those who have completed GERMAN 102 or 103.

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. The course includes a selection of recent feature films such as Lola rennt, as well as a variety of shorter video clips and movie excerpts. Readings will be taken from print and online sources and will cover a variety of fields and themes ranging from popular culture, contemporary social issues and history to classical music, art, poetry, and a short text by Nietzsche. By the end of the course, students will be quite familiar with all the basics of German grammar, and be able to survive and hold conversations in a German-speaking country. They will be comfortable surfing the web in German, and able to read and write independently about short texts covering a wide range of topics, so that they will be able to pursue their own specific interests in GERMAN 232 and beyond. Course requirements include daily homework assignments (reading, writing, learning vocabulary, etc.), regular attendance, video assignments, tests, and quizzes. 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 $250 prize is awarded each term for the best final video in GERMAN 221/231.
Required Text:

- Course pack (Available at Excel; 1117 South University; 996-1500)

Recommended Grammar Text [All the grammar you are required to know is in the course pack and on the web, but this book is an excellent reference that would also be helpful to you in the future, and would provide information on many topics for which we do not have enough time in the course.]:

- Wells, Larry D. Handbuch zur deutschen Grammatik (grammar text), 2nd Edition

Recommended Texts for "Language Learning Journals" [see description of "Language Learning Journal" online or in the first few pages of the course pack; more info on these books is on the main GERMAN 221/231 course page]:

- Widmer, Urs, Liebesbrief fuer Mary, Diogenes, Zuerich
- Brothers Grimm, Grimms Maerchen
- Frisch, Max, Andorra, Suhrkamp
- Rowling, J.K., Harry Potter und der Stein der Weisen
- Brussig, Thomas, Am kuerzeren Ende der Sonnenallee
- Carroll, Lewis, Alice in Wonderland/Alice im Wunderland, dtv bilingual edition (dtv 9244)

Other Recommended Texts:

- Webster's New World German Dictionary, Concise Edition, Macmillan
- Wells, Larry D. Arbeitsbuch (workbook with additional exercises to accompany Handbuch zur deutschen Grammatik).
- Harper Collins Beginner's German Dictionary
- PONS Basisworterbuch, Deutsch als Fremdsprache

GERMAN 231. Second-Year Course. GERMAN 102 or 103, and assignment by placement test. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 230 or 221.

In this course, the four basic language skills (reading, writing, listening, and speaking) developed in the first year will be reviewed and extended. The course includes a selection of recent feature films such as Lola rennt, as well as a variety of shorter video clips and movie excerpts. Readings will be taken from print and online sources and will cover a variety of fields and themes ranging from popular culture, contemporary social issues and history to classical music, art, poetry, and a short text by Nietzsche. By the end of the course, students will be quite familiar with all the basics of German grammar and be able to survive and hold conversations in a German-speaking country. They will be comfortable surfing the web in German, and able to read and write independently about short texts covering a wide range of topics, so that they will be able to pursue their own specific interests in GERMAN 232 and beyond. Course requirements include daily homework assignments (reading, writing, learning vocabulary, etc.), regular attendance, video assignments, tests, and quizzes. 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 $250 prize is awarded each academic term for the best final video in GERMAN 221/231.

Required Text:

- Course pack (Available at Excel; 1117 South University; 996-1500)

Recommended Grammar Text [All the grammar you are required to know is in the course pack and on the web, but this book is an excellent reference that would also be helpful to you in the future, and would provide information on many topics for which we do not have enough time in the course.]:

- Wells, Larry D. Handbuch zur deutschen Grammatik (grammar text), 2nd Edition

Recommended Texts for 'Language Learning Journals' [see description of 'Language Learning Journal' online or in the first few pages of the course pack; more info on these books is on the main GERMAN 221/231 course page]:

- Widmer, Urs, Liebesbrief fuer Mary, Diogenes, Zuerich
- Brothers Grimm, Grimms Maerchen
- Frisch, Max, Andorra, Suhrkamp
- Rowling, J.K., Harry Potter und der Stein der Weisen
- Brussig, Thomas, Am kuerzeren Ende der Sonnenallee
- Carroll, Lewis, Alice in Wonderland/Alice im Wunderland, dtv bilingual edition (dtv 9244)

Other Recommended Texts:

- Webster's New World German Dictionary, Concise Edition, Macmillan
- Wells, Larry D. Arbeitsbuch (workbook with additional exercises to accompany Handbuch zur deutschen Grammatik).
- Harper Collins Beginner's German Dictionary
- PONS Basisworterbuch, Deutsch als Fremdsprache

GERMAN 232. Second-Year Course. GERMAN 221 or 231, and assignment by placement test. (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 230. All sections of GERMAN 232 address special topics, e.g., music, philosophy, science, current political issues, etc.

Section 001 — Contemporary German Society and the European Union

While building a topic-oriented vocabulary and reviewing essential grammar appropriate to this level, students will be reading and discussing a variety of authentic texts dealing with Germany's geography, economic situation, the situation of foreigners, the reunification of "the two" Germanys and repercussions thereof in contemporary German society. Furthermore, students will get an insight into the evolution, the decision-making process, and current issues of the European Union.

Section 003 — Mathematical and 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...
Section 004 — German Crime Stories
In this course, we will examine the representation of crime in various texts and genres with a view to establishing some characteristic features of these genres. In particular, we will try to establish what sets "serious" crime "literature" apart from "popular" crime fiction and crime journalism, so that this course will constitute a serious and entertaining introduction to the question "What is literature?" Friedrich Dürrenmatt’s novel Der Richter und sein Henker will constitute the main part of the course. We will read stories by other "serious" writers (Max von der Grün, Günter Kunert, Wolfdietrich Schnurre) and by "popular" writers from Germany, Austria, and Switzerland. We will read newspaper articles and compare their approaches to crimes that caught people's attention. Towards the end, we will discuss Doris Dörrie’s movie Happy Birthday, Türkel!! Be prepared to read, write, and talk a lot. One brief presentation, three short essays, one midterm, one final, some grammar, some fun.

Section 005 — Introduction to German Film Studies
This four-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 300. German Grammar and Composition. GERMAN 230 or 232, and assignment by placement test. (3). (Excl). 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.


GERMAN 305. Conversation Practice. GERMAN 230, 231, or 232; concurrent enrollment in a 300-level course is encouraged but not necessary. (1). (Excl). May be elected twice for credit. Students who have previously participated in a 400-level GERMAN 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 by placement test). (3). (Excl). May be elected twice for credit. May be elected more than once in the same term.

Section 001. This course will explore various aspects of "being" German, and how these contribute to the ways in which Germans are "German" and how they interact with other peoples all over the globe. Some of the aspects which will be dealt with are geography, history, politics, language, psychology, culture, and everyday living. Language of instruction is German. There will be readings and several movies or videos. The language of instruction is German.

Instructor: Van Valkenburg, Janet K

Section 002 — Berlin! Berlin!
This course takes its title from a 1987 exhibit in celebration of Berlin's 750th anniversary. Despite the long history of this city, it has been a quintessentially "modern" metropolis for most of the 20th century. In this course, we will study the transformations of Berlin's urban landscape by looking at the city's cultural representations. How do poetry, essays, novels and films map the city? How have the city's division and reunification affected the production of Berlin's cultural image? The readings from different historical periods will focus on changing representations of key sites such as the "Potsdamer Platz" or "The Wall." Class participants will make their own discoveries about Berlin's past and present culture to become informed Berlin visitors of the future. Class discussions, presentations, lectures, and essays aim to improve your knowledge of German culture and its language. Grammar reviews will be included on individual or group demand.

Instructor: Barndt, Kerstin

Section 003 — The German Language Through Space and Time
The goal of this section of GERMAN 325 is to acquaint students with the discourse and methods of German dialectology and language history. We shall survey the historical development of German and its dialects from the beginnings to the present day, in the context of changing sociological, political, economic, and cultural environments. As we study the changes in vocabulary, pronunciation, and grammar of German, we shall also examine illustrative texts from a variety of genres, translate the older ones into modern German, and compare their features with those of modern German.

Toward the end of the course, we shall turn our attention to East and West, political Left and Right, generations, and genders, and how those divisions are reflected in language behavior. Class discussions will be based primarily on assigned readings in Stedje, Die deutsche Sprache gestern und heute, on the illustrative texts in the course pack, and on homework problems. Grammar will be reviewed as required. Students will present several oral reports in class and write approximately one short essay every second week. Active participation in class discussions is expected. The language of instruction, discussion, class presentations, and essays is German.

Instructor: Kyes, Robert L

Section 004 — German engineering discourse
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. We will read and discuss texts on "how things work," sections of textbooks on 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

Recommended Texts:

- Dörrie's movie Happy Birthday, Türkel!! Be prepared to read, newspaper articles and compare their approaches to crimes that caught people's attention. Towards the end, we will discuss Doris Dörrie's movie Happy Birthday, Türkel!! Be prepared to read, write, and talk a lot. One brief presentation, three short essays, one midterm, one final, some grammar, some fun.

Section 005 — Introduction to German Film Studies
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 300. German Grammar and Composition. GERMAN 230 or 232, and assignment by placement test. (3). (Excl). 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.


GERMAN 305. Conversation Practice. GERMAN 230, 231, or 232; concurrent enrollment in a 300-level course is encouraged but not necessary. (1). (Excl). May be elected twice for credit. Students who have previously participated in a 400-level GERMAN 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 by placement test). (3). (Excl). May be elected twice for credit. May be elected more than once in the same term.

Section 001. This course will explore various aspects of "being" German, and how these contribute to the ways in which Germans are "German" and how they interact with other peoples all over the globe. Some of the aspects which will be dealt with are geography, history, politics, language, psychology, culture, and everyday living. Language of instruction is German. There will be readings and several movies or videos. The language of instruction is German.

Instructor: Van Valkenburg, Janet K

Section 002 — Berlin! Berlin!
This course takes its title from a 1987 exhibit in celebration of Berlin's 750th anniversary. Despite the long history of this city, it has been a quintessentially "modern" metropolis for most of the 20th century. In this course, we will study the transformations of Berlin's urban landscape by looking at the city's cultural representations. How do poetry, essays, novels and films map the city? How have the city's division and reunification affected the production of Berlin's cultural image? The readings from different historical periods will focus on changing representations of key sites such as the "Potsdamer Platz" or "The Wall." Class participants will make their own discoveries about Berlin's past and present culture to become informed Berlin visitors of the future. Class discussions, presentations, lectures, and essays aim to improve your knowledge of German culture and its language. Grammar reviews will be included on individual or group demand.

Instructor: Barndt, Kerstin

Section 003 — The German Language Through Space and Time
The goal of this section of GERMAN 325 is to acquaint students with the discourse and methods of German dialectology and language history. We shall survey the historical development of German and its dialects from the beginnings to the present day, in the context of changing sociological, political, economic, and cultural environments. As we study the changes in vocabulary, pronunciation, and grammar of German, we shall also examine illustrative texts from a variety of genres, translate the older ones into modern German, and compare their features with those of modern German.

Toward the end of the course, we shall turn our attention to East and West, political Left and Right, generations, and genders, and how those divisions are reflected in language behavior. Class discussions will be based primarily on assigned readings in Stedje, Die deutsche Sprache gestern und heute, on the illustrative texts in the course pack, and on homework problems. Grammar will be reviewed as required. Students will present several oral reports in class and write approximately one short essay every second week. Active participation in class discussions is expected. The language of instruction, discussion, class presentations, and essays is German.

Instructor: Kyes, Robert L

Section 004 — German engineering discourse
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. We will read and discuss texts on "how things work," sections of textbooks on
Mathematics, Physics and Chemistry, and passages from more specialized engineering texts. We will devote several class sessions to exploring the website of the Deutsches Museum München, and will generally make extensive use of the web. The course will also include guest lectures by faculty from technical fields and by visitors from industry. 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 terms of college German, and that students are open to and interested in the study of scientific and technical concepts, but the course has no specific scientific or technical prerequisites.

Instructor: Rastalsky, Hartmut Maria

Section 005 — German Film Classics in Context
This course is devoted to the sustained exploration of one of the most famous German films, Fritz Lang’s thriller M from 1931. The film has been hailed for its masterful plot, its enduring images, its innovative use of sound, and its memorable acting. We will study each of these aspects in detail, familiarizing ourselves with basic aspects of film analysis. The film also stands out for its historical relevance: drawing on contemporary newspaper reports about a serial killer, Lang condensed current cultural, social, and political discourses into a modernist artwork. In this sense, the film works like a key to an historical period—a fiction that tells us about the cultural and political realities of the Weimar Republic on the eve of Fascism. In order to further situate Lang’s film in that historical context, we will be reading selected texts from the period, including reviews of the film, texts by and about Fritz Lang, newspaper reports, essays, and short stories. Finally, we will also place M in film historical context by looking at a number of other films from the Weimar era.

The class will provide and quiz basic terms for film analysis, include regular writing assignments such as screening reports, a film review, and short sequence analyses, as well as a midterm and final exam. Taught in German.

Instructor: Von Moltke, Johannes Eugen

Section 006. Love Parade, Fettes Brot, and Lodown: Youth cultures, their terminologies and styles, develop and disappear fast. They stress difference, creativity, and above all individuality. Through their multifariousness, German youth cultures and the concomitant aesthetic are loosely defined, and this facet sustains the flexible component in our class. This course delves then into the popular forms, creative activities, and political orientations of youth within the 80s and 90s. Encountering these specific cultural manifestations (music, film, publications), we will try to find a methodology pertinent to approach this ‘deutsche Besonderheit — der Mythos Jugend’ (Griese). The formal requirements include readings, weekly essays, short grammar tests, motivated physical and oral presence.

Instructor: Federhofer, Karl-Georg

Section 007 — German Drama
Designed to improve proficiency in written and spoken German by way of introductions to various topics in German studies.

GERMAN 350. Business German. GERMAN 230 or 232 (or by placement test). (3). (Excl). May not be repeated for credit.

Section 001. 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 role 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: Van Valkenburg, Janet K

**GREEK (Greek, Classical Studies)**


Section 001. Introduction to Greek grammar and reading of simple selections from Plato to the New Testament.

Instructor: Reed, Joseph D

Section 002. Introduction to Greek grammar and reading of simple selections from Plato to the New Testament.

Instructor: Verhoogt, Arthur Mfw

**GTBOOKS (Great Books, Classical Studies)**

GTBOOKS 191. Great Books. Open to Honors first-year students only. (4). (HU). (Introductory Composition). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GTBOOKS 201 or CLCIV 101.

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. Art and Culture of Antiquity and The Middle Ages. (4). (HU). May not be repeated for credit.

This course is an overview of the material remains from a range of ancient and medieval cultures in Europe and the Middle East (and is complemented by History of Art 102, Renaissance to Modern Art; 103, Asian Art; and 108, African Art). Lectures focus on major works of art and architecture from the ancient world and Middle Ages and seek to establish specific historical contexts in which the monuments were produced and the particular religious and social functions they served. Discussion sections require active participation to re-enforce knowledge gained from lectures and assigned readings. There are three (45—minute) exams. Through lectures, discussion sections, reading assignments and exam preparations, students develop visual knowledge of major monuments of ancient and medieval art, a vocabulary for their description, analysis and interpretation, and a good understanding of the methods and aims of art historical study.

Instructor: Thomas, Thelma K

The history of African visual cultures, it could be argued, is too vast and complex to be sketched out over the course of a single introductory semester. However, through the study of a selected group of African and African Diaspora cultures, we can 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: 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 course of 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 lectures and weekly discussion sections, in films, recorded sound, visits to the UM Museum of Art, and even in live performance, we will examine both 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.


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.

Instructor: Biro, Matthew Nicholas

HISTART 194. First-Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.

Section 001 — Women in the Visual Arts

The course studies women as producers of art and subjects in art in eighteenth-and nineteenth-century Europe. It offers an introduction to how meanings about women and gender are produced by visual images and how gender structures responses to art.

We will investigate the professional opportunities available to women artists for training, exhibition, association, and selling during this period, and the types of work they consequently produced. Art of the period saw a shift from the male to the female nude as the dominant figure of ideal beauty, the invention of new mythologies around the figure of the woman, and the transformation of women into signs of fashion and modernity. The implications of these changes will be examined for women as well as for men involved with the arts.

Books and materials cost (3): $100-$150.

Instructor: Siegfried, Susan L

HISTART 211 / WOMENSTD 211. Gender and Popular Culture. (4). (HU). May not be repeated for credit.

"Popular Culture" is a complex social system and this course concentrates on its visual manifestations in various media. We focus on women as signs or emblems, as producers, and as consumers, of "popular culture", but attention is also given to the representation of masculinity and of race/ethnicity. Mainstream and marginal, appropriated and subverting, reflective and formative, "popular culture" is both a multivalent signifying system and a powerful industry. After a brief thematic introduction to gender, and to analysis, we focus on contemporary American culture, examining such examples as advertising and music; Barbie dolls; parental roles in film and advertising; romance in fiction and films like the classic, Pretty Woman; the male "buddy" system in action movies and the female friend in other films; construction of the male "hero" and the female "action chick". Student participation will include two papers, a final exam, and regular discussion in class.

Instructor: Simons, Patricia

HISTART 221 / CLARCH 221. Introduction to Greek Archaeology. (4). (HU). May not be repeated for credit.

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 — Art and Culture of the American Century (1893-1968)

This period in the U.S. begins in the 1890s (era of the World's Columbian Exposition as well as military adventures overseas) and continues through the time of the Kennedy assassination, the Vietnam War, and Pop Art, all of which threw into question the "American Way" and the place of the U.S. as a world power. This small course (18-25 students) will combine lecture, discussion, and student presentations. Students will have an opportunity to engage in first — hand research and intensive discussion of the ways that art and culture interacted in a specific time and place — in this case the highly visual culture of the U.S. in a period that saw the development of a consumer culture in the U.S. as an emblem of modernity and a source for modern art. In search of traces of the 20th century, we will meet with curators at the Clements and Bentley libraries, the Labadie collection and the UM Museum of Art, with visits to the Detroit Institute of Arts and other buildings in the area, and viewing of films. I will ask the students to undertake research projects — some in groups and some individually, at least one involving critical analysis of period magazines. Readings will include a mix of primary source materials (such as art reviews, interviews with artists, and works of journalism and literature) and recent critical articles on aspects of 20th century art history.

Intended audience: First and second year students who would like an introduction to the subject and to art history of American Studies; Art History students unfamiliar with this aspect of 20th-century art; American Culture and History students unfamiliar with visual culture.

Course Requirements: Informed participation in class discussion; five 2-pg papers written in response to readings; 5-pg paper on a 20th-century periodical; group report on topics to be assigned (includes oral presentation at end of semester and individual 6-page research paper from each student).

Class Format: 3hrs per wk in seminar format. A brief lecture will be followed by discussion of readings, with periodic breaks for group reports.

Instructor: Zurier, Rebecca


How did the works of Giotto, Donatello, Brunelleschis, 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 deceased. 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, piazzes, 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, citizen, 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.


This course is an introduction to the broad scope of art production in China from the second millennium B.C. up until the present. While providing a selection of major monuments and media, the course seeks to address the basic concerns of the historian of art: why does a work of art look the way it does? who made it? who acquired it? where was it displayed and why? who determined artistic standards and who, if anyone, challenged them? And finally, why is it still considered a masterpiece today?

We will ask these questions of works in varied media, including bronze vessels, stone sculpture, painting, calligraphy, ceramics, and garden architecture. Specific topic headings include: royal patronage; monastic patronage; the art market; period vocabularies of style; the making of an artistic canon; art collecting and art criticism, and the use of art as a vehicle for social debate. In a word, the course provides training in the use of art for social studies generally (history, sociology) as well as for the history of art. For this reason section meetings will focus on developing basic skills for understanding art as a document, including vocabularies of description for works of art, basic iconography, art genres and the nature and limitations of different artistic media. No previous knowledge of art history in China is necessary.

Instructor: Powers, Martin J


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, Gericault, Manet, Degas, Seurat, Cézanne, et al.) within the parameters of their historical contexts and of recent critical debate.

Instructor: Lay, Howard G


This course introduces students to the civilization of Islam through its visual cultures. Its goal is to help students understand the unprecedented complexity of the venture of Islam, in which shared Quranic precepts that were based on the transcen-
ience of faith above all other signifiers of identity, were in practice, cast in light of the enormous racial, ethnic, lingual and cultural diversity of the umma (Muslim community) and the conquered. We examine the visual representations of the production of Islam from Spain and Morocco to China and Indonesia, from Detroit to Mali, along the way spanning the period from the advent of Islam in the seventh century to the rise of Colonialism and its aftermath in modern times. Through case studies of key monuments of architecture (mosques, mausoleums, palaces, garden ensembles and urban environments), luxury objects of utility (ceramics, metalwork, glass, textiles, etc.), painting and the arts of the book, we analyze the ways in which artists, patrons and the denizens of cities in the Islamic world deployed the visual to enunciate the spiritual and intellectual values, the socio-economic parameters, and the racial, ethnic, gendered and lingual particularities of vastly divergent cultural regimes. We examine the meaning of race and ethnicity in Islam and contrast it with the dominant Euro-American paradigms. Emphasis will also be placed on the problematic Eurocentric interpretations of such complex interface of cultures of Islam as an unchanging, monolithic phenomenon. Instead, we consider the processes through which tensions in human diversity contributed to competing and converging artistic idioms within the so-called Commonwealth of Islam. Special attention will be given to the interaction between the new faith and pre-Islamic traditions of the conquered and to the dynamic interplay between indigenous and Quranic cultures as they developed and coalesced.

Instructor: Babaei, Sussan

HISTORY (History)


This is a course about Europe and its neighbors between the end of antiquity and the beginning of modern times. We learn about this past directly, by viewing the changing environment, art, and artifacts left to us, and by the classroom conversations about what the men and women of that era wrote for each other. Among the themes we will discuss are the rise of monotheistic religions, the growth of modern practices of government, alternatives in social organization, the practice of emotion, and the uneasy triumvirate of science, the state, and religion.

The sole requirement for this course is intellectual curiosity. Work in class will consist of lectures, discussions, and conversations about visual and textual artifacts. Each class session will include illustrative materials and discussion. Your grade will depend upon performance on exams and your willingness to join our discussion; a book report can provide extra credit.

The course readings will come from sources written during the era we cover plus modern scholarship.

Instructor: Lindner, Rudi P

HISTORY 132 / APTIS 100 / ACABS 100 / HJCS 100. Peoples of the Middle East. Taught in English. (4). (HU). May not be repeated for credit.

This course will survey Middle Eastern political, social, and cultural history from Sumer (3000 BC) to Khomeini's Iran (1979-89). The lectures, the readings, the 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 an accumulative final exam. A one-page synopsis of your readings will be due weekly for your discussion section.

Instructor: Babayan, Kathryn

HISTORY 160. United States to 1865. (4). (SS). May not be repeated for credit.

This lecture/discussion course will examine central issues and events in the history of the territories that became the United States, and the peoples who lived there, from the late 16th to the middle of the 19th centuries. Among the topics that will be considered are the territorial expansions of Europeans into the Americas; the creation of Anglo-American colonies; the social, political, and cultural orders of British North America; the creation of an independent American republic in the Revolution; and the destruction of that first republic in the War Between the States. The required readings will include both primary and secondary sources, and will be examined in weekly discussion sections. There will be both a midterm and a final examination, and active class participation will be expected in the sections.

Required readings may be purchased at Shaman Drum and are on reserve at the UGLI.

Instructor: Vinovskis, Maris A

HISTORY 161. United States, 1865 to the Present. (4). (SS). May not be repeated for credit.

The goal of this course is to provide students with a basic understanding of American history since 1865. Focusing on both the domestic scene and America's changing place in world affairs, the class will return to a number of themes: America's growing economic and military power in the world — and the limits of this power; the development of a mass culture; the growth of a powerful economy and the efforts to distribute its munificence, to blunt its inequalities, and to maintain its prosperity; the struggle to win the rights of citizenship for all Americans, regardless of race, class, creed, or sex; and the efforts of America's political leaders and the national government to manage and control the changing political, economic, cultural, and international situation.

Readings will include a text, a primary documents reader, and some short monographs. These written sources will be supplemented by audio recordings, videos, and web sites. There will be two exams — one "in-class" and one "take-home" — and a final exam. Participation in the weekly discussion sections will also determine part of your grade.

Instructor: Carson, John S

HISTORY 195. The Writing of History. (4). (Introductory Composition). May not be repeated for credit. This course may not be included in a history concentration.

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.

HISTORY 197. First-Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.

Section 001. This first-year seminar focuses on the establishment of British colonial rule in the Americas, Asia, and Africa from the 16th through the 20th centuries. We will consider the political, economic and cultural forces at work during this period. Themes of the seminar include race, gender, and sexuality; travel and exploration; ideologies of colonial rule; the economies of empire; and resistance to imperialism and criticisms of empires that emerged in both Britain and its colonies by the 20th century. We will explore such themes through novels and nationalist proclamations, women's writings, travel literature, and films.

Instructor: Ramaswamy, Sumathi

Section 002. When, where, and how does our age begin? Before Vienna the unconscious was an object of wonder; before Berlin the cinema was a charming toy; before Paris music and art
made sense. Within the orbits of these great cities, before, during, and after World War I, our world was created at the hands of extraordinary men and women.

This seminar explores the literature, art, music, cinema, — the culture of an age in a flurry of creation and destruction, using the similarities and differences of the cities as center. Students will work on projects of their own choosing: some examples from the past have included the self-portraits of Picasso, the war in the air, Hollywood as an outpost of Europe, women's work in wartime, sports photography as a social indicator, — there are many possibilities.

Required Readings:
- Bertold Brecht, *Three Penny Opera*
- Albert Einstein, *Autobiography*
- Siegmund Freud, *Dora*
- Otto Griedrich, *Before the Deluge*
- Frank Whitford, *Klimt.*

**Instructor:** Marwil, Jonathan L

**Section 003 — Modern Scotland: Fiction, Film, History**

This course will explore the history of modern Scotland, especially the history of the twentieth century to the present, through a range of readings and other materials. Scotland is often presented in popular culture through a series of stereotyped images, often involving sheep and sheep byproducts, or allegedly emblematic moments, typically involving uprisings and oppression. We will try to expand our understanding of Scotland to include its modernity, its internal differences, its urbanity, its relations to other places, and its failure to comply with clichés.

Particular emphasis will be placed on the ways in which writers, filmmakers, and even musicians have represented modern Scotland, although we will read a series of works of historical scholarship and political argument to help us understand the contexts in which such cultural works have been created. This course will also offer opportunities for students to explore particular interests within the broad framework, e.g., the rise and fall and rise of Scottish nationalism, language debates, the politics of land ownership, Scotland in Hollywood film, what's particularly Scottish about Scottish social problems, North Sea oil and gas, Scotland in the post-imperial era, or the works of particular Scottish writers or artists. NO background in British or Scottish history or literature is assumed, and students from all majors are welcomed.

**Instructor:** Israel, Kali A K

**Section 004 — Ways of Seeing: Reading Images in American History and Culture**

Inspired by John Berger's path-breaking book, *Ways of Seeing* and more recent explorations of the cultural meanings of images, museum displays, and material objects, this seminar introduces students to the visual culture of American history. Drawing on paintings, maps, political cartoons, family photographs, furniture, quilts, advertising, and films, we will consider how looking at the variety of visual sources earlier Americans left behind illuminates the past for us in ways that sometimes complement but more often supplement our understanding of the richness and diversity of American lives.

**Instructor:** Karlson, Carol F

**HISTORY 200. Greece to 201 B.C. (4). (H)U. May not be repeated for credit.**

Presents a survey of the history of ancient Greece and of contacts between Greece and other ancient societies, especially those of Egypt, Mesopotamia, and Persia, from the Bronze Age to 201 B.C. No special background is required. Emphasis is on the critical use of sources (read in translation) to argue about broad historical questions.

**Instructor:** Schmalz, Geoffrey C R

**HISTORY 204(121) / ASIAN 204. East Asia: Early Transformations. (4). (HU). May not be repeated for credit.**

Introduces the histories, cultures, and societies of East Asia, including China, Japan, and Korea from the archaeological phases through early modern times, ca 1700. It emphasizes social transformation that was made possible through international exchanges of knowledge and goods, technological innovations and adaptations, literacy and thoughts.

**Instructor:** Tonomura, Hitomi

**HISTORY 206(151) / 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(152) / ASIAN 207. Southeast Asian Civilization. Completed or enrolled in GEOSCI 205 and 206. (4). (SS). May not be repeated for credit.**

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 independent 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, *Burmesse Days*
- Clark Neher and Ross Marley, *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 210 / MEMS 210. Early Middle Ages, 300-1100. (4). (SS). May not be repeated for credit.**

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 northwestern 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 213 / MEMS 213. The Reformation.** (3). (HU). May not be repeated for credit.

This lecture course will introduce students to the Reformation, a Christian movement that reshaped Europe and the New World. Martin Luther's challenge to Catholic belief and practice unleashed a revolutionary dynamic that moved beyond religious questions to transform the social, political, and intellectual landscape of the West — at the very moment of European state-building and colonial expansion. We will first place the work of Luther in the medieval German context from which it arose. We will then move on to consider the ways in which Reformation ideas and attitudes changed both Christianity and the world.

**Instructor:** Puff, Helmut


The course introduces key Latin musical styles, Habanera, Tango, Samba, Rumba, Son, Mambo, Latin Jazz, Bossa Nova, MPM, Salsa, Pop, and Hip Hop, through lectures built around recordings, video and still images, and recorded interviews with musicians. Latin music, indeed almost all music, is in large part participatory. There are things that students cannot learn about it simply by watching or listening. Musical recognition, listening, and reasoning are primary requirements, paired with analysis of the social contexts and social meanings of musical production and consumption. In particular we develop three historical themes: 1) the origins and development of Afro-diasporic musical styles; 2) the interplay between nationalism and popular music; and 3) international musical flows shaped by Atlantic colonialism, commercial markets, and labor migration. Two class meetings will focus on the participatory nature of Latin music, both in collective performance and dance. One class takes the form of a percussion workshop, employing local musicians to teach the multiple drum parts for the dance music rumba. The course includes a unit on dancing, employing local dance teachers for instruction in rudimentary salsa. I have experimented with performance workshop based teaching of this kind in other courses, and in a seminar for the Public Goods Council.

**Intended audience:** Undergraduates in general.

**Course Requirements:** Attendance at lectures and sections; reading and listening assignments; short weekly listening journals; mid-term and final examination. Required attendance at 2-3 relevant UMS performances such as the "Music of the Americas Series" scheduled for Fall 2006.

**Class Format:** 3 hrs of lectures per week (reduced to 2 hrs in the half-term) plus 1 hour of discussion section, led by a graduate student instructor. Writing assignments and classroom discussions are dedicated primarily to listening assignments, available through the course website.

**Instructor:** Hoffnung-Garskof, Jesse E

**HISTORY 227. The British Empire, 1776-1914.** (4). (Excl). May not be repeated for credit.

An introduction to the history of the British empire, from the loss of the Thirteen Colonies to the start of World War One (approximately 1776-1914). The course is wide-ranging, as it must be to survey 150 years of an empire that at its peak covered a quarter of the Earth.

**Instructor:** Salesa, Damon I

**HISTORY 246 / CAAS 246. Africa to 1850.** (4). (SS). May not be repeated for credit.

The course is an introduction to the peoples and cultures of Sub-Saharan Africa. It begins with a survey of the origins of man and early African civilizations and concludes with the Trans-Atlantic slave trade.

**HISTORY 250. China from the Oracle Bones to the Opium War.** (3). (HU). May not be repeated for credit.

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 260 / AMCULT 260. Religion in America.**

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

This is a one-term introduction to the study of American religion from colonial times to the present. The emphasis will be on religion as a cultural system rather than as a set of formal beliefs or institutions. We will explore

- the European roots of American religious forms;
- the rise of revivalism as a major cultural force in colonial and nineteenth-century America;
- the commercialization and fragmentation of religious life after the American Revolution;
- the place of women in the major religious traditions;
- the synthesis of African, Native, and Christian belief systems and the rise of the Black church as a political force;
- the emergence of fundamentalism on the political stage in the twentieth-century;
- the wide diversity of sectarian beliefs in all eras of American history.

Students will read a variety of texts, and write several short papers as well as a longer, research-based paper. A midterm and final exam are required.

**Instructor:** Juster, Susan M

**HISTORY 287 / ARMS 287. Armenian History from Prehistoric Times to the Present. Taught in English.** (3). (Excl). May not be repeated for credit.

This course explores the role of dynastic families and the nobility as well as intellectual élites and the Church in the rise and fall of different forms of Armenian statehood, from ancient and medieval kingdoms to the republics in the twentieth century. The course will cover successive political and economic systems throughout Armenian history as well as recent debates on domestic and foreign policy choices and their relationship to political parties and the Armenian Diaspora.

**Instructor:** Libarian, Gerard J

**HISTORY 289 / APTS 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 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 one 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 asso-
HJCS (Hebrew and Jewish Cultural Studies, Near Eastern Studies)

HJCS 100 / AAPTIS 100 / ACABS 100 / HISTORY 132. Peoples of the Middle East. Taught in English. (4). (HU). May not be repeated for credit.

This course will survey Middle Eastern political, social, and cultural history from Sumer (3000 BC) to Khomeini's Iran (1979-89). The lectures, the readings, the 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 an accumulative final exam. A one-page synopsis of your readings will be due weekly for your discussion section.

Instructor: Babayan, Kathryn


Sections 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

Sections 003 & 004. Students will develop basic communication skills in Hebrew. There are class discussions and readings in Hebrew as well as class and language laboratory drills.

Instructor: Eliav, Milka


Section 001 — Religions of the Book: Judaism, Christianity, and Islam.

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: Endelman, Todd M

HJCS 201. Intermediate Modern Hebrew, I. HJCS 102. (5). May not be repeated for credit.

Sections 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: Rosenberg, Ilan

HJCS 276 / JUDAIC 205. Introduction to Jewish Civilizations and Culture. (4). (HU). May not be repeated for credit. No credit granted to those who have completed or are enrolled in HJCS 576.

Section 001 — Jewish Civilization and Culture

This course is an introduction to the history and culture of the Jews from biblical antiquity to the contemporary world. It provides a narrative framework for understanding the origins of the Jewish people in the Middle East and their subsequent dispersion in North Africa, Europe, and North and South America. The course emphasizes how Judaism and the conditions of Jewish life developed from place to place and from epoch to epoch. At the same time that it focuses on adaptation and change, it also keeps in view elements within Jewish religious culture that remained constant, serving to unite the Jewish people over time and place. The course will introduce students to key concepts, classical texts, religious movements, and historical moments in more than two thousand years of Jewish civilization.

JUDAIC 205/HJCS 276 is taught by an interdisciplinary team of faculty, headed by Professor Todd Endelman, from the Frankel Center for Judaic Studies. The primary instructor will provide a general framework for the course and provide introductions to each unit. Other faculty from the Frankel Center will offer guest lectures in their areas of specialization. Discussion sections will provide the opportunity to discuss the primary sources that are a central feature of the assigned reading. There will be a midterm, a cumulative final, and an analytical paper of twelve-to-fifteen pages, as well as occasional quizzes in section.

Instructor: Endelman, Todd M
HONORS (College Honors, Honors Program)

HONORS 135. Ideas in Honors. First-year standing in the Honors Program. (1). (Excl). May not be repeated for credit. Offered mandatory credit/no credit.

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 250. Sophomore Seminar. Open to Honors students with sophomore standing. (3). (SS). May not be repeated for credit.

Section 003 — 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.

Instructor: Pedrazzi, Silvia

HONORS 251. Sophomore Seminar. Open to Honors students with sophomore standing. (3). (HU). May not be repeated for credit.

Section 003. In the 1930s, Léopold Sédar Senghor, a young poet from the French colony of Senegal declared that “Emotion is Negro, Reason is Greek”. This declaration was extremely influential for helping the Black Africans who were colonized by the French Empire to regain their value in light of the European culture of that time. Senghor was one of the important voices of the Negritude movement of the 1930s, an extremely important literary and aesthetic movement which united Black people from the French-speaking West Indies and the parts of Africa that had been colonized by the French. Negritude was one of the many ways in which Black people from the French Empire first began to articulate notions of “Blackness”, a way of conceiving of a kind of subjectivity that would transcend the deep divisions between Arabs, West Indian Africans, continental Africans and other members of the Black Diaspora and allow them to come together and find a new form of self-respect.

As can be discerned from Senghor’s provocative statement, the formulation of Negritude was never easy and was always beset with problems. Does the function of Reason and thought only belong to cultures of white civilization, and the qualities of “Emotion” only to people with darker skins? This reasoning also led to many problems which began to stereotype and entrap Black thought, while it was trying to articulate itself. In order to explore these problems, one would also have to include a study of the Harlem Renaissance, which was very influential towards Negritude. In fact, Aimé Césaire, another founder of Negritude, argued that Negritude was an African American concept in that it emerges from the research and artistry of W.E.B. Du Bois, Langston Hughes, Claude McKay, Countee Cullen and Zora Neale Hurston.

In this course therefore, we shall begin through a study of the movement and philosophy of Negritude to begin to explore some of the difficult rhetorical, philosophical, sociological and historical questions embedded in what “Blackness” is all about. We will concentrate on the following questions: (1) How do we define the relationship of Black people who were displaced by the Atlantic Slave Trade, to the relationship of other Black people who lived under colonial regimes? (2) What is the relationship of European languages to Blackness? (3) What are the problems with representing “Blackness” in contemporary African and African American literature?

An intense interrogation into these questions will allow students to begin a serious intellectual consideration as to how come problems of Blackness, representation and race still occur today on a global scale, and will allow students to locate more effectively the racial and ethnic problems that plague modern American society.

Instructor: Ekotto, Frieda

HONORS 290. Honors Introduction to Research. Consent of instructor (Prerequisites enforced at registration). Open to Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. Repetition requires permission of the Honors Program.

The opportunity is created to enable highly qualified underclassmen 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 (Prerequisites enforced at registration). Open to Honors students. (1-4). (Excl). (INDEPENDENT). May be repeated for credit for a maximum of 8 credits. Repetition requires permission of the Honors Program.

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, Romance Languages and Literatures)

ITALIAN 101. Elementary Italian. Student group=IT01 OR no Italian courses (except ITALIAN 150, 311, 312, 313, 315, 325, 333, 359) AND no placement codes of IT02, IT03, IT04, IT05 (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ITALIAN 100, 103, 111, or 112.

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. Cultural awareness and listening skills are further developed through audio-visual materials. Evaluation criteria include: regular attendance, oral participation, in-class work, homework assignments, quizzes, a midterm, and a final examination.

ITALIAN 103. Accelerated Italian. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ITALIAN 100, 101 or 102.

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. It is particularly appropriate for students who have studied another Romance language, such as French or Spanish. The material covered in this one-term course is equiva-
JUDAIC (Judaic Studies)


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.

JUDAIC 205 / HJCS 276. Introduction to Jewish Civilizations and Culture. (4). (HJL). May not be repeated for credit. No credit granted to those who have completed or are enrolled in JUDAIC 505.

Section 001 — Jewish Civilization and Culture

This course is an introduction to the history and culture of the Jews from biblical antiquity to the contemporary world. It provides a narrative framework for understanding the origins of the Jewish people in the Middle East and their subsequent dispersion in North Africa, Europe, and North and South America. The course emphasizes how Judaism and the conditions of Jewish life developed from place to place and from epoch to epoch. At the same time that it focuses on adaptation and change, it also keeps in view elements within Jewish religious culture that remained constant, serving to unite the Jewish people over time and place. The course will introduce students to key concepts, classical texts, religious movements, and historical moments in more than two thousand years of Jewish civilization.

JUDAIC 205/HJCS 276 is taught by an interdisciplinary team of faculty, headed by Professor Todd Endelman, from the Frankel Center for Judaic Studies. The primary instructor will provide a general framework for the course and provide introductions to each unit. Other faculty from the Frankel Center will offer guest lectures in their areas of specialization. Discussion sections will provide the opportunity to discuss the primary sources that are a central feature of the assigned reading. There will be a midterm, a cumulative final, and an analytical paper of twelve-to-fifteen pages, as well as occasional quizzes in section.

Instructor: Endelman, Todd M

JUDAIC 317. Topics in Judaic Studies. (1-4). (Excl). May be repeated for credit for a maximum of 8 credits.

Section 002 — Contact and Conflict: Jewish Experience in Eastern and Central Europe.

For centuries, Jews lived in the multi-ethnic and multicultural region of Eastern Europe side by side with people of many other nationalities and religions. Despite all the tensions and conflicts, the Jews of Eastern and Central Europe succeeded in creating a most original and diverse culture that combined deep religious piety with extreme secularism, and political and aesthetic conservatism with daring experiments in literature, arts, and film.

We will explore the major aspects of East/Central European Jewish civilization through the prism of fiction, poetry, memoirs, and movies, which were originally created in a variety of Jewish and non-Jewish languages. Special attention will be given to the varieties of religious and secular Jewish identities, to the issues of language, assimilation, anti-Semitism, and gender. All readings will be in English, and students do not need to have any prerequisite knowledge of Judaism or European or Jewish history. Requirements: midterm test, a short paper, and a final exam.

Instructor: Krutikov, Mikhail

LATIN (Latin, Classical Studies)

LATIN 101. Elementary Latin. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 103, 193, or 502.

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). (Excl). 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). (Excl). May not be repeated for credit. Credit is granted for no more than two courses among LATIN 101, 102 and 103. No credit granted to those who have completed or are enrolled in LATIN 193 or 502.

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). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 101, 102, 103 or 502.

Designed to provide undergraduate students with an intensive introduction to elementary Latin. Introduces the basic principles of grammar and provides some experience in the reading of Latin, preparing students to advance rapidly towards upper level courses and, in the case of students with a serious interest in
language, toward a concentration in Latin.

Instructor: Caston, Ruth


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: Caston, Ruth

LATIN 231. Roman Kings and Emperors. LATIN 102 or 103. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 194 or 503.

This course reviews grammar as it introduces students to extended passages of classical Latin prose through selections from several authors of the first centuries B.C. and A.D., but primarily from Pliny the Younger. Class discussions center upon the readings. There will be supplementary readings assigned in Roman social history. Some course materials require the use of a computer. Grading is based on class participation, quizzes, hour examinations, and a final.

Sections 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). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in LATIN 194 or 503.

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.

LATIN 301. Intermediate Latin I. LATIN 194 or 232. (3). (HU). May not be repeated for credit.

Section 001. 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). (Introductory Composition). May not be repeated for credit. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree.

Section 001. Whether you're writing a CD review for Rolling Stone, a short story for Ploughshares, or an essay for Harper's Magazine, 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, attend an academic conference, 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: Boulay, Charlotte Ann

Section 002. This course will examine several novels and films that portray human struggles when mental capabilities limit or distort perception. In our essays we'll explore how we read narratives filtered through distorted perspectives as well as what each story's transition from written to visual form reveals about them. Texts will include Housekeeping by Marilynne Robinson, Fight Club by Chuck Palahniuk, Heart of Darkness by Joseph Conrad (with Apocalypse Now by Francis Ford Coppola) and One Flew Over the Cuckoo's Nest by Ken Kesey. Ultimately, this class will improve your ability to write clear, organized, and cohesive essays and improve your skills as both interpreters and communicators of ideas and information. This course will help you develop as critical readers, thinkers, and writers able to communicate in a scholarly, academic community.

Instructor: Cicciarelli, Louis A

Section 003. The primary goal of this course is to help you learn to write clear, convincing, and sophisticated prose. We will develop these skills through a wide range of methods: readings, discussions, writing exercises, and responses to other forms of expression including media, visual art, music, and film. Because writing is an organized way of thinking, our engagement with the subject matter will be focused primarily on issues of style and craft and execution. By learning how something works, we can more fully understand why it works. I have named this class "The Individual Voice in Community and Culture" because I believe that while writing is a process of learning and expression, it is also an important way to develop a conscious voice as an individual. We are each members of diverse and myriad communities. Be it our regional or national citizenship, ethnic or racial history, sexual or political preference, religious or family upbringing, or educational or economic background, we understand the world and define ourselves in relation to the institutions and groups to which we belong (whether by choice or not). Yet ultimately, and perhaps most importantly, we are our own persons. Over the course of this semester we will explore the ways in which individuals -- including ourselves -- negotiate the different and sometimes difficult responsibilities of culture, and the ways in which these investigations and questions give rise to an authentic voice.

Instructor: Chamberlin, Jeremiah Michael

Section 004. The critic George Steiner has written that "throughout the Torah, throughout the prophetic books which dictate the future of Israel, the note of compensation, of the messianic horizon, is set against that of interminable suffering." This mixture of divine prophecy and human suffering has clearly left its mark on Jews and Jewish literature and, in this course, we will examine its role in the work of, among others, Kafka, Primo
Instructor: Anderson, Marjorie Caldwell

Section 005. This class is an introduction to college writing, designed to help you improve a set of skills with which you’ll tackle your college writing assignments and other writing you may want to do in your life: cover letters, grad school essays, business letters, professional e-mails, legal briefs, lab reports, maybe a love letter or two. We’ll be practicing writing a great deal, in pursuit of those qualities that good writing possesses – specificity, organization, persuasive force. Members of my section will be writing five shorter (2-page) essays and then several longer ones.

Instructor: McDaniel, Raymond Clark

LHSP 130. Writing and the Arts I. (3). (CE). May not be repeated for credit.

Section 001. In this creative nonfiction course, students explore the intersections between writing and other art forms, such as the visual arts, music, film, dance, and theatre. The class helps students discover and develop their “voice” in writing as it asks them to examine more generally the relationship of writing to the arts. In addition, they consider their own role in the community as writers, artists, critics, or arts appreciators. The goals of the class are to introduce students to different forms of creative expression and to develop creative critical thinking skills. The course is generally organized around a specific theme or genre, with an interdisciplinary focus. Assignments vary, from short responses to more formal or analytical essays, to imitations and adaptations, to projects in a medium other than writing. Reading assignments incorporate multiple genres, as appropriate: essays and reviews, short stories, poetry, drama or screenplays, and/or novels. While instructors may choose any topic or theme around which to center their class, they integrate multiple art forms into the class and address the ways that writing influences and is influenced by other art forms. One distinguishing feature of the class is its explicit link to LHSP co-curricular programming and to the student leadership, with each class organizing one community-wide activity per term. These events are shaped around student work and course themes. Student leaders are available to help out with planning and implementing the activity. Thus, collaborative work is essential to the class. Activities may include art openings or book launches; student-run film series; open mike nights; student conferences, presentations, or workshops; trips to plays, movies, museums, or author readings; book groups.

Intended audience: First-year students, with preference given to members of the LHSP community. Class Format: The class will meet 3 hours per week in recitation format. It typically will be taught by introductory writing instructors.

Course Requirements: At least three formal writing assignments (5-8 pages each), with shorter response papers due throughout the term. Each class will organize one community-wide activity per term.

Instructor: Barron, Paul Douglas

LHSP 140. Arts and Humanities. (3). (CE). May be elected for a maximum of 6 credits. May be elected more than once in the same term. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree. Laboratory fee required.

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 confusion of 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 hire of studio space and any outside work on homework assignments. Museum trips required.

Instructor: Tucker, Mark E

Section 002. What is the role of writers and artists in their community? What responsibility do they have toward that community? On the one hand, we often think of artists and writers as outsiders, rebels, and exiles, ever on the fringe of society; on the other, we tend to look to artists and writers as the “voices” or pression and to develop creative critical thinking skills. The course is generally organized around a specific theme or genre, with an interdisciplinary focus. Assignments vary, from short responses to more formal or analytical essays, to imitations and adaptations, to projects in a medium other than writing. Reading assignments incorporate multiple genres, as appropriate: essays and reviews, short stories, poetry, drama or screenplays, and/or novels. While instructors may choose any topic or theme around which to center their class, they integrate multiple art forms into the class and address the ways that writing influences and is influenced by other art forms. One distinguishing feature of the class is its explicit link to LHSP co-curricular programming and to the student leadership, with each class organizing one community-wide activity per term. These events are shaped around student work and course themes. Student leaders are available to help out with planning and implementing the activity. Thus, collaborative work is essential to the class. Activities may include art openings or book launches; student-run film series; open mike nights; student conferences, presentations, or workshops; trips to plays, movies, museums, or author readings; book groups.

Intended audience: First-year students, with preference given to members of the LHSP community. Class Format: The class will meet 3 hours per week in recitation format. It typically will be taught by introductory writing instructors.

Course Requirements: At least three formal writing assignments (5-8 pages each), with shorter response papers due throughout the term. Each class will organize one community-wide activity per term.

Instructor: Barron, Paul Douglas

LHSP 140. Arts and Humanities. (3). (CE). May be elected for a maximum of 6 credits. May be elected more than once in the same term. A maximum of 20 Lloyd Hall Scholars Program credits may be counted toward a degree. Laboratory fee required.

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 confusion of mass of shapes, lines, colors, textures, spaces, shadows and light that you would feel overwhelmed by the complexity of it all?

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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 hire of studio space and any outside work on homework assignments. Museum trips required.

Instructor: Tucker, Mark E

Section 002. What is the role of writers and artists in their community? What responsibility do they have toward that community? On the one hand, we often think of artists and writers as outsiders, rebels, and exiles, ever on the fringe of society; on the other, we tend to look to artists and writers as the “voices” or
spokespeople of a particular generation or community. In this creative nonfiction course, we will examine different “portraits” of the artist, taken from various sources – prose fiction, essays, poetry, interviews, films, and other visual media. Students will conduct interviews with artists, engage in exercises of imitation and adaptation, and create multi-media projects. Along with handing in weekly short response and imitation papers, students will also write three longer essays. Students will also work together in groups to organize and implement one LHSP-wide activity related to their work and the themes of the class.

Instructor: Tucker, Mark E

LING (Linguistics)

LING 105. Honors Seminar in Language and Mind. Intended for Honors freshmen and sophomores. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (Excl). May not be repeated for credit.

Section 001 — Honors Seminar in Language and Mind. Students will be introduced to inquiry into the nature of the human mind (individual cognitive psychology) with particular focus on the Chomskyan Revolution in Linguistic Theory, within which "language" study constitutes a revealing inquiry into the nature of human cognitive capacities. The kinds of questions to be examined include:

1. What is (a)language? What is English? Where is it?
2. What is the human mind?
3. When you see things, how does that work? Is there a little projector showing a film **in your head**? And if so, who is watching that film?
4. Close your eyes; Think of and/or visualize the exact route you would take from your current location back to your dorm. Again, is there a little movie **in your head**? Is there a map **in your head**? and you read it?
5. Suppose I say to you "Add 7 and 9 and 15". Are there little numbers (or sounds of them?) or better yet a symbol-manipulating calculator **in your head**? If not, how are you managing this feat? What happens when you do this? If it's not happening in your head, is it in your knee? Does your mental calculator have limits, hence inherent (investigable) properties? Is there a (in principle surgically removable) place in your brain where the "7" appears when you perform such addition operations?
6. Suppose I say "John hit the clown with the twinkie on his head yesterday." What does that mean? Does it have just one meaning — or more? How can a single stimulus have multiple meanings? Is there something in your head? How did you "learn" what you know about it, even though you've never heard it before? Did someone give you a lesson about this exact sentence?

Instructor: Epstein, Samuel D

LING 111(211). Introduction to Language. (3). (SS). May not be repeated for credit.

Human beings have always been curious about the uniquely human possession, human language — about its structure, its diversity, its use, and its effects on others. This course explores the human capacity for language. We begin with the discussion of the uniqueness of human language and then review major properties of language structure including sound systems, word and sentence structure, meaning and their use. We explore how these properties relate to language acquisition, processing/computation, and writing. The course also considers the rich variation of language in terms of language change, dialects, sign language and language deficits.

Instructor: Coetzee, Andries W

LING 140. Introduction to Deaf Culture. (3). (Excl). 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). (Excl). 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, an interaction with Deaf persons, or on an approved article or subject).

Instructor: Berwanger, Paula D


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 reshaping 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
Math (Mathematics)

Math 103. Intermediate Algebra. Only open to designated
summer half-term Bridge students. (Excl). May not be repeated
for credit. A maximum of four credits may be earned in Math
101, 103, 105, and 110.

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. Equivalent to the first year of Math.
105/106.

(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.

Background and Goals: Math 105 serves both as a preparatory
class to the calculus sequences and as a terminal class for stu-
dents who need only this level of mathematics. Students who
successfully complete 105 are fully prepared for Math 115.

Content: This is a course on analyzing data by means of func-
tions 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 home-
work is done in groups.

Alternatives: Math 110 (Pre-Calculus (Self-Paced)) is a con-
densed half-term version of the same material offered as a self-
study course through the Math Lab.

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.

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 ma-
ajor 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, de-
rivatives and their applications to real-life problems in various
fields, and definite integrals. The classroom atmosphere is inter-
active 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, Func-
tions 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
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-83 Graphing Calculator, Texas Instruments.

MATH 128. Explorations in Number Theory. High school mathematics through at least Analytic Geometry. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed a 200-(or higher) level mathematics course (except for MATH 385 and 485).

Designed for non-science concentrators and students with no intended concentration who want to learn how to think mathematically without having to take calculus first. Students are introduced to the ideas of Number Theory through lectures and experimentation by using software to investigate numerical phenomena, and to make conjectures that they try to prove.

MATH 145. Houghton Scholars Calculus Workshop I. Consent of department (Prerequisites enforced at registration). Concurrent enrollment in MATH 115. (2). (Exc). May not be repeated for credit. Offered mandatory credit/no credit.

Each section of the two workshops for which course approval is requested will be limited to 18 students, who will be required to be concurrently enrolled in MATH 115 or 116, respectively, for DHSP Workshops I and II. The students will work together in groups of size three or four on very challenging problems that will develop their conceptual understanding of calculus and skill at solving difficult multistep problems. The workshops will meet for four hours per week, in two class meetings of two hours each. As is common with the ESP model, little or no graded homework will be assigned, although the problems on which the students work will be challenging enough that they will not always finish them during class time. The experience of other ESP programs has been that in many, perhaps most, cases, they will continue to work on them outside of class rather than wait until the next class period to finish them. Grading will be CR/NC, with intensive participation in class being the key element in receiving credit. As Treisman himself has pointed out, implementation of this program at UM will have some particular challenges, since the standard UM calculus sequence has already incorporated some of the elements of ESP programs, particularly the group work in class on problems. However, the problems selected for the DHSP workshop sections will be particularly challenging, multistep exercises that will extend the students beyond what they will generally experience in their regular calculus sections. An extensive evaluation of the program, directed by mathematics educator Vilma Mesa of UM’s School of Education, will be conducted, and the future direction of the program will be guided by the results of that evaluation.

Intended audience: Students in the Douglass Houghton Scholars Program. Class Format: 2 workshops per week, each lasting 2 hours

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

MATH 156. Applied Honors Calculus II. Score of 4 or 5 on the AB or BC Advanced Placement calculus exam. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit is granted for only one course among MATH 116, 119, 156, 176, and 186.

Background and Goals: The sequence MATH 156-255-256 is an Honors calculus sequence intended for engineering and science majors 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

Subsequent Courses: Many upper-level courses

MATH 174. Plane Geometry: An Introduction to Proofs. Consent of department (Prerequisites enforced at registration). Permission of Honors advisor. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed a 200-level or higher Mathematics course.

This course introduces students to rigorous mathematical thinking, and writing proofs using plane geometry.

MATH 175. An Introduction to Cryptology. A strong mathematical background is helpful. Permission of department required. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (MSA). (BS). (QR/1). May not be repeated for credit. No credit granted to those who have completed a 200-level or higher Mathematics course.

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.

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.
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. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 214, 217, 417, or 419. No credit granted to those who have completed or are enrolled in MATH 513. Most students take only one course from among MATH 214, 217, 417, 419, and 513.

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 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, independent and spanning sets of vectors in Euclidean space, eigenvalues and eigenvectors, 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 majors 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 Sc).

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.

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.

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 417 (or 419) and 217-316. The sequence 216-417 emphasizes problem-solving and applications and is intended for students of Engineering and the sciences. Math majors and other students who have some interest in the theory of mathematics should elect the sequence 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 ((Engin. 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. (4). (MSA). (BS). (QR/1). May not be repeated for credit. Credit can be earned for only one of MATH 214, 217, 417, or 419. No credit granted to those who have completed or are enrolled in MATH 513. Most students take only one course from among MATH 214, 217, 417, 419, and 513.

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 majors 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; Eigen-values 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 216 (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.

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). (Excl). (BS). May be repeated for credit. Repetition requires permission of the department.

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 mathematics. 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

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.

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 and 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)

MEMS (Medieval and Early Modern Studies, History)


This is a course about Europe and its neighbors between the end of antiquity and the beginning of modern times. We learn about this past directly, by viewing the changing environment, art, and artifacts left to us, and by the classroom conversations about what the men and women of that era wrote for each other. Among the themes we will discuss are the rise of monotheistic religions, the growth of modern practices of government, alternatives in social organization, the practice of emotion, and the uneasy trivium of science, the state, and religion.

The sole requirement for this course is intellectual curiosity. Work in class will consist of lectures, discussions, and conversations about visual and textual artifacts. Each class session will include illustrative materials and discussion. Your grade will depend upon performance on exams and your willingness to join our discussion; a book report can provide extra credit.

The course readings will come from sources written during the era we cover plus modern scholarship.

Instructor: Lindner, Rudi P


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 northwestern 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 213 / HISTORY 213. The Reformation. (3). (HU). May not be repeated for credit.

This lecture course will introduce students to the Reformation, a Christian movement that reshaped Europe and the New World. Martin Luther’s challenge to Catholic belief and practice unleashed a revolutionary dynamic that moved beyond religious questions to transform the social, political, and intellectual landscape of the West — at the very moment of European state-building and colonial expansion. We will first place the work of Luther in the medieval German context from which it arose. We
will then move on to consider the ways in which Reformation ideas and attitudes changed both Christianity and the world.

Instructor: Puff, Helmut

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


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.

MENAS (Middle Eastern and North African Studies)


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 Samark 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: the fragmented, changing character of regional identities; the complexities of popular attitudes towards, and relations with, various forms of state power; and 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, Classical Studies)


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 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: Margomenou, Despina

MODGREEK 214. Introduction to Modern Greek Culture. (3). (SS). May not be repeated for credit.

Discover Greece, a country with a long history and vibrant present. Famed for its antiquity, Greece has been adapting rapidly to a changing world. Two hundred years ago it was a backwater of the Ottoman Empire and a favorite stop for European travelers in the Mediterranean. As time passed, venerated traditions submitted to modern ways, so that today Greece seems indistinguishable from any other modern country, on the surface at least. Yet Greeks have their own history and ways. This course acquaints students with breakthrough moments in that history and key features of Greek society and culture. Sources are stories, films, poems, dance, music, art, newspaper articles and historical archives. Students are expected to attend lectures, participate in discussions, write commentaries on readings, and take a midterm and final exam.

Instructor: Leonitis, Artemis S

MUSICOL 121(341). Introduction to the Art of Music. For non-School of Music students only. (3). (HU). May not be repeated for credit.

MUSICOL 341 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 many more) as well as by significant jazz and pop artists (Louis Armstrong, Ella Fitzgerald, Miles Davis, Elvis Presley, The Beatles, The Supremes). 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 context. 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 (Music History and Musicology, School of Music, Theatre & Dance)**

**MUSICOL 139. Introduction to Music.** Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU). May not be repeated for credit.

A survey of musical concepts and repertoires of the Western and non-Western world.

**Instructor:** Castro, Christi-Anne

**MUSICOL 239. History of Western Art Music: Middle Ages through the Baroque.** Limited to students enrolled in the School of Music unless admission is granted by the concentration advisor. (2). (HU). May not be repeated for credit.

History of music from the Middle Ages through the Baroque.

**Instructor:** Borders, James M

**MUSICOL 345. The History of Music.** For non-School of Music students only. (3). (HU). May not be repeated for credit.

History of European music from the Middle Ages through the Baroque.

**Instructor:** Mengozzi, Stefano

**NURSING (School of Nursing)**

**NURS 220 / WOMENSTD 220. Perspectives in Women's Health.** (3). (SS). 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, School of Music, Theatre & Dance)**

**PAT 201. Introduction to Computer Music.** Consent of instructor (Prerequisites enforced at registration). (3). (Excl). 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.

**PHIL (Philosophy)**

**PHIL 180. Introductory Logic.** (3). (Excl). May not be repeated for credit. Credit is granted for only one of PHIL 180 or 201.

PHIL 180 is a combination of formal and "informal" logic. It covers diagramming argument structures, fallacy theory, Mill's methods, intensional vs. extensional definitions, syllogistic logic, and propositional logic.

**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.

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.

**PHIL 196. First-Year Seminar.** Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.

This course is designed to provide first-year students with an intensive introduction to philosophy in a seminar format. The content varies, depending on the instructor.

**PHIL 201. Introduction to Logic.** (3). (Excl). 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. May not be included in a concentration plan in philosophy.

Introductory lectures, readings, and discussion on Buddhist thought and practice in Asia, with a parallel survey of the history of Buddhism in India, East and Southeast Asia, and Tibet. Discussion of questions, issues and problems in the study of Buddhism as a religion and a philosophy in light of its doctrines, practices, legends, icons, and selected Buddhist texts in English translation.

Instructor: Gomez, Luis Oscar

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, 232, or 297.

This course is open to students from all units in the University. No previous work in philosophy is assumed. First semester 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: determinism, free will, and moral responsibility; arguments for and against the existence of God; skepticism about knowledge of the material world; the relationship between mind and body; egoism, altruism, and the nature of moral obligation; and the ethics of belief. The course also seeks to develop, through written work and intensive discussion, skills in critical reasoning 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 two examinations, one midterm and one at the end of term. Texts are to be determined.

There will be a CTools (https://ctools.umich.edu/portal) site for PHIL 389 accessible to those who register. A list of books for the course and information about purchasing them will be posted on the site no later than August 25.

Instructor: Loeb, Louis E

PHIL 262 / RELIGION 262. Introduction to the Philosophy of Religion. (4). (Excl). May not be repeated for credit.

Philosophy of Religion is a good gateway to philosophy for beginning students. Unlike many other philosophy courses, it addresses philosophical questions students are likely to have considered about before taking their first philosophy course, for example, the question of how to reconcile the existence of a benevolent, all-powerful and all-knowing God with the existence of worldly evil. The course begins by examining traditional arguments for the existence of the God of the world's major monotheistic religions. It then moves to a consideration of problem of evil, the relation of religion and morality, and the question of religious tolerance.

Intended audience: First and second year students.

Course Requirements: 6 short quizzes, 2 short papers (1,500 words each), and a final exam.

Class Format: Two hours of lecture and two hours of discussion per week. Lecture and one discussion section taught by professor. Remaining discussion sections taught by GSI.

Instructor: Curley, Edwin M

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.

Section 001. An introduction to the study of modern formal logic, with attention to its mathematical development and to its philosophical foundations and applications.

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.

Section 001. This course will deal with selected questions in core areas of philosophy: Can we be sure that there is an external world, that we are not just immaterial spirits that are fed sense experiences by some evil demon? Is there an omnipotent and benevolent being that has created the world and now governs it? What is time? Is there a sense in which the past is fixed and immutable while the future is not? Or could we in principle change the past? If not, why is it impossible? Is it just to praise or blame people for the good and bad things they do? What if their actions are determined by factors beyond their control? Can we nonetheless regard them as free in a sense that would allow us to hold them morally responsible for their deeds? How should we conduct our lives? Should we always try to maximize human happiness?

Instructor: Kment, Boris

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. Laboratory fee ($25) required.

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.


The course is intended to acquaint students with some of the most important conceptual developments in physics in the 20th century.

PHYSICS 111. The Evolution of Scientific Thought. High school algebra and trigonometry. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). (BS). (QR/2). May not be repeated for credit.

Traces the evolution of scientific thought from antiquity to the early 20th century. Emphasis on physics and astronomy, but selected topics in medicine, mathematics, biology, and chemistry are covered.

PHYSICS 112. Cosmology: The Science of the Universe. Although no science prerequisites are required, exposure to physics at high school level would be helpful. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit.

What else is there in the universe besides stars? Why do we think there was a big bang? How big is a galaxy and how might they have formed? This course provides answers to such questions, stressing conceptual understanding and simple calculational problem solving.

PHYSICS 125. General Physics: Mechanics and Sound. Two and one-half years of high school mathematics, including trigonometry. (4). (NS). (BS). (QR/1). May not be repeated for credit. PHYSICS 125 and 127 are normally elected concurrently. No credit granted to those who have completed or are enrolled in PHYSICS 135, 140 or 160.

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. Laboratory fee ($25) required.

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 to 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 may 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 sections, 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. Laboratory fee ($25) required.

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 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.

The various connections between physics and music are explored: (1) The physics of musical sounds: vibrations, resonance, overtones, and musical scales; (2) The physics of the musical instruments: strings, winds, brass, percussion; (3) The physics of hearing, auditorium acoustics, and sound reproduction; (4) The depiction of physical events in music; (5) Analogies between the structure of music and the structure of physics. No previous expertise in either physics or music is required; lectures and demonstration experiments constitute the backbone of the course.

POLISH (Polish, Slavic Languages and Literatures)

POLISH 121. First-Year Polish. (4). (Excl). May not be repeated for credit.

Introductory course presenting basic grammatical information and vocabulary. Course is geared toward active language use through oral drills and conversational practice. Conversations and discussions include a cultural component to familiarize students with both Polish language and culture.

Instructor: Malachowska-Pasek, Ewa

POLSCI (Political Science)


This course offers an introduction to some of the major — and even some minor — figures in Western political thought, from ancient Greece to our day. Our goal is to understand how the contributions of various thinkers at different times have helped people answer enduring questions about political life:

- What is justice?
- Must we obey political authorities?
- What is human good?
- What may do in our pursuit of our goals?

The course will combine historical with contemporary readings.

Instructor: Wingrove, Elizabeth R


An introduction to American politics with emphasis on the electoral process, the functioning of political parties, and the decision-making process in the national congress, the presidency, and the federal courts.

POLSCI 140. Introduction to Comparative Politics. Primarily for first- and second-year students. (4). (SS). May not be repeated for credit.

An introductory survey of the governments and politics of several contemporary societies in Europe, Asia, Africa, and Latin America.

Instructor: Inglehart, Ronald F


An introduction to the concepts and theories of the processes and factors believed to influence interactions between countries. Illustrations from both historical and recent world developments. The phenomena of conflict, international organizations’ activities, international political-economic relations, and strategic interactions in general take center stage.
PORTUG (Portuguese, Romance Languages and Literatures)

PORTUG 101. Elementary Portuguese. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PORTUG 100 or 415.

For students with little or no previous study of Portuguese. Students with prior instruction in Portuguese should take the placement test before enrolling.

COURSE DESCRIPTION AND OBJECTIVES: 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, a cultural project, class attendance and participation, brief essays, Internet research and a final exam. Regular attendance is crucial.


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. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.

Section 001.
This interdisciplinary seminar critically examines the condition of contemporary Brazilian women and African Brazilians and their struggle to gain cultural, economic, and sociopolitical equality. Our focus is on questions and perspectives concerning both the literary and socioeconomic aspects of gender, race, class inequality, resistance and transformation.

The format includes group discussions, activities, regularly assigned readings and papers, class presentations, film screenings, and Internet/library research.

This course is taught in English; this is not a Portuguese language course.

Estimated Cost of Course pack: $30
Instructor: Fedrigo, Niedja C

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.

Section 001. Psychology is the science of human and animal behavior and mental processes. As a survey course, "Introduction to Psychology" provides an overview of the methods, terms, theories, and findings in the field. By understanding principles of psychology, you will learn more about yourself, others, non-human animals, and relationships. The goals of this course are: to integrate principles and applications of psychology, to enhance critical thinking skills, to put facts in the service of concepts, to exemplify the scientific process of inquiry. Class consists of two lectures each week. Grades are based on exams and written assignments.
Instructor: Wierba, Elizabeth E

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 examine the theories of personality, psychopathology, cognitive and social development. Practical applications and contemporary topics will also be explored.
Instructor: Schreier, Shelly Gall-Zeff

Section 070. 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. 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, perspectives. (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. Psychology offers a unique perspective on many of the questions and social issues that confront us.
Instructor: Seifert, Colleen M

PSYCH 112. Introduction to Psychology as a Natural Science. (4). (NS). (BS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PSYCH 111, 114, 115, or 116. PSYCH 112 may not be included in a concentration plan in psychology. Students in PSYCH 112 are required to spend five hours outside of class participating as subjects in research projects.

Section 001. The course provides an overview of the field of psychology from a natural science perspective, with emphasis on the connection between brain mechanism and behavior. The topics covered by the course are: Brain and Nervous System, Neuron and Neurotransmission, Perception, Attention, Working Memory, Cognitive Development, Aphasia and Amnesia, Sleep and Hypnosis, EEG, Emotion, Conditioning, Reinforcement, and Motivation, Attachment, Personality, and Defense Mechanisms, Mental Disorder: Diagnosis and Treatment. It is hoped that the student will become more understanding of the neural basis of belief, desire, and action of individuals in the society. Students are evaluated based on grades on exams, reaction papers, possibly short quizzes, and activities in the discussion session. As the course draws heavily on materials from neuroscience and neuropsychology, student are expected to have some background in (or at least willing to learn) biology and chemistry. Discussion sessions will meet AFTER the first lecture.
Instructor: Zhang, Jun

PSYCH 114. Honors Introduction to Psychology. LSA Honors (Prerequisites enforced at registration). Non-Honors students must obtain permission of instructor. (4). (SS). May not be repeated for credit. No credit granted to those who have completed or are enrolled in PSYCH 111, 112, or 115. May not be included in a concentration plan in psychology. Students in PSYCH 114 are required to spend three hours outside of class participating as subjects in research projects.
Section 001. This course is designed to introduce Honors students to contemporary psychology. At the end of this class, the student will 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, this course will cover a broad area 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 "person" level (development, personality theories, psychopathology, treatment of mental disorders), and finally (d) on a "social / cultural" level, which focuses on understanding the person 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 (stress appraisal and coping), on a person-centered level (personal styles and coping with stress), and on a social level (social support and stress). Required text: Gleitman H., Fridlund A.J., & Reisberg D., Psychology. W.W. Norton Company. 2004. 6th edition. A course pack will be available from Dollar Bill Copying.

Instructor: Inglehart, Marita Rosch

PSYCH 120. First-Year Seminar in Psychology as a Social Science. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit. May not be included in a concentration plan in psychology.

Section 002 — Law and Psychology
This seminar will study the relationship between law and psychology within a general framework. We 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 003 — Freedom, Identity and Alienation
The purpose of this seminar will be to explore the concepts of identity, alienation, and freedom as psychological and philosophical concepts. The orientation, however, will be specific and applied to the normal situations and predicaments that college students experience. Questions to be considered: surviving as an individual in a large and often impersonal university; living up to and/or dealing with the expectations of parents and teachers; questioning authority in the context of the classroom; trading off career pressures and personal goals in setting educational priorities.

Of special importance will be the examination of the sometimes frightening loss of a sense of identity that often accompanies significant alterations in lifestyle, such as that experienced by students in the transition from high school to college or, later, in the transition from college to the "real world." (NOTE: Three-hour session scheduled on Thursday is designed to accommodate occasional showing of movies. Class session is usually less than two hours.)

Instructor: Pachella, Robert G

Section 004 — 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, we will explore psychologically, socially and morally complex issues surrounding gender identity, sexual orientations, 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 005 — I, Too, Sing America: Culture & Psychology
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 will include stereotyping, communication, cooperation, conflict, justice, and discrimination. For example: What are psychological theories about how individuals and groups might most benefit from life in pluralistic societies? What are some psychological dynamics of stereotyping? What are possible connections between various forms of discrimination (for example, racism, sexism, homophobia, and anti-Semitism)?

Instructor: Behling, Charles F

Section 006 — Justice for All? Difference & Oppression in the U.S.
This introductory seminar course will examine identity development and oppression as we challenge ourselves to think critically about our social identities and worldviews. Social or group identities include for example, race, ethnicity, social class, gender, sexual orientation, and religion. These identities are predicated upon a social structural system that advantages some groups and disadvantages others. As such, this course will also explore how inequities in our multicultural and multietnic U.S. society impact identity development and relationships between groups.

Instructor: Maxwell, Kelly E

Section 007 — Mind-Body Medicine
This seminar will explore conceptions of health and healing within a broad range of traditions and practices, from biomedicine to shamanism. We will study the mind/body relation within these traditions as well as consider current scientific studies elucidating the impact on health. This seminar will encourage a broadening of our conception of health and emphasize the impact of belief and culture on the practice of medicine. Students will examine their personal beliefs and practices. Topics will include placebo responses, stress, pain, addiction, and mood disorders.

Instructor: Murphy, J Anne

Section 008 — Challenges to Democracy
How do issues of race, intergroup relations, and social group identity impact possibilities for building community in a democratic society? Students will explore issues of civic engagement and community building in a democratic society, taking into account issues of power and celebration, conflict and coalition, differences and common ground. This course is part of a larger program called FIGS (First-year Interest Groups). Students in all of the FIGS seminars will participate in a day-long retreat on Sunday, September 7th from 8:30-5:00.

Instructor: Gurin, Patricia Y

PSYCH 121. First-Year Seminar in Psychology as a Natural Science. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (NS). (BS). May not be repeated for credit. May not be included in a concentration plan in psychology.

Section 001 — The Evolution of Consciousness
This interdisciplinary seminar will explore the nature of conscious and unconscious mental processes in various types of human cognition and action, including perception, memory, thinking, and behavior broadly construed. We will take an eclectic approach in our exploration, encompassing points of view found in disciplines such as psychology, neurophysiology, artificial intelligence, philosophy, and medical practice. Both normal and al-
tered states of consciousness (e.g., sleep, dreaming, meditation, hypnosis, and hallucination) will be considered from these perspectives.

**Instructor:** Meyer, David E

**Section 002 — Computer, Mind, and Brain.** Is the human mind just a kind of computer that happens to be constructed from neurons? In this seminar, we'll debate this question by considering relevant work in artificial intelligence, cognitive psychology, and cognitive neuroscience. We'll also critique how this work is presented in the popular media.

**Instructor:** Lewis, Richard L

**Section 003 — The College Experience**

When people leave the University of Michigan upon graduation, in what ways are they different from when they began? How does university life influence your marriage, your income, and most importantly (for this course) your thinking skills? How can you change the way you proceed through the university (from choosing your major, courses, and sleep habits) that can improve your chances for learning and success?

The primary goal of this course is to learn about the psychology of learning and thinking in the context of the university. How long do your memories last? What factors influence how well and for how long you will learn information? How will your thinking change as you progress through the university? Are some people better at learning than others? How much does effort/practice play a role in how much you learn? How do alcohol, drugs, anxiety, sleep, hormones, etc affect how well you learn and think?

**Instructor:** Shah, Priti R

**Section 004 — Autism: Perspectives from Cognitive Neuroscience**

Autism is a developmental disorder that is characterized by a unique pattern of behavior deficits and strengths. This course will explore what we know about this disorder and the cognitive abilities of autistic individuals. Furthermore, we will attempt to relate these behaviors to our current understanding of how the autistic brain might be organized. The course will draw on scientific, psychological, and popular media sources to explore the deficits and abilities found in autistic individuals.

**Instructor:** Hutslar, Jeffrey J

**Section 005 — Relationships between humans and other animals**

This seminar examines how we relate to other animals, especially mammals and birds, and how they relate to us. We will examine relationships with domestic animals and how human behavior increasingly threatens the survival of wildlife. We will consider arguments for and against factory farming, hunting, and the use of animals in experiments. Students will also examine their own beliefs and behavior toward other species. Readings and videos will include scientific studies on animal consciousness, behavior, and emotions as well as case studies of particular human-animal relationships that challenge prejudices about other species. We will meet a few animals in class as well as visit a local animal sanctuary.

**Instructor:** Smuts, Barbara Boardman

**PSYCH 122 / SOC 122. Intergroup Dialogues.** (2). (Excl). May be repeated for credit for a maximum of 4 credits. May not be used as a prerequisite for a concentration in psychology. May not be included in a concentration in psychology or sociology.

In a multicultural society, discussion about issues of conflict and community are needed to facilitate understanding between social groups. In this intergroup dialogue, students will participate in semi-structured face-to-face meetings with students from other social identity groups. They will discuss relevant reading material and they will explore their own and the other group's experiences in various social and institutional contexts. Participants will examine narratives, historical, psychological, and sociological materials that address each group's experience within a U.S. context. Students will participate in exercises that will be debriefed in class. They will learn about pertinent issues facing the participating groups on campus and in society. The goal is to create a setting in which students engage in open and constructive dialogue, learning, and exploration concerning issues of intergroup relations, conflict, and community. Students interested in this course must fill out a placement form at www.umich.edu/~igrc (in addition to regular registration procedures). Due to high demand, students who do not attend the mass meeting on the first day of class will be withdrawn from the course.

**Instructor:** Maxwell, Kelly E

**PSYCH 211. Project Outreach.** Prior or concurrent enrollment in introductory psychology. (1-3). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 6 credits. Credit is granted for a combined total of fifteen credits elected from PSYCH 211, 322, 323, 404, and 405. Credits may not be included in a concentration in psychology. This course may only be repeated if a different section is selected. Offered mandatory credit/no credit. Laboratory fee required.

Project Outreach enables students to do field work in local community settings. The purpose is to gain an understanding of yourself, the agency in which you will work, the people whom you will serve, the psychological concepts observed in action, and to provide a genuine community service. Project Outreach includes approximately 20 agencies in which you can provide direct service to children and youth in community settings, adults and children in health care settings, and persons legally confined to institutions. The "Careers" section of Project Outreach allows active exploration of yourself and career decision making. All sections are three credits, requiring six hours of work per week including four hours of fieldwork; journal writing, or other short assignments; one hour lecture and one hour discussion.

Students need to check the University Online Schedule of Classes for lecture/discussion times and meeting places per section. All sections of Outreach count as an experiential lab for the Psychology concentration; they do not count as a lab for the Biopsychology and Cognitive Sciences concentration.

**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 special needs, and children of international families with English as a second language.

Students need to check the University Online Schedule of Classes for lecture/discussion times and meeting places per section. All sections of Outreach count as an experiential lab for the Psychology concentration; they do not count as a lab for the Biopsychology and Cognitive Sciences concentration.

**Section 002 — Big Sibs.** 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.

Students need to check the University Online Schedule of Classes for lecture/discussion times and meeting places per section. All sections of Outreach count as an experiential lab for the Psychology concentration; they do not count as a lab for the Biopsychology and Cognitive Sciences concentration.
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.

Students need to check the University Online Schedule of Classes for lecture/discussion times and meeting places per section. All sections of Outreach count as an experiential lab for the Psychology concentration; they do not count as a lab for the Biopsychology and Cognitive Sciences concentration.

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.

Students need to check the University Online Schedule of Classes for lecture/discussion times and meeting places per section. All sections of Outreach count as an experiential lab for the Psychology concentration; they do not count as a lab for the Biopsychology and Cognitive Sciences concentration.

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.

Students need to check the University Online Schedule of Classes for lecture/discussion times and meeting places per section. All sections of Outreach count as an experiential lab for the Psychology concentration; they do not count as a lab for the Biopsychology and Cognitive Sciences concentration.

PSYCH 231 / UC 261. Brain, Learning, and Memory. Enrollment is restricted to first- and second year students. (4). (NS). (BS). May not be repeated for credit. May not be included in a concentration plan in psychology (as a social science), but may be included in a concentration plan in Brain, Behavior, and Cognitive Science.

This course will survey integrative and cellular aspects of neuroscience with a focus on the neural mechanisms of learning and memory. It will include both a lecture and laboratory component. There are three modules, each to be taught by different faculty. The modules will each integrate knowledge of methodology, basic neuroscience, and the application of these to learning and memory. The modules are clinical neuropathology and neuroimaging, animal models of learning and memory, and synaptic and cellular mechanisms of learning and memory. The intent of each module is to present an integrative picture of the organization and function of learning and memory systems in both simple and complex nervous systems. Specific topics will include nonassociative learning (habituation and sensitization) in invertebrates, associative conditioning of motor and emotional responses in vertebrates, genetics of learning and memory, synaptic plasticity and learning, molecular and cellular mechanisms involved in learning and memory, quantitative and computation models of synaptic plasticity and learning, cognitive neuroimaging of human learning and memory, and clinical neuropathology of learning and memory in humans. The topics of the course will span many levels of biological organization from behavior to genomic regulation.

Instructor: Maren, Stephen A

RCARTS (RC Fine Arts, Residential College)

RCARTS 267. Introduction to Holography. (4). (CE). May not be repeated for credit. Laboratory fee ($120) required.

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


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


Section 001 — Woodcarving

This studio course will introduce the beginning sculpture student to woodcarving theory, history and techniques. Students will learn to use and maintain their tools as they create dynamic wood sculpture. Students will also learn to use the wood lathe, bandsaw and drill press to create precision parts. We will work with softwood, hardwood, engineered wood and hybrid materials. Lamination and bending will be taught, as will traditional finishing techniques. This is a physically demanding course: plan on working hard and having fun. We will travel to Toledo, Detroit and the Matthaei Botanical Gardens on field sketching trips.

Instructor: Price, Matthew Daniel

RCARTS 288. Introduction to Drawing. (4). (CE). May not be repeated for credit. Laboratory fee ($40) required.

Drawing is the most basic of art skills and is at the core of the creative process. It promotes a deep respect for looking and thinking. Whether you are studying to be a visual artist, exploring an interest in art history or simply seeking to appreciate art, drawing can be an enriching experience giving one insight into the creative process and what artists do and have done over time. It is a common denominator for us all – at some point in our lives it came naturally. Introduction to Drawing aims to rediscover that natural impulse. We will explore traditional and contemporary approaches with an emphasis on eye/hand coordination and creative expression. Basic techniques and methods will be covered through work with still life, the figure and the imagination. The goal is to foster confidence and skill in understanding what we see and how to creatively transfer that understanding to the two-dimensional drawing surface. There is a studio lab fee.

Instructor: Cressman, Joel L

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. There will be a studio fee.

RCCORE (RC Core, Residential College)

RCCORE 100. First-Year Seminar. SWC Writing Assessment. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (4). (Introductory Composition). May not be repeated for credit. Laboratory fee may be required.

An introductory course taken by all Residential College and Interflex 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.

Section 001.

The minute I heard my first love story
I started looking for you, not knowing
How blind that was.
Lovers don't finally meet somewhere.
They're in each other all along.

[From The Essential Rumi.]

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 seminar, we will sample from the wide range of personal and academic responses to this essentially-human emotion. Among the views of love we explore are

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 selected from a wide variety of sources in the humanities, social sciences, and natural sciences. We will read parts of Denis de Rougemont's now-classic historical book, Love in the Western World, and John Haule's updated perspective in Pilgrimage of the Heart. 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 Tabener's Aphrodiasics: The Science of Myth will introduce us to the "science of love." Finally, we will glimpse at how psychologists and sociologists monitor our love-behavior with such social science research 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

Instructor: Badgley, Catherine E

Section 002. Brazil is known internationally for its rich multi-ethnic cultural production. In this course, we will explore a few of the elements of Brazilian culture that are most evident to outsiders such as samba music, carnival, and the martial arts form, capoeira, as well as the ways these relate to issues such as working class politics, democratization, and family and sexuality. We will take both an academic and a hands-on approach to these issues. Students will analyze scholarly and other writing on the history and social meanings of different forms of cultural production, and attend a performance, film, or a workshop by Brazilian visiting artists. Short written assignments will be completed for each activity. In addition to class activities, each student will choose an element of Brazilian culture to research over the course of the academic term and will present the results at the end of the academic term, both in writing and as an individual or group performance or oral presentation.

Instructor: Cohen, Carl

Section 003. 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 004.

Instructor: Evans, Jeffrey E

Section 005. A priority of first year seminar is expository writing, the writing you commonly are asked to do in college. Besides writing a lot, in this seminar writing is also our topic. In particular we will ask: What creative processes are at work when we compose that make writing effective, that allow us to communicate what we mean? How can strategies such as pacing our work, keeping a journal, working with peers, help us think and write more creatively and more effectively? How can knowledge of traditional formulas for effectiveness in language (rhetoric, logic) help us to be more creative? To approach these central questions, we will also need to ask more fundamental ones: How do words form in our minds? What are the links between writing, reading, speaking, and thinking? How do details of our lives affect the flow of thought? To further illuminate our central interest in the creative process and effectiveness in writing, we will also ask how the brain is involved in the composing and communication of meaning. Is there a left brain for language and a right brain for non-language processes? How do verbal and nonverbal mental processes interact? How might brain substrates for logic and emotion interact in the creative process? Selections from the following sources will likely be included on our reading list. Since this is a new course, the list is meant to be merely suggestive:

- Peter Elbow, Writing with Power
- Nancy Andreasen, Brave New Brain
- James Adams, Conceptual Blockbusting
- Edward Corbett, Classical Rhetoric
- Stephen Toulmin, et al., An Introduction to Reasoning
Instructor: Fox, Helen

Section 007. Instructor: Greenspan, Henry

Section 008. Instructor: Morris, Barbra Smith

Section 009. Instructor: Peters, Frederick G

Section 010. Instructor: Shier, Janet Hegman

Section 011. Instructor: Sloat, Barbara M

Section 012. Instructor: Stainton, Leslie Anne

Section 013. Instructor: Paslick, Erica Kuhra

Section 014. Instructor: Walsh, Martin W

RCCORE 105. Logic and Language. (4). (MSA). (BS). May not be repeated for credit.

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 and macro-cosmically.

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 enter the logic of quantification. In the inductive sphere, we deal with argument by analogy, and causal analysis, and with elementary probability theory.

Macro-cosmically, we do the analysis of 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.

Instructor: Cohen, Carl

RCCORE 334. Special Topics. (3-4). (Excl). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

Section 001 — On the Margins of the Art World — Outsider and Self-Taught Art in the U.S.

Outside and Self-Taught art in the US is often conflated with folk art, ethnic art, art of the insane, as well as a variety of popular forms of self-expression. This class will focus on a broad selection of these non-traditional or marginalized art forms. Together, these art practices have defined and popularized the idea of the artist outsider, and affected the changing shape of mainstream art. We will examine the boundaries of inside/outside, and the ways in which these shifting boundaries shed light on the larger study of creativity, marginality, art, and culture. A range of artists and practices spanning from folk art to “visionary” artist environments, to graffiti art, Zines, and the Burningham community will be discussed.

Instructor: Wright, Jason M

RCHUMS (RC Humanities, Residential College)

RCHUMS 236 / SAC 236. The Art of the Film. (4). (HU).

This course examines the dramatic and psychological effects of the elements and techniques used in film making and television, and some of the salient developments in film’s artistic and technological history. This course provides students with the basic tools and methods for film appreciation and study. Students write five two-page exercises, a seven-page analysis of a current movie, and a final exam.

SAC 236 is a pre-requisite course for SAC concentrators, therefore, we have instituted a policy of a rolling enrollment as of this academic term, Fall 2006. While there will only be a limited number of spots open for seniors, juniors, and sophomores, the majority of the spots will continue to open throughout the course of the summer for incoming freshman ONLY. At the end of the summer, the final remaining spots will open for all class levels.

Instructor: Cohen, Hubert I

RCHUMS 250. Chamber Music. (1-2). (CE). May be elected for a maximum of 8 credits. May be elected more than once in the same term. Offered mandatory credit/no credit.

Section 001. 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. Course may be used to fulfill the RC Arts Practicum Requirement. 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

Section 002. All students who are interested in participating in instrumental ensembles may enroll for one or two hours credit at the discretion of the instructor. Audition is only for placement in ensembles. Every student must register for 001 for one hour; those who fulfill the requirements for two hours of credit MUST also select Section 002 (with an override from the instructor) for the additional hour of credit. For one hour of credit, students must participate in one ensemble; for two hours of credit, students must participate in two or more ensembles. Responsibilities include three to four hours of rehearsal time per week per credit hour (i.e., 6-8 hours of practice, rehearsal and coaching for two credits), six studio classes and participation in one or more concerts per term. Course may be used to fulfill the Residential College's Arts Practicum Requirement. Ensembles have included: mixed ensembles of winds, strings and brass; string quartet; woodwind quintet; chamber orchestra; duos and trios,
including piano, harpsichord, guitar and voice. This is a full-term class! Sign up early, as the ensembles fill quickly.

**Instructor:** Ervamaa, Katri Maria

**RCHUMS 251. Topics in Music. **(4). (HU). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

**Section 001 — The Worlds of Gilbert and Sullivan**
The comedic operatic works of William Gilbert and Arthur Sullivan created in the late 19th century as satires of British Victorian values, politics, and institutions, have transcended their original purpose to become a performing tradition that endures to this very day throughout the world. The goal of the course is to understand the structure and format of the operas of Gilbert and Sullivan, the cultural context in which they were written, and how that compares and contrasts with how the works are produced and performed today. Through consideration of the lives of these two men, selected examples of their operas, and the culture of late 19th century London, we will come to understand what the works meant to period audiences. In the final month, we will work closely with members of the University of Michigan Gilbert and Sullivan Society (the oldest student run Gilbert and Sullivan Society in North America) who will be staging their fall production, to discover how the understanding and meaning of the operas has changed over time. In doing so, we gain unique insight into the musical culture that has sustained the continued performance of these works for over 120 years.

**Instructor:** Scheer, Christopher Michael

**RCHUMS 252. Topics in Musical Expression. **(2-4). (CE). May be elected for a maximum of 12 credits. May be elected more than once in the same term.

**Section 001.** This course will utilize improvisation (not genre-specific) as the catalyst for creating and performing music. Because improvisation is a performance-based medium, the prospective student must be reasonably comfortable performing on an instrument or voice. Everyone will be expected to improvise during each class and in a variety of settings including solo, chamber and large-group work. The instructor will lead the class in various scenarios, structures and forms designed to stimulate creative and listening skills. Throughout the term, students will also work on self-directed solo and group projects. We will listen to recorded works during every meeting, and several listening exams will be given throughout the term. The final exam will include a concert of improvised music in the East Quad Auditorium. Three concert reports will also be required. Students must provide their own instruments, which may be acoustic, electric, found and/or vocal. Those using electric instruments will need to vide their own instruments, which may be acoustic, electric, bass, or keyboard.

**Instructor:** Kirschenmann, Mark Steven

**RCHUMS 253. Choral Ensemble. **(1). (CE). May be repeated for credit for a maximum of 16 credits. Offered mandatory credit/no credit.

**Section 001.** 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.


This course will treat six major reinterpretations of the human condition from the 16th to the 20th centuries generated by intellectual revolutions in astronomy (Copernicus: the heliocentric theory) theology (Luther: the Reformation), biology (Darwin: evolution of the species), sociology (Marx: Communism), psychology (Freud: psychoanalysis), and physics (Einstein: the theory of relativity).

All six reinterpretations initiated a profound revaluation of Western concept of the self as well as a reassessment of the nature and function of his/her political and social institutions. Since each of these revolutions arose in direct opposition to some of the most central and firmly accepted doctrines of their respective ages, we will study:

1. how each thinker perceived the particular “truth” he sought to communicate;
2. the problems entailed in expressing and communicating these truths; and
3. the traumatic nature of the psychological upheaval caused by these cataclysmic transitions from the past to the future — both on the personal and cultural level.

If the function of humanistic education is to enable the individual to see where he/she stands in today’s maelstrom of conflicting intellectual and cultural currents, it is first necessary to see where others have stood and what positions were abandoned. The emphasis of this course will not be upon truths finally revealed or upon problems forever abandoned, but rather upon certain quite definite perspectives that, arising out of specific historical contexts, at once solved a few often technical problems within a specialized discipline while unexpectedly creating many new ones for Western culture as a whole.

**Texts:**
- Copernicus, *On the Revolution of the Heavenly Bodies* (1543);
- Luther, *Appeal to the Christian Nobility of the German Nation* (1520), *Of the Liberty of a Christian Man* (1520);
- Darwin, *The Origin of Species by Means of Natural Selection* (1859);
- Marx, *Economic and Philosophical Manuscripts* (1844), *Das Kapital* (1867, 1885, 1894);
- Freud, *The Interpretation of Dreams* (1900), *Three Essays on the Theory of Sexuality* (1905); and

**Instructor:** Peters, Frederick G

**RCHUMS 280 / ENGLISH 245 / 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 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 that
available in Ann Arbor. Three papers are required plus a final examination.

**Instructor:** Westlake, Jane

**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:** Goetz, Karein K

**RCLANG (RC Language, Residential College)**

**RCLANG 190(RCCORE 190). Intensive French I.** (8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 100, 101, 102, or 103.

**Section 001.** The goal of these courses 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 simple, non-edited written texts without the aid of a dictionary and can carry on a short, elementary conversation.

**Instructor:** Anderson-Burack, Carolyn

**RCLANG 191(RCCORE 191). Intensive German I.** (8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 100, 101, 102, or 103.

**Section 001.** 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:** Paslick, Erica Kuhra

**RCLANG 193(RCCORE 193) / RUSSIAN 103. Intensive First-Year Russian.** (8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 101, 102, 111, or 112.

**Section 001.** 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:**

3. Course pack at Dollar Bill.

**Recommended, but not required:**


**Instructor:** Makin, Alina Udachenko

**RCLANG 194(RCCORE 194). Intensive Spanish I.** (8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 100, 101, 102, or 103.

**Section 001.** 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


**Section 001.** 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 (Prerequisites enforced at registration). (10). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ASIANLAN 125, 126, and 127.

**Section 001.** 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 161 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(RCSCIENCE 290). Intensive French II.** RCLANG 190. (8). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in FRENCH 230, 231, or 232.

**Section 001.** 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-Borrut, Dominique M

**RCLANG 291(RCSCIENCE 291). Intensive German II.** RCLANG 191. (8). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in GERMAN 230, 231, or 232.

**Section 001.** Intensive German II covers second-year German in one term. The goals of the course include review and expansion of the grammar and vocabulary presented in RCLANG 191 and further development of students' reading, writing, and speaking skills. As in the other RC German courses, all instruction is conducted in German. Classroom instruction includes discussions, impromptu speaking exercises, performance of skits, numerous writing assignments, and listening and reading exercises. Reading materials include short prose, fairy tales, poetry, and magazine and newspaper articles. A primary objective which RCLANG 291 students strive to meet is "passing proficiency." Achieving this goal gives students a sense of pride and accomplishment. The proficiency exam serves as a qualifying exam for the next required course in the sequence, RCLANG 321 (German Readings).

**Instructor:** Shier, Janet Hegman

**RCNSCI (RC Natural Science, Residential College)**

**RCNSCI 250. Ecology, Development, and Conservation in Latin America.** Reading and listening proficiency in Spanish; high school biology or environmental science. (4). (NS). (BS). May not be repeated for credit.

**Section 001.** This course explores the interactions between ecological conservation and development, their constraints, history and the effects, from the perspective of Third World countries, of the South-North imbalance on the environment. We will take a close look at the links between environmental problems and the underlying social and economic issues, cutting across topics of health, economics, social justice, agricultural practices, and conservation of natural ecosystems. Basic concepts of plant biology, tropical ecology and biogeography are presented. We analyze the role of the different environmental and socio-political factors in conservation and development in a globalized arena, mainly regarding agricultural practices, policies and trade, as well
as the ecological and social consequences of global change and agricultural technification. The class is entirely taught in Spanish, including all lectures, discussions, most of the readings, student essays and final research papers. pre-req.: Spanish Readings or equivalent 300 level Instructor: Granzow-de La Cerda, Inigo

RCNSCI 263 / ENVIRON 263 / UP 263. Energy and the Environment. Two and one-half years of high school mathematics, or any college course in mathematics or natural science. (4). (NS). (BS). May not be repeated for credit.

This course provides a basic natural-science understanding of many current problems affecting “Energy and the Environment” which are so frequently covered in policy courses. What scientific principles do we have to understand to make intelligent policy choices concerning the Greenhouse Effect, pollution, acid rain, alternative energy, generating electricity and fueling transportation, etc.? How does the oil industry work and why is oil so difficult to replace? How does one decide when alternative heating and/or cooling is cost effective? These questions require a minimum of scientific understanding and skills. We discuss political and policy issues, but we won’t take the solutions offered by anyone on authority or faith; here we will ask what are the natural laws and the technology constraints that must be respected to practice effective politics and to make good policy on behalf of the natural environment and social justice.

Instructor: O’Donnell, Thomas Wilfre

RCNSSCI (RC Social Science, Residential College)

RCNSSCI 222 / SOC 222. Strategies in Social Interaction: An Introduction to Game Theory. (4). (SS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 398 or 409.

This course explores human society from the interdisciplinary social science perspective of contemporary game theory, the theory of strategies in social interaction. Game theory is widely employed in several social scientific disciplines, e.g., political science, economics, sociology, as well as in interdisciplinary studies and in evolutionary biology, and ubiquitously beyond academia. Game theory facilitates understanding interactions in which agents choose strategies in the light of their expectations of the choice of strategies of others, e.g., much of human social life.

Although the course has no prerequisites and is not especially technically demanding (requiring nothing more than some high school math), it does require systematic thought and study. Some of the course involves conducting experiments by playing various tried-and-true games which illustrate fundamental social relationships. The main text is Games of Strategy by Avinash Dixit and Susan Skeath (W.W. Norton, 2004). Written work consists primarily of exercises elucidating particular topics. The course provides extensive opportunities for discussion.

Instructor: Thompson, Frank W

REES (Russian and East European Studies)


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 Samark 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: the fragmented, changing character of regional identities; the complexities of popular attitudes towards, and relations with, various forms of state power; and 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 (Studies in Religion)


Section 001 — Religions of the Book: Judaism, Christianity, and Islam.

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 Israellite 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


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


Introductory lectures, readings, and discussion on Buddhist thought and practice in Asia, with a parallel survey of the history
of Buddhism in India, East and Southeast Asia, and Tibet. Discussion of questions, issues and problems in the study of Buddhism as a religion and a philosophy in light of its doctrines, practices, legends, icons, and selected Buddhist texts in English translation.

Instructor: Gomez, Luis Oscar

RELIGION 262 / PHIL 262. Introduction to the Philosophy of Religion. (4). (Excl). May not be repeated for credit.

Philosophy of Religion is a good gateway to philosophy for beginning students. Unlike many other philosophy courses, it addresses philosophical questions students are likely to have considered about before taking their first philosophy course, for example, the question of how to reconcile the existence of a benevolent, all-powerful and all-knowing God with the existence of worldly evil. The course begins by examining traditional arguments for the existence of the God of the world’s major monotheistic religions. It then moves to a consideration of problem of evil, the relation of religion and morality, and the question of religious tolerance.

Intended audience: First and second year students.

Course Requirements: 6 short quizzes, 2 short papers (1,500 words each), and a final exam.

Class Format: Two hours of lecture and two hours of discussion per week. Lecture and one discussion section taught by professor. Remaining discussion sections taught by GSI.

Instructor: Curley, Edwin M


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.

Instructor: Boccaccini, Gabriele

RUSSIAN (Russian, Slavic Languages and Literatures)

RUSSIAN 101. First-Year Russian. (5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 103 or 111.

In this course, the student is introduced to the basics of Russian pronunciation and grammar. The course begins with an intensive study of the Russian sound system and orthographic rules (the alphabet and correct spelling). Students spend an average of 1.5-2 hours per day working with tapes and writing exercises. The course is supplemented by video shows. 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.

There is a required grammar section (LEC) for RUSSIAN 101.

Instructor: Rogovyk, Svitlana

RUSSIAN 102. First-Year Russian, Continued. RUSSIAN 101 (Prerequisites enforced at registration). Permission of instructor. (5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 103, 111, or 112.

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 about topics of interest including Russian history and culture. The course is supplemented by video shows. Students are expected to complete 1-2 hours of oral and written homework every night. Textbook: Nachalo II.

There is a required grammar section (LEC) for RUSSIAN 102.

Instructor: Rogovyk, Svitlana

RUSSIAN 103 / RCLANG 193. Intensive First-Year Russian. (8). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 101, 102, 111, or 112.

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 conversations in Russian. Required textbooks and materials:

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:


Instructor: Makin, Alina Udalencho
RUSSIAN 121. Scientific Russian I. (3). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 101 or 103, or 521. Graduate students elect RUSSIAN 521.

This course is designed for students in science and/or engineering with no previous knowledge of Russian, as well as for students with minimal exposure to Russian who wish to augment their knowledge of the language in the scientific sphere. The course will concentrate on the rapid acquisition of reading comprehension in Russian. Work consists of reading and translation of a wide variety of scientific texts, with specific emphasis on communication in a scientific environment. Students will work from a coursepack, and will be graded on weekly translation assignments, class attendance and participation, and a final project.

Instructor: Rogovyk, Svitlana

RUSSIAN 201. Second-Year Russian. RUSSIAN 102 or 103 or RCLANG 193 (Prerequisites enforced at registration). (5). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 203.

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 placement. The course also emphasizes speaking and listening skills. Students are expected to complete 9-12 hours of homework per week. Textbook: V Puti by Frank Miller and Olga Kagan and workbook; cost is $73.00 and covers two terms.

Instructor: Rogovyk, Svitlana

RUSSIAN 202. Second-Year Russian, Continued. RUSSIAN 201 (Prerequisites enforced at registration). (5). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in RUSSIAN 203.

This course assumes students' knowledge of the fundamentals of Russian grammar, and involves the use of verbs of motion (with and without special prefixes), the formation and usage of participles and verbal adverbs. Students read and write texts of increasing complexity, discussing Russian and Soviet history, culture, and other topics of interest. The course requires 8-12 hours of homework per week. Textbook: V Puti by Frank Miller and Olga Kagan.

Instructor: Shkolnik, Nina

RUSSIAN 225. Russian for Heritage Speakers. Native or near-native speaker. (3). (LR). 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.

Instructor: Rogovyk, Svitlana

SAC (Screen Arts and Cultures)

SAC 190 (FILMVID 190). First-Year Film Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May not be repeated for credit.

Does not count toward the Screen Arts and Cultures concentration. Laboraory fee ($50) required.

Section 001 and 002 — Documentaty Film/Video as Agents of Citizenship and Social Change

This course will explore documentary media as a tool for social change. The history of social documentary will be examined through screening and discussion and sessions with guest artists. Students will work in small groups, partnering with a community organization or non-profit group to produce short productions on digital video. The class will also cover media aesthetics and technical skills needed for production work, including camera, sound, and editing.

Instructor: Sarris, Terri L

SAC 236 (FILMVID 236) / RCHUMS 236. The Art of the Film. (4). (HU). May not be repeated for credit. Laboratory fee ($50) required.

This course examines the dramatic and psychological effects of the elements and techniques used in film making and television, and some of the salient developments in film's artistic and technological history. This course provides students with the basic tools and methods for film appreciation and study. Students write five two-page exercises, a seven-page analysis of a current movie, and a final exam.

SAC 236 is a pre-requisite course for SAC concentrators, therefore, we have instituted a policy of a rolling enrollment as of this academic term, Fall 2006. While there will only be a limited number of spots open for seniors, juniors, and sophomores, the majority of the spots will continue to open throughout the course of the summer for incoming freshman only. At the end of the summer, the final remaining spots will open for all class levels.

Instructor: Cohen, Hubert I

SCAND (Scandinavian, Germanic Languages and Literatures)

SCAND 103. Elementary Swedish. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SCAND 100.

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

A survey of the artistic, intellectual, political, social, and literary traditions of Scandinavia from the Viking Age to the present.

SI (School of 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
SLAVIC (Slavic Linguistics, Literary Theory, Film, and Surveys; Slavic Languages and Literatures)

SLAVIC 150. First-Year Seminar. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (HU). May be repeated for credit for a maximum of 6 credits.

Section 001 — New Writing in the New Russia
This course looks at the way writing is functioning in the new configurations of Russian culture and society in the post-Soviet age. How has "high literature" adjusted to the dramatic transformation of the country and its cultural values and practices; what sort of popular forms (detective fiction, romance, etc.) thrive; how does the new publishing world work, and what does it produce; who wins literary prizes and why; what is the relationship between TV and literature today; can Russia still claim (as it used to in the Soviet period) to be the "most reading nation in the world," and, if so, why and to what effect?

Instructor: Makin, Michael

SLAVIC 225. Arts and Cultures of Central Europe. Taught in English. (3). (HU). May not be repeated for credit.

The course is an introduction to the rich cultures of the peoples of Central Europe (Croats, Czechs, Hungarians, Jews, Poles, Serbs, and Slovaks) seen against the background of two world wars, communism and its recent disintegration. Culturally vibrant, Central Europe reveals the tragic destiny of twentieth-century civilization which gave rise to two totalitarian systems: fascism and communism. The course will outline the ethnic complexities of the region, with special attention to Jewish culture and its tragic destruction during the Holocaust. The traumatic effects of the war and of ideological coercion on the civilian population will be documented by contemporary films. The course will examine the fate of culture under totalitarianism and study subterfuges used by novelists, dramatists, and artists to circumvent political control and censorship. Students will read works by Kafka, Milosz, Kundera, and Havel; see movies by Kadar, Wajda, and Kieslowski; become acquainted with Czech and Polish avant-garde art and music and the unique cultural atmosphere of Central European cities: Vienna, Prague, Budapest, and Warsaw.

Instructor: Eagle, Herbert J

SLAVIC 270. Contact and Conflict: Jewish Experience in Eastern Europe through Art, Film and Literature. (3). (Excl). (R&E). May not be repeated for credit.

Section 001 — Contact and Conflict: Jewish Experience in Eastern and Central Europe
For centuries, Jews lived in the multi-ethnic and multicultural region of Eastern Europe side by side with people of many other nationalities and religions. Despite all the tensions and conflicts, the Jews of Eastern and Central Europe succeeded in creating a most original and diverse culture that combined deep religious piety with extreme secularism, and political and aesthetic conservatism with daring experiments in literature, arts, and film.

We will explore the major aspects of East/Central European Jewish civilization through the prism of fiction, poetry, memoirs, and movies, which were originally created in a variety of Jewish and non-Jewish languages. Special attention will be given to the varieties of religious and secular Jewish identities, to the issues of language, assimilation, anti-Semitism, and gender. All readings will be in English, and students do not need to have any prerequisite knowledge of Judaism or European or Jewish history. Requirements: midterm test, a short paper, and a final exam.

Instructor: Krutikov, Mikhail

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 concentration plan. (Introductory course).

Section 001. This survey of sociological principles and problems has as its main purpose to introduce us to the most important theoretical perspectives, concepts and major findings of sociology so as to develop a quality of mind, "the sociological imagination," that would provide us with a better understanding of the subtle and complex connections existing between our own life and the world around us.

We will address such fundamental issues as the Individual, Culture and Society; Socialization, Conformity, and Deviance; Institutions such as Work, Media; as well as issues of Social Movements, and Social Change.

Hopefully, the substance of this course and the manner it is taught will inspire all of us to further examine our own lives and the workings of the surrounding society by means of perspectives and insights gained from this introductory course. Course requirements include three non-cumulative exams (20% each), a course portfolio (20% total), and class attendance and participation (20%).

Instructor: Sfeir-Younis, Luis Felipe

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: de Leon, Cedric

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 credit for a maximum of 8 credits. Credit is granted for a combined total of eight credits elected through SOC 102, 202, 203, and 401, provided that the course topics are different. No credit for seniors. May not be included in a concentration plan. (Introductory course).

Section 001. This offering of SOC 102: Contemporary Social Issues will be taught through the lens of social stratification and inequality. Social stratification is a cornerstone topic in the field, and is central to understanding the social forces that generate and perpetuate inequalities among individuals and groups in every society. While most people are aware that some individuals are rich and powerful while others are not, there is less recognition of the systems of social stratification that shape how much wealth, power and prestige different people hold. Stratification systems also influence people’s educational attainment, working lives, health, and opportunities for a better life for themselves or their children, among other crucial outcomes. In this course we will examine some of the key theoretical frameworks that sociologists have used to explain social stratification and inequality, as well as looking at the evidence for levels and trends of inequality in the United States and other parts of the world. We will focus on the systems of class and status that structure society, as well as other axes of social inequalities, particularly race, ethnicity and gender.

Instructor: Burgard, Sarah Andrea

SOC 105. First-Year Seminar in Sociology. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3), (SS). May not be repeated for credit. May not be included in a concentration plan.

Section 001 — 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.

Instructor: Pedraza, Silvia

Section 002 — Diversity/Challenges to Democracy

Serves as a vehicle for Gateway seminars in Sociology.

Instructor: Schoen, David

Section 003 — 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.


Instructor: Paige, Jeffery M

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. Intergroup Dialogues. (2). (Excl). May be repeated for credit for a maximum of 4 credits. May not be included in a concentration in psychology or sociology.

In a multicultural society, discussion about issues of conflict and community are needed to facilitate understanding between social groups. In this intergroup dialogue, students will participate in semi-structured face-to-face meetings with students from other social identity groups. They will discuss relevant reading material and they will explore their own and the other group's experiences in various social and institutional contexts. Participants will examine narratives and historical, psychological and sociological materials that address each group’s experience within a U.S. context. Students will participate in exercises that will be debriefed in class. They will learn about pertinent issues facing the participating groups on campus and in society. The goal is to create a setting in which students engage in open and constructive dialogue, learning, and exploration concerning issues of intergroup relations, conflict and community. STUDENTS INTERESTED IN THIS COURSE MUST FILL OUT A PLACEMENT FORM AT WWW.UMICH.EDU/~IGRC (IN ADDITION TO REGULAR REGISTRATION PROCEDURES). DUE TO HIGH DEMAND, STUDENTS WHO DO NOT ATTEND THE MASS MEETING ON THE FIRST DAY OF CLASS WILL BE WITHDRAWN FROM THE
SOC 195. Principles in Sociology (Honors). Open to first- and second-year students admitted to the Honors Program, or other first- and second-year students with a grade point average of at least 3.2. Juniors are strongly encouraged and seniors must take SOC 202 or 300. (4). (SS). May not be repeated for credit. Credit is not granted for both SOC 195 and SOC 100, 202, or 300. No credit for seniors. May not be included in a concentration plan. (Introductory course).

Section 001. SOC 195 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 stand toward the democratic ideal — can be approached and analyzed sociologically. The class commences with a discussion of the four main sociological approaches (conflict, consensus, social interactionist and interpretive) to the study of society, which the students then apply to topics of their choice and present their applications in class. The analysis of these the American and Iraqi societies with respect to major sociological concepts such as the family, state, gender, race and ethnicity follows; a subsequent student — designed midterm tests the level of acquired knowledge. The course concludes with in-class student presentations of the final papers the students submit for the course. In all, the course requirements include in-class student presentation, student-designed midterm and a final paper.

Instructor: Gocek, Fatma Muge

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, 350, 265, 311, 350, 405, or 412, or ECON 404 or 405.

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.

Instructor: Purkiss, Joel A

SOC 222 / RSSCSCI 222. Strategies in Social Interaction: An Introduction to Game Theory. (4). (SS). (QR/2). May not be repeated for credit. No credit granted to those who have completed or are enrolled in ECON 398 or 409.

This course explores human society from the interdisciplinary social science perspective of contemporary game theory, the theory of strategies in social interaction. Game theory is widely employed in several social scientific disciplines, e.g., political science, economics, sociology, as well as in interdisciplinary studies and in evolutionary biology and ubiquitous in academia. Game theory facilitates understanding interactions in which agents choose strategies in the light of their expectations of the choice of strategies of others, e.g., much of human social life.

Although the course has no prerequisites and is not especially technically demanding (relying on knowledge of only high school math), it does require systematic thought and study. Some of the course involves conducting experiments by playing various tried-and-true games which illustrate fundamental social relationships. The main text is Games of Strategy by Avinash Dixit and Susan Skeath (W.W. Norton, 2004). Written work consists primarily of exercises elucidating particular topics. The course provides extensive opportunities for discussion.

Instructor: Thompson, Frank W

SOC 231. Investigating Social and Demographic Change in America. (4). (SS). (QR/2). May not be repeated for credit. Restricted to first- and second-year students.

This computer-based course for first year and sophomores allows participants to investigate how major social, economic, and political changes have affected the demographic structure of the U.S. population in the past four decades. What do the data mean for the future? To what extent have Black-White income differences become reduced since the 1960s? Is the middle class shrinking? To what extent has the American family disintegrated? Will women continue to earn less than men? Will Generation X fare better than the Baby Boomers?

Through readings, lectures, and exercises on the WEB and Windows machines, in this computer-based course you will learn how to examine such questions using U.S. Census data and simple statistical analyses. In the process, you will come to understand how major dimensions of the nation’s social and demographic structure have changed from 1950 to the present. The course involves individual and team exercises as well as two exams.

Instructor: Frey, William H

SOC 389. Practicum in Sociology. (2-4). Excl. (EXPERIENTIAL). May be repeated for credit for a maximum of 8 credits. Up to four credits of SOC 389 may be included in a concentration plan in sociology. A combined total of eight credits of SOC 321, 389, 395 and 396 may be counted toward a concentration in Sociology. Offered mandatory credit/no credit. Lab fee ($50) required.

SOC 389 is known as Project Community. Students combine approximately 4 hours of weekly service in community settings with weekly student-led seminars. Seminars are interactive, focus on related sociological issues, and provide a time for mutual support, planning, and problem-solving.

Students enrolled in SOC 389 are responsible for regular attendance in the weekly seminar as well as regular participation at the designated community service site. Students will be asked to complete weekly readings and reflective journal assignments, a midterm paper/project, and a final paper/project.

Questions and override requests must be directed to the Office of Project Community, 1024 Hill Street, (734) 647-8771, Amy Knife Gould, ak Gould@umich.edu.

ALL STUDENTS MUST FIRST VIEW THE WEBSITE for section descriptions PRIOR TO REGISTERING for a SOC 389/Project Community section.
Over 35 community service settings are available. They include schools, hospitals, correctional facilities, shelters, advocacy agencies, and family care organizations. For details, please see the specific section descriptions on the above website.

Transportation to off-campus service sites is provided to all students and is coordinated through the Project Community office.

**Section 100 — Thurston Elementary**

In this section, Project Community volunteers will meet during the school day to assist teachers and staff with students at Thurston Elementary School, a K-5 Ann Arbor Public elementary school. Volunteers will spend some of their time assisting lunch staff with elementary students during their lunch and recess. Volunteers eat with the students at lunch and then accompany them to lunch recess where they help engage the students in fun, healthy, and safe outside recess activities. Some of the volunteers’ time may also be spent assisting teachers in the classrooms with specific students, small groups, or even circulating to assist the whole class with projects and work. Volunteers may help with a variety of activities in the classrooms, such as reading, math, science experiments, and art projects. Volunteers who have special interests or skills, such as sports and games leadership, music, art or foreign language abilities, are encouraged to share these with Thurston students.

Students will be expected at site approximately 4 hours each week, (not including 10 minute drive time each way). Site times are from 9:00am-3:30pm, Monday-Friday. The school especially needs volunteers during lunchtime, from 11:30am-1:30pm. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

**Section 101 — Pittsfield Elementary**

In this section, students will work with children at Pittsfield Elementary School in Ann Arbor. They will be placed in a classroom, under the direction of that room’s teacher. Their responsibilities may include: running reading groups, working with groups of children on class projects, math tutoring, and one-on-one instruction with children experiencing difficulty with the schoolwork.

Students will be required at site for 4 hours each week between 9:00am — 3:30pm, Monday-Friday. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

**Section 102 — America Reads: Issues in Literacy**

This section is intended for students earning work-study hours as America Reads tutors. The class will explore the current dilemmas facing the U.S. educational system, teach students to critically reflect on their regular interactions with elementary youth, and relate site experiences to the text material. The tutors will be asked to assess what they observe in their community work, what could be improved to create more effective learning environments, and how these changes could be made.

**NOTE: Participation in this section is by override only. Students should contact Rachel Klingelhofer directly at 764-0577 for permission to register.**

Students enrolled in SOC 389 are responsible for regular attendance in a weekly seminar as well as participation at a designated community service site for approximately 4 hours each week. In addition, students will complete weekly readings and reflective journal assignments, a midterm assignment, and a final paper/project.

**Section 103 — Latino Family Services**

Latino Family Services (LFS) is a community agency that provides and coordinates comprehensive human services to residents of Wayne County with a particular emphasis on its Latino residents. Students in this section will be working with Latino Family Services in Detroit, to assist elementary and middle school students in an after-school program focused on homework assistance, mentoring, and recreational activities.

Students will be expected at site for approximately 4 hours each week, (not including 40 — minute driving time each way). Site times are flexible between:

- Monday, 3:30pm-6:15pm
- Tuesday, 3:30pm-6:15pm
- Wednesday, 3:30pm-6:15pm
- Thursday, 3:30pm-6:15pm
- Friday, 2:30pm-5:15pm

Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

**Section 104 — Detroit: Harding Elementary**

This course will place students at Harding Elementary, a Detroit public school situated in a predominantly African-American community. Students will be tutors and mentors by assisting with homework and participating in creative activities with the children.

Students will be expected at site for 3 hours each week (not including 40 minute driving time each way). Site times are 10am-1pm or noon-3pm, Monday-Friday. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

**Section 105 — Detroit: Vetal K-8 School**

This class will place students at Peter Vetal School, a K-8 Detroit Public school situated in a predominantly African-American community. Students will be tutors and mentors by assisting with homework and planning creative activities with the youth.
Students will be expected at site for 3 hours each week (not including driving time). Site times are between 8:15am-3:15pm, Monday-Friday. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 106 — The Guidance Center

In this section, students will be working with The Guidance Center at area schools in Downriver. The work students will do at their site will depend largely on the school where they choose to be placed. However, students can expect to do a mix of one-on-one tutoring with children, behavior management, recreational activity organization, group facilitation on healthy decision-making and violence prevention. Training on the curriculum will be provided to volunteers.

Students will be expected at site once each week from approximately 2:45-5:30pm, Mondays, Wednesdays, or Thursdays (not including driving time). Each student will be able to select which day works best for him or her. Beyond this site time, there will also be opportunities to participate in Enrichment Activities for the mentees that are offered twice each month. These are cultural, educational, and fun activities; examples include movie nights, bowling, ice skating, and community service events. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

NOTE: All students registering for this section will have a background check run by the facility. Any student who thinks he or she may not be eligible to participate should choose a section in another program area.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 107 — Burns Park Elementary School

Students will work in a school very close to UM campus with students who have difficulties with reading, writing and math due to at-risk factors, special education qualification, or cultural/language difficulties. They will work one-on-one with children from kindergarten to fifth grade on basic skills and school habits, and they will be a positive influence, role model, and mentor. The population is culturally diverse and has largely well-involved parents. Even the students who are having difficulty are eager to learn. It should be a very satisfying experience for all!

Students will be expected at site for 4 hours each week. Site times are between 8:45am-3:45pm, Monday-Friday. The site would prefer students to do two 2-hour shifts, but one long shift can be accommodated. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 108 — Girls on the Run

Girls on the Run (GOTR) is an interactive learning and running program for girls ages 8-11. The program addresses individual goals, group skills, health, nutrition, building supportive relationships, and community involvement. It is operated after school in Ann Arbor, Dundee, Brighton, Monroe, Chelsea, and Dexter. Project Community students do not need to be runners to participate in this section, but should be passionate about healthy living.

Students in this section will go to their designated site on Tuesdays and Thursdays from 3:00-5:15, (not including driving time). Students will be trained to be coaches/mentors to the middle school girls on two days during the term, plus three meetings throughout the term. (Dates: TBA) Through the training, students in this section will become certified in CPR and First Aid. Toward the end of the term, coaches and the girls will participate in a 5k (3-mile) run together.

This section is override-only. To interview for a place in the section, please contact the GOTR Executive Director of Southeastern Michigan, Lisa Hesse, at 734.323.3572 or email her at lisa@girlsontherunsemi.org. Students should attend a screening on either Tuesday, April 4 from 12-1:30 or Monday, April 10 from 9-10:30. If you are unable to make either of these times, please arrange a separate interview with Lisa Hesse.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 109 — Angell Elementary

In this section, students will work with children at Angell Elementary School in Ann Arbor. The activities the university students will direct during their time with the school could include math activities/games designed to develop either increased facility with computation or to hone problem-solving skills, Hands Are Not For Hitting which deals with conflict resolution, writing workshop, and reading group work. The university students will learn about elementary students — how they act, what they know, their sense of humor, their ability to focus — and the elementary students will learn about young adults. Students will be given an opportunity to discuss the activity of the day in preparation for its presentation. They will then work with the second graders using the activity assigned. This will then be followed by a debriefing and preparation for the next week’s activity.

Students will be expected at site from 12:30-3:30pm, Fridays. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

NOTE: Participation in this section is by override only. Students should contact Principal Robin Jackson directly at (734) 994 — 1907 or jacksonr@saps.k12.mi.us to set up an interview and receive permission to register.

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 midterm assignment, and a final paper/project.
If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

**Section 110 — It’s Great To Be a Girl: Femtors**

In this section, undergraduate women volunteer as feminist mentors ("Femtors") to work with girls at West Middle School in Ypsilanti or at Canton Middle School. The "It's Great to Be a Girl" program was designed by Carole Lapidos and Sally Wisotzkey as a continuation of their "Raising Strong and Confident Daughters" workshop for parents. The co-founders' hope was to provide adolescent girls with positive role models to help them through their tumultuous middle school years. Chosen femtors organize and facilitate workshops over the course of ten weeks to build the confidence and expand the knowledge of the girls. The four major areas addressed are friendship, teasing and harassment, body image, and dream building.

Students will be expected at site from 2:00-5:00pm, Tuesdays. (Please allow an additional 25 minutes each way for transportation.) Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

**NOTE: Femtors will be required to attend training that will occur during the first 3 meetings at site.**

**NOTE: Participation in this section is by override only. Students should contact Carole Lapidos directly at (734) 686 — 7402 for permission to register.**

A screening session is scheduled for Friday, March 31, 2006 from 1 — 3pm in the Ginsberg Center Living Room. If you are interested in this section, please attend the screening. If you cannot attend, please contact Carole to establish an alternate meeting.

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 midterm assignment, and a final paper/project.

For more information about the screening process or any other aspect of the program, contact Carole Lapidos at carolelap@aol.com or at the phone number listed above.

**Section 111 — Global Outreach: Educating Kids about the World**

Students in this section will share their knowledge and experiences of world regions with K — 12 classrooms in support of the teachers’ curricula. Participants will help teachers in SE Michigan to enrich the educational experience of their students by preparing and delivering presentations upon request. These may include, but are not restricted to, history and current events, geography, culture, interactive classroom projects, relation of personal experiences, demonstrations, or story-telling. Students in this section should expect to present approximately 8 times during the term. The project will be coordinated with regional study centers of the University's International Institute.

Students are expected to allocate approximately 4 hours each week for site-related work. Site times are flexible. Transportation is provided by Project Community and will be coordinated by the seminar facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

**Section 112 — Tappan Middle School**

Students in this section will work with 6th through 8th graders at Tappan Middle School, which is part of the Ann Arbor Public School system. Students will work one-on-one and in groups with students after and during school who need tutoring in a variety of subjects.

Students will be expected at site three hours each week. Site times are from 3:00-4:00pm, Tuesday and Thursday and any other time between 9:00am-3:00pm. The last hour will be scheduled according to teacher needs and volunteer schedules. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

**Section 113 — Clague Middle School**

Students in this section will be placed at Clague Middle School to work with students in Language Arts, Science, American History, Social Studies, and Math. They will be in the classroom at the same time as a classroom teacher and will be under their supervision.

Students will be expected at site twice each week. Options are 8:00-10:00pm on Mondays and Wednesdays or Tuesdays and Thursdays, or 11:15-1:15 Mondays and Wednesdays or Tuesdays and Thursdays. (Please allow an additional 15 minutes each way for transportation.) Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

**Section 114 — Ypsilanti: HOPE Program Tutors for Middle and High School**

Students in this section will be placed at Ypsilanti High School, East Middle School, West Middle School, or New Directions Alternative School to serve as tutors for the U-M HOPE Program. HOPE stands for Health Occupations Partners in Education. The overall mission of the program is to encourage middle and high school students from the Ypsilanti School District to consider careers as health professionals, and to assist them in preparation for college education and beyond. The overarching goal of this effort is to identify and nurture those individuals, minority and majority, who are interested in improving the health of minority and disadvantaged populations. HOPE specifically targets underrepresented minority students and attempts to improve their awareness and academic competitive status towards the health professions.

Each week, students serve as tutors to a group of 20-30 youth at Ypsilanti High School, East Middle School, West Middle School, or New Directions Alternative School. Most youth are seeking assistance with language arts, science and math assignments.

Students will be expected at site twice each week. Options are 2:30-4:30pm Tuesdays, Wednesdays, or Thursdays. (Please allow an additional 15 minutes each way for transportation.) Transportation to and from site is provided by Project Community and coordinated through the section facilitator.
There is a required training for this section. Training Date: TBA.
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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 115 — U-M Classrooms: Improving undergraduate education
Are you interested in improving education at U-M? In learning more about college teaching? In making more of a connection with your instructors? Each student in the Undergraduate Resource Section will be paired up with one U-M GSI, to sit in on a portion of his/her classes. You will meet briefly with the GSI each week in order to provide feedback throughout the term and serve as an ally to the GSI. You also will have a chance to learn more about higher education globally, as the GSI's educational background may be different culturally (e.g., educated abroad) or institutionally (e.g., a liberal arts college). During some course meetings, you will work with Center for Research on Learning and Teaching (CRLT) and English Language Institute (ELI) staff to learn about effective teaching skills and the process of giving useful feedback.

NOTE: You must have an override to register for this section — please contact Mary Wright (mcwright@umich.edu) with questions.

Section 116 — Dearborn: Lowrey Elementary School
In this section, students will be assisting students in grades K-5. Some of the activities volunteers will engage in are tutoring in the various subjects, assisting teachers with different class activities, participating in literacy groups (especially in lower elementary classrooms), tutoring students that have difficulty learning certain concepts and/or are not proficient in English in a one-on-one model.

Students will be expected at site for approximately 4 hours each week between 9:00am-3:30pm, Mondays-Fridays, 9:00am-12:00pm on Thursdays, or Mondays and Wednesdays from 12:00pm-3:30pm (not including 40 minutes drive time to and from campus). Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 117 — Ann Arbor Community Center: Dance
This section will offer University of Michigan students the opportunity to work with the Ann Arbor Community Center's after-school program. Appealing to kinesthetic learners, this program is designed to connect UM student mentors with local middle school youth through the art of dance. Dance encourages a healthful view of one's own body, models respectful relationships between people and inspires people to do and be their best, as well as providing physical health benefits. We will be using all forms of movement, and absolutely no dance experience is necessary.

Site time is Wednesdays 3-6pm (not including the 10 minute driving time) at the Ann Arbor Community Center. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 202 — Elderly: Sunrise Senior Living Community
Students in this section will work with elderly adults at the Sunrise Senior Living Community in Ann Arbor. Students may be matched with a resident in order to develop a relationship and identify a common area of interest to explore together. Students may work as a group to set up activities for some of the residents at Sunrise.

Students will be expected at site for 3 hours each week. Site time is flexible and can be arranged around the student's schedule. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 205 — Campus-Community Assessment: Class, Ethnicity and Health
This project will bring together undergraduate students and 4-6 youth who attend Community High School in Ann Arbor to assess community norms, values and attitudes related to health in general and alcohol/drug abuse in particular. One time per week students will work together on various community assessment activities, including interviewing key community stakeholders, service providers and their peers. Other activities will include documenting available activities and services for teens and young adults in Ann Arbor, and identifying gaps. Students will actively participate in planning the scope of the work for the semester. They will also be invited to attend campus/community coalition meetings to present findings that will be used for future planning efforts.

A social justice perspective will be used to look at health issues in the community: investigating the role of class, ethnicity and other identities in how various community members define what the "problem" is, who has the "problem" and how resources are allocated and services developed.

This project is connected to a larger effort currently being funded by a U.S. Department of Education grant to reduce harm from excessive alcohol use. In October 2005, a campus/community conference was held as a kick-off to forming a coalition/working group that is currently assessing the campus and Ann Arbor community's readiness for change.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 301 — SafeHouse: Women
Students in this section will work with SafeHouse Center, an organization that works to end domestic violence and sexual assault in Washtenaw County. Students will have the opportunity to work with either Shelter/HelpLine program providing support to the women in shelter or answering the 24 hour crisis line, or as a member of the Response Team doing on-call work with survivors immediately following an assault, or in the Children and Youth program. Experience with domestic violence issues is not necessary.
Students opting to work in the Shelter/HelpLine or Children and Youth programs will be expected to be at the site for four hours each week. Shelter/HelpLine shifts are available between 8 am and 12 midnight any day of the week (including weekends). Children and Youth shifts can be scheduled 10 am and 8 pm any day of the week (including weekends). Students opting to do on-call services will sign up for overnight (5 pm to 8 am) or weekend shifts (24 hours); they will be expected to log 35 hours of direct service over the semester.

Note: Participation in this section is by override only. Interested students must first arrange an interview with Kathy Winterhalter (734) 973-4024 x 252 or kathyw@safehousecenter.org. Students must contact her no later than the first week of class to set up interviews. Interviews must be completed a week before training begins.

NOTE: In order to participate in the program, students must attend the entire mandatory volunteer training. The days for volunteer training are:

- Friday, September 15th 5:30 pm to 9:30 pm
- Saturday, September 16th, 9 am to 6 pm
- Tuesday, September 19th, 5:30 pm to 9:30 pm
- Friday, September 29th, 5:30 pm to 9:30 pm
- Saturday, October 30th, 9 am to 6 pm
- Friday, October 6th, 5:30 pm to 9:30 pm

Students who are unable to attend the training will be unable to participate in this section.

NOTE: Students are expected to make a six month commitment to SafeHouse Center.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 302 — SOS After-School Program

Students in this section will serve as tutors for an after-school program run by SOS Community Services in Ypsilanti. SOS is one of the few shelters for homeless families in Washtenaw County. This after-school program includes children from 1st to 6th grade, who are homeless, or whose families are participating in services for homeless families at agencies throughout Washtenaw County. Students will act as both tutors and mentors, working with participants on a one-to-one basis with homework and other recreational activities after school.

Students will be expected at site on Thursdays from 3:30-6:30 pm. (Please allow an additional 15 minutes each way for transportation.) Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

A 4-hour training is required for this course. The training will be on a Friday or Saturday evening in late September, (date TBA).

NOTE: All students registering for this section will have a background check run by the facility. Any student who thinks he or she may not be eligible to participate should choose a section in another program area.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 303 — Ozone House: Crisis Line

Students in this section will work with Ozone House as a crisis-line volunteer. Ozone House is an agency dedicated to improving the situations of runaway, homeless, and at-risk youth age 10-20 and their families. The organization provides free and confidential services to at-risk and troubled youth. SOC 389 students must complete 40 hours of intensive training to be eligible to be a crisis line volunteer. If you do not complete all training dates, you will not be able to volunteer at Ozone House. The training dates are:

- TBA

Students will be expected at site for one 3 or 4-hour shift each week. The possible shifts are 9:00 am-1:00 pm, 1:00-5:00 pm, or 5:00-9:00 pm, Monday-Friday (no 5:00-9:00 pm shift on Fridays).

NOTE: All students registering for this section will have a background check run by the facility. Any student who thinks he or she may not be eligible to participate should choose a section in another program area.

NOTE: There is a mandatory orientation session prior to training and an application to be done for legal purposes. The orientation is Monday, January 12 from 6:00-6:30 pm. After registering for this class, please contact Mia White at Ozone House and tell her you are from Project Community to set this up. The phone number is 734-662-2265.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 304 — Homeless Outreach (SAWC)

This program is directed at the homeless men and women in Ann Arbor. Students in this section will work with the Shelter Association of Washtenaw County at one of their many shelter programs offering support to the consumers who access their services. The Shelter Association of Washtenaw County provides temporary shelter and supportive services in a safe and caring environment, and works with the community to allocate the necessary resources to meet the needs of people who are homeless. The Washtenaw Shelter Association currently operates the Robert J. Delonis Center, which has both men’s and women’s shelters within it. They have been providing support to homeless people since 1982, having grown out of a breakfast program in a church basement. Since then, their services for homeless people have grown significantly.

Students will be expected at site for four hours each week. Site times are flexible between 6:00 am-11:00 pm, 7 days a week. Times can be arranged according to student schedules. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

NOTE: In order to participate in the program, students must attend mandatory volunteer training. The day for volunteer training for SAWC is:

- TBA
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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 401 — Juvenile Detention Center: Recreation

Students in this section will work at the Washtenaw Detention Center, a facility for juvenile boys and girls awaiting placement or release. Students will provide structured leisure time through both educational and recreational activities. Theater, music, athletic, confidence building, educational and/or art activities may be incorporated. In the past, we have also held debates, health and nutrition seminars, and sessions on job seeking skills. Students in this section provide positive role models and interactions for the youth, much like a Big Brother or Big Sister.

Students will be expected to go to site Mondays 3:30-6:30pm, (this includes driving time). Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

NOTE: Students must be at least 18 years old to participate in this section, due to volunteer requirements at the site.

NOTE: All students registering for this section will have a background check run by the facility. Any student who thinks he or she may not be eligible to participate should choose a section in another program area.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 402 — Jail: Creative Writing Seminar

Students in this section will work at the Washtenaw County Jail, a facility for adult offenders, located in Ann Arbor approximately 10 minutes from campus. This section will be conducting creative writing seminars for male and female inmates in minimum — security blocks. No former creative writing experience is necessary, just enthusiasm and an open mind! Students will be expected to bring and share ideas to plan and facilitate the creative writing workshops.

Students will be expected at site from 6:00-9:00pm on Mondays or 6:00-9:00pm on Tuesdays. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

NOTE: Students must be at least 18 years old to participate in this section, due to volunteer requirements at the site.

NOTE: All students registering for this section will have a background check run by the facility. Any student who thinks he or she may not be eligible to participate should choose a section in another program area.

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 midterm assignment, and a final paper/project.
If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 403 — Jail: Dialogue on Multiculturalism
Students in this section will examine the construction of race and class and how it is manifested in society. It is designed to take a look at Asian American, African American, European American, Hispanic/Latino(a), and Native American social groups present in the United States. They will critically evaluate how racial groups are represented in American society and there intersection with socioeconomic class. Some questions we will address are: How was race and class constructed in the United States? How is the construction maintained? What can we do as individuals to combat inaccurate representations of cultural groups in this country? An important component of this course includes participation and facilitation of a weekly in — service class located at the Washtenaw County Jail. Students will be required to lead discussions on race and class with facility inmates. We believe that issues of race and class are pertinent issues that affect everyone. It is the intention of this course to create an environment that will embrace various viewpoints and seek to provide a deeper understanding of ourselves and others. The success of the course depends upon each individual's participation and willingness to be open, honest, and engaged in course materials and discussion.

Students will choose a site time, either Mondays or Tuesdays, 6-9pm. Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

NOTE: Students must be at least 18 years old to participate in this section, due to volunteer requirements at the site.

NOTE: All students registering for this section will have a background check run by the facility. Any student who thinks he or she may not be eligible to participate should choose a section in another program area.

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 midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 404 — Prison: Creative Writing
Students in this section will work in teams to lead creative writing workshops at the Parr Highway Correctional Facility in Adrian on a weekly basis. The facility is a minimum — security prison that houses adult male prisoners who are serving short sentences, or will be eligible for parole within the next 18 months. At the prison, students will help inmates enhance their writing skills and creatively communicate their ideas. Students will be required to submit weekly creative writing assignments as well as fulfill other course requirements. In addition, the group will complete an anthology of inmate writing at the end of the semester that will be distributed to the participants at the prison. No previous experience is necessary.

Students will be expected to go to site on Wednesday evenings 5:30-9:30pm, (includes driving time). Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

NOTE: Students must be at least 18 years old to participate in this section, due to volunteer requirements at the site.

NOTE: Permission to enter: All students must fill out a LEIN (Volunteer Service Application), which must be approved by the Department of Corrections before they can enter the prison.

NOTE: All students registering for this section will have a background check run by the facility. Any student who thinks he or she may not be eligible to participate should choose a section in another program area.

Students enrolled in SOC 389 are responsible for regular attendance in a weekly seminar as well as participation at a designated community service site for approximately 4 hours each week. In addition, students will complete weekly readings and reflective journal assignments, a midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 405 — Prison: Debate
Students in this section will work in teams to lead a debate club at the Parr Highway Correctional Facility on a weekly basis. The facility is a minimum-security prison that houses adult male prisoners who are serving short sentences, or will be eligible for parole within the next 18 months. At the prison, students will organize a weekly debate about a current topic, the goal of which is to strengthen communication skills and knowledge of current issues of both the students and the inmates. No previous debate experience is necessary.

Students will be expected at site on Tuesday evenings 5:30-9:30 pm (includes driving time). Transportation to and from site is provided by Project Community and coordinated through the section facilitator.

NOTE: Students must be at least 18 years old to participate in this section, due to volunteer requirements at the site.

NOTE: Permission to enter: All students must fill out a LEIN (Volunteer Service Application), which must be approved by the Department of Corrections before they can enter the prison.

NOTE: All students registering for this section will have a background check run by the facility. Any student who thinks he or she may not be eligible to participate should choose a section in another program area.

Students enrolled in SOC 389 are responsible for regular attendance in a weekly seminar as well as participation at a designated community service site for approximately 4 hours each week. In addition, students will complete weekly readings and reflective journal assignments, a midterm assignment, and a final paper/project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 500 — Elementary School Tutoring (Northside)
Participants in this section will work with elementary school students at Northside Elementary School in Ann Arbor. Students will primarily facilitate after school games, art activities and other recreational programs with the children. Students will also assist in the after-school homework club with reading, arithmetic, and other assignments. The after-school club is at 3:30pm-6:00pm Tuesday-Friday. Students are responsible to volunteer 3-4 hours per week. Student should allow for driving time, beginning at 3:00pm on the days they volunteer. Students are responsible for regular attendance in a weekly seminar — Mondays 4-5:30pm that will have as its focus and format, intergroup dialogue. In addition, students are expected to complete 3-4 hours weekly participation at the elementary school. Students...
also will be asked to complete course readings and assignments as outlined in the syllabus.

Students enrolled in SOC 389 are responsible for regular attendance in a weekly seminar as well as participation at a designated community service site for 3-4 hours each week. In addition, students will complete weekly readings and reflective journal assignments, a midterm assignment, and a final paper/project.

If you have questions about Project Community, contact Joe Galura (jgalura@umich.edu).

If you have questions about MCSP, contact David Schoem(dschoem@umich.edu).

**Instructor:** Traxler Ballew, Aaron James

**Section 501 — Mentoring Middle School Students**

Participants will work with middle school and grade school students through the Peace Neighborhood Center in Ann Arbor. Students will assist with the after-school program for tutoring and other activities as determined by the Peace Center. Students will choose to do service at the Peace Neighborhood site from the following: Tuesday, Wednesday or Thursday from 4:00pm-6:00pm. Students are responsible for regular attendance in a weekly seminar — Mondays 4-5:30pm — which will have intergroup dialogue as its focus and format. Students also will be asked to complete course readings and assignments as outlined in the syllabus.

Students enrolled in Sociology 389 are responsible for regular attendance in a weekly seminar as well as participation at a designated community service site for 4-6 hours each week. In addition, students will complete weekly readings and reflective journal assignments, a midterm assignment, and a final paper/project.

If you have questions about Project Community, contact Joe Galura (jgalura@umich.edu).

If you have questions about MCSP, contact David Schoem(dschoem@umich.edu).

**Instructor:** Traxler Ballew, Aaron James

**Section 503 — LUCY**

This course, as part of the LUCY Initiative, is a service-learning course designed to enhance student service in Detroit by exploring the meaning and complexities of urban communities and social justice. Students will be active participants in their study of community through interviews with elders, discussions with children, and exploration and observation of their surroundings. This course is intended to give students a variety of lenses and theoretical frameworks through which to view the joys and challenges of urban children and youth.

Students enrolled in SOC 389 are responsible for regular attendance in a weekly seminar as well as participation at a designated community service site for 4-6 hours each week. In addition, students will complete weekly readings and reflective journal assignments, a midterm assignment, and a final paper/project.

If you have questions about Project Community, contact Joe Galura (jgalura@umich.edu).

If you have questions about MCSP, contact David Schoem(dschoem@umich.edu).

**Instructor:** Galura, Joseph A

**Section 508 — Empowering High School Students (HERO)**

Participants in this section will receive empowerment training by the HERO staff and then either lead empowerment workshops in local high schools with high school students, or offer support to these workshops on a weekly basis. Students will be delivering workshops on Tuesdays from 1:30-3:30 and on Wednesdays from 2-4pm. Students who are offering support to these workshops will be working at HERO offices on Monday afternoon. Students must have one of these times available weekly to enroll in this section. Students should allow for an additional half-hour of driving time on the days they go to the schools. Students are responsible for regular attendance in a weekly seminar — Mondays 4-5:30pm that will have as its focus and format, intergroup dialogue. Students also will be asked to complete course readings and assignments as outlined in the syllabus.

Students enrolled in SOC 389 are responsible for regular attendance in a weekly seminar as well as participation at a designated community service site for 4-6 hours each week. In addition, students will complete weekly readings and reflective journal assignments, a midterm assignment, and a final paper/project.

If you have questions about Project Community, contact Joe Galura (jgalura@umich.edu).

If you have questions about MCSP, contact David Schoem(dschoem@umich.edu).

**Instructor:** Traxler Ballew, Aaron James

**Section 600 — Labor Organizing**

Students in this seminar will be placed in a variety of sites where they will participate in the education and organizing work of a variety of labor movement organizations. Past placements have included Teamsters for a Democratic Union, Labor Notes, and several unions engaged in organizing work in our area.

Although some of these sites may involve some direct service work, the Organizing for Social Justice program area emphasizes making change at a systemic level and developing a theory and practice of community organizing and civic engagement. Seminars are arranged by topic area with a cluster of site options usually available within that seminar.

Like the other students enrolled in SOC 389, those placed within Organizing for Social Justice are responsible for attending the weekly seminar, Th 4-5:30pm, as well as participating at a designated community site four hours per week. In addition, students will complete weekly readings and reflective journal assignments, two other assignments, and a final group project.

In order to participate in this section, you must contact Amy Knife Gould (akgould@umich.edu) and briefly illustrate why you want to participate in this section.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

**Section 601 — Campus Organizer Leadership Development**

Students in this seminar will work together with other campus activists to develop concrete facilitation and organizing skills, learn about the broader context and history of campus activism, and make connections with leaders from other groups. Campus organizations are encouraged to nominate a team of members to participate.

Students who enroll will be responsible for at least four hours per week of work within their organization. The Organizing for Social Justice program area emphasizes making change at a systemic level and developing a theory and practice of community organizing and civic engagement.

Like the other students enrolled in SOC 389, those placed within Organizing for Social Justice are responsible for attending the weekly seminar, Th 4-5:30pm, as well as participating in their organization four hours per week. In addition, students will complete weekly readings and reflective journal assignments, two other assignments, and a final group project.
NOTE: Participation in this section is by override only. Students should contact Ian Robinson at eian@umich.edu (eian@umich.edu) for permission to register.

If you have questions about enrollment in this section, please contact Amy Knife Gould at (akgould@umich.edu) or (734) 647-8771.

Section 602 — Detroit Neighborhood Revitalization
Students in this seminar will be working with community organizations in Detroit to help address quality of life and social justice concerns in their neighborhoods. These organizations may include: Warren/Conner Development Corporation, Southwest Detroit Environmental Vision, Bridgewatch, and MOSES.

Students who enroll in this section should be available Fridays 10am-2pm for site work. In addition, students must allow forty-five minutes for travel to and from site. Occasional site visits at other times may be necessary based on the schedules of our community partners.

Although some of these sites may involve some direct service work, the Organizing for Social Justice program area emphasizes making change at a systemic level and developing a theory and practice of community organizing and civic engagement. Seminars are arranged by topic area with a cluster of site options usually available within that seminar.

Like the other students enrolled in SOC 389, those placed within Organizing for Social Justice are responsible for attending the weekly seminar, Th 4-5:30pm, as well as participating at a designated community site four hours per week. In addition, students will complete weekly readings and reflective journal assignments, two other assignments, and a final group project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

Section 603 — STAND for Darfur
Students in this section will learn about the current situation in Darfur, as well as comparing it to Rwanda and other genocides. Working with STAND for Darfur, students will try to understand the dynamics surrounding US intervention, how students can mobilize to create change in this situation, and develop strategies for getting more UM students involved in the campaign.

Although some of these sites may involve some direct service work, the STAND for Darfur program area emphasizes making change at a systemic level and developing a theory and practice of community organizing and civic engagement. Seminars are arranged by topic area with a cluster of site options usually available within that seminar.

Like the other students enrolled in SOC 389, those placed within STAND for Darfur are responsible for attending the weekly seminar, Th 4-5:30pm, as well as participating at a designated community site four hours per week. In addition, students will complete weekly readings and reflective journal assignments, two other assignments, and a final group project.

If you have questions, contact Amy Knife Gould (akgould@umich.edu). Please refer to the specific section number about which you are inquiring.

SPANISH (Spanish, Romance Languages and Literatures)

SPANISH 101. Elementary Spanish. Student group=SP01 OR no Spanish courses (except SPANISH 331 and 400) AND no placement codes of SP02, SP03, SP04, SP05, SP06 (Prerequisites enforced at registration). (4). (Excl). 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: Ann Hilberry, hilberry@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 when 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.

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, compositions, homework, a cultural project, pen pal letters, unit exams, oral exams, and a final exam.

SPANISH 103. Review of Elementary Spanish. RCLANG 154 or 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). (4). (Excl). 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.

Accelerated refresher course for students with two or three years of high school Spanish whose previous study did not occur within the preceding two years. Equivalent to SPANISH 101 and 102 condensed into one term. Transfer students elect SPANISH 103 if they have completed the equivalent of SPANISH 101 elsewhere.

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. Video, audio cassette, and computer material incorporated.

Goals: Student completing SPANISH 103 will hear about different sociocultural norms, can act with awareness of such differences; speak in short spontaneous conversations involving everyday topics, observing basic courtesy requirements; understand gist of one-way communication like 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. 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, four exams, and a final written and oral exam.

SPANISH 231. Second-Year Spanish. SPANISH 100, 102 or 103 with a grade of C- or higher; or RCLANG 194; or assignment of SPANISH 231 by placement test. College or university transfer students with any prior study of Spanish must take the Placement test. Only the placement score and not language coursework completed at previous school will determine placement (Prerequisites enforced at registration). (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 112, 230, or RCLANG 294 or 314.
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:

- Bluebooks to be used for journal entries (available at bookstores).

**SPANISH 232. Second-Year Spanish, Continued.** One of: SPANISH 231 with a grade of C- or higher; or assignment of by placement test. College or university transfer students with any prior study of Spanish must take the Placement test; or RCLANG 254. (Prerequisites enforced at registration). Only the placement score and not language coursework completed at previous school will determine placement (4). (LR). May not be repeated for credit. No credit granted to those who have completed or are enrolled in SPANISH 112 or 230; or RCLANG 294 or 314.

**Important note regarding SPANISH 232:**
Sections 041-057 are special topics sections. Please review the course descriptions for those specific sections, or see www.lsa.umich.edu/rll/special/home.htm before registering. Questions regarding special topics sections can be directed to Andrew Nover, anoverr@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, audio cassette, 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
   - English Grammar for Students of Spanish, Emily Spinelli (Olivia and Hill Press)
   - A good bilingual Spanish-English dictionary.

**Section 041 — CATALUÑA:**
Please note that this is a special topics section of SPANISH 232. If you prefer a non-topics section, please register for any section numbered 001 to 040.

**Override Request Information:**
www.lsa.umich.edu/rll/langinstruct/overrides.html
Course coordinator: Maria Dorantes, lourdes@umich.edu
SPANISH 232 Special Topics Sections Website:
www.lsa.umich.edu/rll/special/home.htm

CATALUÑA: Introducción a una parte importante de la historia y la cultura de España. Estudio específico de la comunidad catalana: de su historia, de sus tradiciones, de su política y de su situación actual en el mundo.

English translation: Introduction to an important part of Spanish culture and history. Specific studies of the Catalan community: the history, the traditions, the politics and Catalonia's current situation in the world.

**Instructor:** Coll Ramirez, Susanna

**Section 043.**
Please note that this is a special topics section of SPANISH 232. If you prefer a non-topics section, please register for any section numbered 001 to 040.

**Override Request Information:**
www.lsa.umich.edu/rll/langinstruct/overrides.html
Course coordinator: Maria Dorantes, lourdes@umich.edu
SPANISH 232 Special Topics Sections Website:
www.lsa.umich.edu/rll/special/home.htm

CATALUÑA: Introducción a una parte importante de la historia y la cultura de España. Estudio específico de la comunidad catalana: de su historia, de sus tradiciones, de su política y de su situación actual en el mundo.

English translation: Introduction to an important part of Spanish culture and history. Specific studies of the Catalan community: the history, the traditions, the politics and Catalonia's current situation in the world.

**Instructor:** Coll Ramirez, Susanna

**Section 045 — Catalonia**
Please note that this is a special topics section of SPANISH 232. If you prefer a non-topics section, please register for any section numbered 001 to 040.

**Override Request Information:**
www.lsa.umich.edu/rll/langinstruct/overrides.html
Course coordinator: Maria Dorantes, lourdes@umich.edu
SPANISH 232 Special Topics Sections Website:
www.lsa.umich.edu/rll/special/home.htm

Introducción a una parte importante de la historia y la cultura de España. Estudio específico de la comunidad catalana: de su historia, de sus tradiciones, de su política y de su situación actual en el mundo.

English translation: Introduction to an important part of Spanish culture and history. Specific studies of the Catalan community: the history, the traditions, the politics and Catalonia’s current situation in the world.
Section 047. Please note that this is a special topics section of SPANISH 232. If you prefer a non-topics section, please register for any section numbered 001 to 040.

Override Request Information:  
www.lsa.umich.edu/rll/langinstruct/overrides.html  
Course coordinator: Maria Dorantes, lourdes@umich.edu  
SPANISH 232 Special Topics Sections Web site:  
www.lsa.umich.edu/rll/special/home.htm

CATALUÑA: Introducción a una parte importante de la historia y la cultura de España. Estudio específico de la comunidad catalana: de su historia, de sus tradiciones, de su política y de su situación actual en el mundo.

English translation: Introduction to an important part of Spanish culture and history. Specific studies of the Catalan community: the history, the traditions, the politics and Catalonia’s current situation in the world.

Instructor: Coll Ramirez,Susanna

Section 049 — ¡VIVIR ANDALUCÍA!  
Please note that this is a special topics section of SPANISH 232. If you prefer a non — topics section, please register for any section numbered 001 to 040.

Override Request Information:  
www.lsa.umich.edu/rll/langinstruct/overrides.html  
Course coordinator: Maria Dorantes, lourdes@umich.edu  
SPANISH 232 Special Topics Sections Web site:  
www.lsa.umich.edu/rll/special/home.htm

¡VIVIR ANDALUCÍA!

After an introductory historical chapter to set up the context of Andalucía,(southern region of Spain), this class will include discussions which will explore Andalusian folklore and traditions, particularly the importance and richness of its tourism and the enjoyment and liveliness of its most worldwide known celebrations. The last part of the course will change the emphasis to individual stories, analyzing the artistic production of the master of painting, Velázquez, and the master of poetry, Bécquer, as well as two interesting societal groups, namely young people and the gypsy community.

Instructor: Moreno-Perez,Enrique

Section 050 — SPANISH CUISINE  
Please note that this is a special topics section of SPANISH 232. If you prefer a non-topics section, please register for any section numbered 001 to 040.

SPANISH CUISINE  
The aim of this course is to present Spanish culture using its cuisine as a factor that links the different regions, creating a unique culinary tradition. Other aspects of the Spanish culture will also be developed while the students acquire the communicative functions used in the SPANISH 232.

Instructor: Ferrera,Ricardo

Section 051. Please note that this is a special topics section of SPANISH 232. If you prefer a non-topics section, please register for any section numbered 001 to 040.

Override Request Information:  
www.lsa.umich.edu/rll/langinstruct/overrides.html  
Course coordinator: Maria Dorantes, lourdes@umich.edu  
SPANISH 232 Special Topics Sections Web site:  
www.lsa.umich.edu/rll/special/home.htm

During the course we will be studying the following themes:

Chapter 1: Introduction to the course, getting to know each other. The pre-war period, the Spanish second republic, the political propaganda. The political anthems, emblems and songs.

Chapter 2: The "Copla Española". Franco’s dictatorship, exaltation of the race and nationalism. The society of the period. The exile, emigration, censorship, protest song in and out of Spain.

Chapter 3: The death of Franco, the end of the dictatorship. Birth of a new democracy, the new alternatives implied. Foreign influence. The outburst of the new left wing and “La movida madrileña”.

Chapter 4: The end of the international isolation. International events within a modern Spain (Expo 92, Barcelona 92 Olympic games and the 500 anniversary of the “discovery”) The new musical tendencies and the representation of a new social and political reality.

Section 052 — 3 CULTURA MEDIAVALES  
Please note that this is a special topics section of SPANISH 232. If you prefer a non-topics section, please register for any section numbered 001 to 040.

Introducción a una parte importante de la historia y la cultura de España. Estudio específico de la comunidad catalana: de su historia, de sus tradiciones, de su política y de su situación actual en el mundo.

English translation: Introduction to an important part of Spanish culture and history. Specific studies of the Catalan community: the history, the traditions, the politics and Catalonia’s current situation in the world.

Instructor: De Los Santos Plata,Juan C

Section 053. Please note that this is a special topics section of SPANISH 232. If you prefer a non-topics section, please register for any section numbered 001 to 040.

Override Request Information:  
www.lsa.umich.edu/rll/langinstruct/overrides.html  
Course coordinator: Maria Dorantes, lourdes@umich.edu  
SPANISH 232 Special Topics Sections Web site:  
www.lsa.umich.edu/rll/special/home.htm

During the course we will be studying the following themes:

Chapter 1: Introduction to the course, getting to know each other. The pre-war period, the Spanish second republic, the political propaganda. The political anthems, emblems and songs.

Chapter 2: The "Copla Española". Franco’s dictatorship, exaltation of the race and nationalism. The society of the period. The exile, emigration, censorship, protest song in and out of Spain.

Chapter 3: The death of Franco, the end of the dictatorship. Birth of a new democracy, the new alternatives implied. Foreign influence. The outburst of the new left wing and “La movida madrileña”.

Chapter 4: The end of the international isolation. International events within a modern Spain (Expo 92, Barcelona 92 Olympic games and the 500 anniversary of the “discovery”) The new musical tendencies and the representation of a new social and political reality.

Section 054 — 3 CULTURA MEDIAVALES  
Override Request Information:  
www.lsa.umich.edu/rll/langinstruct/overrides.html  
Course coordinator: Maria Dorantes, lourdes@umich.edu  
SPANISH 232 Special Topics Sections Web site:  
www.lsa.umich.edu/rll/special/home.htm

Introducción a una parte importante de la historia y la cultura de España. Estudio específico de la comunidad catalana: de su historia, de sus tradiciones, de su política y de su situación actual en el mundo.

English translation: Introduction to an important part of Spanish culture and history. Specific studies of the Catalan community: the history, the traditions, the politics and Catalonia’s current situation in the world.

Instructor: De Los Santos Plata,Juan C
**Section 057 — 3 CULTURA MEDIAVALES**

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course coordinator: Maria Dorantes, lourdes@umich.edu

SPANISH 232 Special Topics Sections Website:

www.lsa.umich.edu/rll/special/home.htm

Please note that this is a special topics section of SPANISH 232. If you prefer a non-topics section, please register for any section numbered 001 to 040.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course coordinator: Maria Dorantes, lourdes@umich.edu

### 3 CULTURA MEDIAVALES

Introduction to a part important of the historia and cultura de España. Estudio especifico de la comunidad catalana: de su historia, de sus tradiciones, de su politica y de su situacion actual in el mundo.

English translation: Introduction to an important part of Spanish culture and history. Specific studies of the Catalan community: the history, the traditions, the politics and Catalonia's current situation in the world.

**Instructor:** De Los Santos Plata, Juan C

**Section 059 — Federico García Lorca**

Please note that this is a special topics section of SPANISH 232. If you prefer a non-topics section, please register for any section numbered 001 to 040.

Override Request Information:

www.lsa.umich.edu/rll/langinstruct/overrides.html

Course coordinator: Maria Dorantes, lourdes@umich.edu

SPANISH 232 Special Topics Sections Website:

www.lsa.umich.edu/rll/special/home.htm

The aim of this course is to motivate students to learn Spanish using plays, poems, and the Spanish culture as background to put materials into context.

Most of the course content studied will reflect the world of Federico García Lorca, a well known Spanish playwright and poet. The course will expand on the significance of feelings, the life and death of the poet, analysis of his works, and, ultimately, attempts to involve students in discussion and examination of the ideas presented.

Throughout the course one of his works, Blood Wedding, will be acted out by the students. Therefore, willingness to participate in it is a must.

We will as well expand on the linguistic abilities necessary to fulfill the aims of the course, that is:

- narrate and describe in the present, past, and future;
- express and support opinions, express feelings and emotions about present, past, and future events;
- hypothesize about the future and present.

**Instructor:** Fernandez-Garcia, Joseluis

**SPANISH 275. Grammar and Composition.** SPANISH 230 or 232 with a grade of C- or higher; RCLANG 294 or 314; or assignment of SPANISH 275 by placement test (Prerequisites enforced at registration). Transfer students who receive transfer credit from their previous college or university for SPANISH 232 and wish to continue with their language study are strongly encouraged to take the Spanish placement test to be certain they are prepared for SPANISH 275. (3). (Excl). May not be repeated for credit.

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 escriba. Homework consists of readings in Spanish, 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 escriba

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. Only the placement score and not language coursework completed at a previous school will determine placement (Prerequisites enforced at registration). SPANISH 276 may be elected prior to SPANISH 275. Transfer students who receive transfer credit from their previous college or university for SPANISH 232 and wish to continue with their language study are strongly encouraged to take the Spanish placement test to be certain they are prepared for SPANISH 276. (3). (Excl). May not be repeated for credit.

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.

Materials are available entirely on the CourseTools web site.
STATS (Statistics)

STATS 100. Introduction to Statistical Reasoning. (4). (M.SA). (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. Course evaluation is based on a combination of a Thursday evening midterm examination, a final examination, and GSI input. The course format includes lectures and a discussion section (one hour per week).

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).

In this course students are introduced to the concepts and applications of statistical methods and data analysis. STATS 350 has no prerequisite and has been elected by students whose mathematics background includes only high school algebra. Examples of applications are drawn from virtually all academic areas and some attention is given to statistical process control methods. The course format includes lectures (3 hours per week) and a laboratory (1.5 hours per week). The laboratory section deals with the computational aspects of the course and provides a forum for review of lecture material. For this purpose, students are introduced to the use of a statistical analysis-computer package. Course evaluation is based on a combination of two examinations, a final examination, weekly homework, and lab participation.

SWC (Sweetland Writing Center)

SWC 100. Writing Practicum. (2). (Excl). (TUTORIAL). May be repeated for credit for a maximum of 4 credits. Any combination of SWC 100-105 may be elected for a total of four credits. Offered mandatory credit/no credit.

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:

1. writing as a process of drafting and revising;
2. reading and writing analytically;
3. developing a writer’s voice, which includes distinguishing between their ideas and those of others;
4. studying models of writing of the kind they are expected to produce in college; and
5. attending to grammar and mechanics.

Each student receives an additional half-hour of individual instruction every other week in a conference with the instructor. This concentrated individual attention is crucial to the success of students with limited writing experience.

THEORY (Music Theory, School of Music, Theatre & Dance)


Course leads to THEORY 236.

THEORY 137. Introduction to the Theory of Music (Non-Music Majors). While this course requires no previous formal training in music theory, it is essential that students have a basic understanding of musical notation. (3). (HU). May not be repeated for credit.

Course leads to THEORY 138.

Instructor: Guck, Marion A

THTREMUS (Theatre and Drama, School of Music, Theatre & Dance)

THTREMUS 101. Introduction to Acting 1. Consent of instructor required (Prerequisites enforced at registration). Open to non-concentrators. (3). (CE). May not be repeated for credit.

Section 001. Basic principles of acting.
Instructor: Woods, Leigh A

Section 002. Basic principles of acting.
Instructor: Maylie, Janet

THTREMUS 181. Acting I. Consent of instructor required (Prerequisites enforced at registration). Permission of instructor (audition). (3). (Excl). May be elected twice for credit.

Emphasizes exploration and definition of the total physical life of an actor, freeing and expanding the imagination, self-awareness and personal discovery, and developing a character through individual experience and creativity, sense memory, and imagery.
Instructor: Schiebert, Jerald Coyne

THTREMUS 192. Voice I. Consent of instructor required (Prerequisites enforced at registration). (3). (Excl). May be elected twice for credit.

Designed to help the would-be performer begin to discover and develop the voice.
Instructor: Masson, Annette A

THTREMUS 211 / RCHUMS 280 / ENGLISH 245. 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.

Instructor: Westlake, Jane
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?

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

Section 002 — Human Sexuality and Gender Issues

Issues of human sexuality and gender are explored from many perspectives including historical, cross-cultural, religious, and physiological. 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
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: Mayes, Frances L

Section 004 — Lives of Urban Children and Youth: Schools, Community, Power

This is a service-learning course that integrates traditional coursework with personal reflection and community involvement. The goal of the course is to explore the dynamics of formal and informal education in urban settings. This course will help university students to understand the effects of social history and culture on the social identity of young children and how community members, especially elders, help to create and support positive roles for young children within this community. Students work closely with members of the community and program staff to document cultural beliefs and practices that help to shape social identity and social expectations within the community.

As a requirement for the course, students complete five hours of service each week in the Detroit public school system to develop practical service-learning models. Assisting educators in implementing these developed programs will give students the opportunity to put into practice the theory of service-learning.

Instructor: Gaulara, Joseph A

Section 005 — Science and the Practice of Dentistry in the 21st Century

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 006.

"Health Care, Privilege, and Community" will consist of four sections. The first will provide an overview of medical and health care concepts and terms as they relate to multiculturalism. The understanding of these concepts will be critical for students, as they lay the groundwork for the remainder of the course. The class will examine issues relating to consumers of health care, which will include discussions of the major ethnic and racial groups in the United States. Many of the class discussions will focus on these new consumers, such as various ethnic communities, elders, and other interest groups that have been "left behind" as major players in health care. In addition, the class will take a look at physicians and other types of health care providers with special attention to the providers from the major demographic groups.

Thirdly, we will examine the dilemmas within our health care system. Class discussions will focus on health disparities, ethical issues related to research in different ethnic groups, and discrimination in health care. Finally, solutions to the present health care dilemmas will be discussed. We will investigate the future challenges for equitable health care based on the demographic changes that have occurred in the United States over the last two decades. It will be important for students to gain an understanding of how these changes have resulted in new important consumers and providers of health care services. Subsequently, a discussion of current health disparities today will be an integral part of understanding whether they will persist in the future.

[Several spaces reserved for participants in Michigan Community Scholars Program]

Instructor: Joiner, Terence

Section 008 — Becoming a Doctor: More Than Science

There will be two texts, group projects in the form of "Journal Clubs," and an individual book review in both written and oral form. Journal Clubs are an important part of the continuing education of medical professionals. Journal clubs meet regularly to discuss current studies on subjects of mutual interest. The class will divide into JCs to explore various aspects of medical school. This project would accomplish several goals: help you build your group participation skills, develop web skills and increase your practical, current knowledge of medical schools. In addition, this project will introduce you to a wide range of information sources. The Clubs can decide specific topics, such as: How Medical Schools Differ; The Admissions Process; Trends in Medical Education; What Undergraduate Majors Are Possible; Patterns in Specialty Choice; Getting a Residency; Staying Balanced in Medical School, and many others. The Journal Clubs will make a group presentation to the seminar. Individual book reviews will also be presented to the seminar. Each student will choose an individual book that is an autobiography of a medical student or a physician. (Other kinds of book are possible.) The student will make a presentation to the seminar, discussing the themes of the book and what insights it provides, as well as submit a review of the book covering these topics.

Seminar Panels:

There will be three panels during the seminar. One of first-year medical students; one of fourth-year medical students, and one of doctors in practice.

GRADING:

Group Project: 30%
Individual Book Review: 30%
General participation and Attendance at FORUM: 30%
Thoughtfulness of discussion participation and questions raised: 10%

WEEKLY TOPICS:

The American Medical Profession: A Brief History
Becoming a Doctor: The Educational Process
Becoming a Doctor: The Socialization Process
Great Discoveries of Medical Science
Explaining the Evolution of the American Health Care System
Trends in the Health Care System Today: Corporatization and Managed Care
Women in the Medical Profession; International Medical Graduates
Doctors and the Media
Doctors and Patients: The Doctors’ View; The Patients’ View
Medicine in the 21st Century: Telemedicine; The Genetics Revolution

Instructor: Rosenthal, Marilyn M

Section 009 — Libations of the Gods: Alcohol & Other Mind Altering Substances

This course will examine the broad social and economic impacts of alcohol, with an emphasis on the effects of alcohol on health. Information will be presented on the historical perspective on alcohol and its role in the United States since the twentieth century. Students will consider the many impacts of alcohol on individuals, families, organizations, and broader society. By exploring how we are socialized into drinking and what changes could be
made to positively alter the way this socialization occurs, stu-
dents will gain a greater understanding of the role played by
family, culture, peers and the alcohol industry in the develop-
ment of drinking patterns. At the same time they will learn how
to foster a more mature approach to, and responsible use of, al-
cohol. Classes also provide opportunities to engage in stimulating
discussions with faculty and other experts from within the Uni-
versity of Michigan.

Instructor: Tolbert, Margaret M

UC 154. First-Year Interdisciplinary Seminar. Only first-
year students, including those with sophomore standing, may
pre-register for First-Year Seminars. All others need permission
of instructor. (3). (ID). May not be repeated for credit.

Section 001 — Life and Living: Thinking Inside and Out-
side 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 infor-
mation, 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 projects in this seminar is designed to expand our current
thinking about the intersect between world of scientific discovery
and its impact on human health and society.

Biological Perspectives. The plan of the human body can
serve as a keystone as we probe the interplay of genes, cells,
morphogenesis, and the environment in which we live. A myriad
of biological advances could be considered, but three exciting
topics especially jump out:

1. Birth defects and population patterns
2. Phenomena of aging, dying, and death
3. Immensely provocative “stem cells”

This last topic alone opens up a world of biological concepts and
principles that can influence our understanding of how the hu-
man 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 ex-
citement 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 principles and policies should be in place to
guide further research and application of such discoveries? An-
swering this question focuses our attention on those environ-
mental events occurring outside biology laboratories and outside
our own human bodies, i.e., “life outside the box.”

Instructor: Burdi, Alphonse R

UC 163. Biotechnology and Human Values. First-year stu-
dents 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 clini-
cal devices. A key additional component will be to investigate
human values issues, such as ethical questions and cost effec-
tiveness, arising from these technologies. Teamwork in the lab
and through an independent project is emphasized. Report writ-
ing and presentations are required throughout the term, culmi-
nating with a final report and public presentation.

Welcome! This course brings together students in the life sci-
ences and engineering to explore basic issues facing biotech-
nologists. 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 effi-
cacy 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 col-
laborate with the physician to determine how the prognosis of a
target disease could benefit from genetic testing. This will re-
quire research into the genetics of the target disease, the dis-
ease process, treatments, and evaluation of the potential impact
of early detection for the individual patient, health care man-
agement, and society at large. Given the needs of the patient
and physicians, you will draw on your research and lab experi-
cences 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 instruc-
tors led by Professor Matthew O’Donnell. Your time in the class-
room will be divided into biweekly lectures, a weekly lab and a
weekly discussion section. In addition, each team will meet peri-
odically with instructors in scheduled workshops held during even-
ning 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 in-
clude 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 ex-
pectations 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 210. Perspectives on Careers in Medicine and Health
Care. Consent of instructor required (Prerequisites enforced
at registration). (4). (Excl). May not be repeated for credit.
May not be used as a Biology cognate.

This course is intended for students considering a career in a
health profession and designed to help them acquire perspec-
tives 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 and W/T (yes, that is spelled correctly) by Margaret Edson are the text materials 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, G 155 Angell, to receive an override. The class meets on-campus Monday 3-5 and on Thursday 7-9:30 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 textbook.

Instructor: Zom, Frances B

UC 261 / PSYCH 231. Brain, Learning, and Memory. Enrollment is restricted to first- and second-year students. (4). (NS). (BS). May not be repeated for credit.

This course will survey integrative and cellular aspects of neuroscience with a focus on the neural mechanisms of learning and memory. It will include both a lecture and laboratory component. There are three modules, each to be taught by different faculty. The modules will each integrate knowledge of methodology, basic neuroscience, and the application of these to learning and memory. The modules are clinical neuropsychology and neuroimaging, animal models of learning and memory, and synaptic and cellular mechanisms of learning and memory. The intent of each module is to present an integrative picture of the organization and function of learning and memory systems in both simple and complex nervous systems. Specific topics will include nonassociative learning (habituation and sensitization) in invertebrates, associative conditioning of motor and emotional responses in vertebrates, genetics of learning and memory, synaptic plasticity and learning, molecular and cellular mechanisms involved in learning and memory, quantitative and computation models of synaptic plasticity and learning, cognitive neuroimaging of human learning and memory, and clinical neuropsychology of learning and memory in humans. The topics of the course will span many levels of biological organization from behavior to genomic regulation.

Instructor: Maren, Stephen A

UC 275. Global Intercultural Experience for Undergraduates. Consent of instructor required (Prerequisites enforced at registration). (1). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 2 credits. Students must elect this course in both the Winter and Fall Terms to receive credit. Offered mandatory credit/no credit. Continuing Course. Y grade can be reported at end of the first-term to indicate work in progress. At the end of the second term of UC 275, the final grade is posted for both term's elections. Special fee required.

Global Intercultural Experience for Undergraduates (GIEU) is an interdisciplinary experiential introduction to intercultural learning that prepares diverse undergraduate students from various colleges for field experience interactions, and then helps students bring these experiences back to campus in socially and academically productive ways. It is a series of concentrated seminars of orientation, debriefing, and symposium. Instructor: Miller, Andrew T

UC 280. Undergraduate Research. Consent of instructor required (Prerequisites enforced at registration). First or second-year standing. (1-4). (Excl). (EXPERIENTIAL). May be repeated for credit for a maximum of 8 credits. A maximum of eight credits may be elected through lower-division UROP research courses (UC 280, 281, ENGR 280, MOVESCI 280, SPTMGMTC 280, and PHYSED 280).

This course provides academic credit for students engaged in research through the Undergraduate Research Opportunity Program (UROP). To receive credit, the student must be working on a research project under the supervision of a University of Michigan faculty member. Students may elect the course for 1-4 hours of credit. For each hour of credit, it is expected that the student will work three hours per week. The grade for the course will be based on a final project report evaluated by the faculty sponsor and on participation in other required UROP-sponsored activities, including bi-monthly research group meetings, and submission of a journal chronicling the research experience. Students will receive a letter grade for this course.

Instructor: Megginson, Robert E

UKRAINE 151. First-Year Ukrainian. (4). (Excl). May not be repeated for credit. No credit granted to those who have completed or are enrolled in UKRAINE 103.

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

UP 263 / ENVIRON 263 / RCNSCI 263. Energy and the Environment. Two and one-half years of high school mathematics, or any college course in mathematics or natural science. (4). (NS). (BS). May not be repeated for credit.

This course provides a basic natural-science understanding of many current problems affecting "Energy and the Environment" which are so frequently covered in policy courses. What scientific principles do we have to understand to make intelligent policy choices concerning the Greenhouse Effect, pollution, acid rain, alternative energy, generating electricity and fueling transportation, etc.? How does the oil industry work and why is oil so difficult to replace? How does one decide when alternative heating and/or cooling is cost effective? These questions require a minimum of scientific understanding and skills. We discuss political and policy issues, but we won't take the solutions offered by anyone on authority or faith; here we will ask what are the natural laws and the technology constraints that must be respected to practice effective politics and to make good policy on behalf of the natural environment and social justice.

Instructor: O'Donnell, Thomas Wilfre

WOMENSTD (Women's Studies)

WOMENSTD 100. Gender and Women's Lives in U.S. Society. (2). (Excl). May not be repeated for credit. Offered mandatory credit/no credit.

This course, facilitated by upper level undergraduate and graduate students, uses small group discussion and development of supportive group norms to enable students to explore selected topics in women's studies as they apply to their own lives and to contemporary social issues. There is a strong emphasis on de-
Section 002 — Theories of Rights

Rights are foundational to our concepts of law, citizenship, and even to concepts of ourselves as human beings. We debate public issues in terms of rights, and we also refer to our rights in everyday interactions and casual speech. Supposedly American culture is saturated with rights talk and awash in lawsuits, much to the dismay of some critics. Rights have been an important part of movements on behalf of women, people with disabilities, sexual minorities, transgender people, and racial minorities. Conservatives have taken up rights language, too, characterizing gay rights as “special rights” and mobilizing against religious discrimination. In this class we will back up to some very basic questions about law in our society, undertaken through the study of rights. What are rights, and where do they come from? How do ordinary people come to understand themselves as possessing them? What are some criticisms of our rights culture? How have rights campaigns promoted social change through the law, and how effective have they been? Readings will be drawn from different disciplinary perspectives on rights in contemporary law and culture, with a focus on gender- and sexuality-based rights.

Instructor: Hazel, Dena

WOMENSTD 240 / AMCULT 240. Introduction to Women’s Studies. (4). (HU). (R&E). May not be repeated for credit.

Designed as an introduction to the feminist scholarship about women and gender, this course acquaints students with key concepts and theoretical frameworks for analyzing women’s experiences and helps students develop both their ability to analyze arguments and to “read” gender in a variety of media. With a focus on the situations of women in the United States today, and particular attention to the intersection of gender with race and ethnicity, we will explore how women’s lives differ and are interconnected across time, place, class, age, and sexual orientation. Readings are drawn from both the humanities and social sciences. A variety of topics are covered, including: violence against women; women and work; reproductive freedoms. The course is structured around lectures, readings, and discussion sections. Students are expected to participate fully in discussion. The course grade is based on written assignments, a group project, exams, and participation in discussion.

Instructor: Hazel, Dena

WOMENSTD 150. Humanities Seminars on Women and Gender. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit.

WOMENSTD 151. Social Science Seminars on Women and Gender. Only first-year students, including those with sophomore standing, may pre-register for First-Year Seminars. All others need permission of instructor. (3). (SS). May not be repeated for credit. (Gender and Culture).

This interdisciplinary course introduces students to the study of sexualities with perspectives from lesbian, gay, bisexual, transgender, and queer scholarship. Topics include changing historical configurations of same-sex desires and practices; the regulation of bodies and pleasures through genital normativity and the category of sexuality itself; butch, femme, and transgender experiences; meanings and uses of the term queer in contemporary discourse; practices of sexuality in various non-Euro-American cultures and within the Americas; and possibilities for activism. Throughout, the course will consider the interplay between sexualities and differences of ethnicity, culture, race, class, and gender.

Instructor: Hubbs, Nadine M

WOMENSTD 253. Special Topics. (3-4). (Excl). May be repeated for credit for a maximum of 7 credits. A maximum of seven credits of WOMENSTD 252 and 253 may be counted toward graduation. Laboratory fee may be required.

Section 001 — Asian American Masculinities

This course explores the complex construction of multiple Asian American masculinities in relation to race, colonialism, media, sexuality, gender and age. This is a discussion-format seminar that uses an interdisciplinary perspective to examine how intersecting identities are represented in media, literature, social research and individual lived experiences. Issues related to racial, sexual, and ethnic discrimination will be addressed. This course is designed to emphasize in-class student participation, including student-led discussions. Attendance is mandatory.

Instructor: Yim, Jennifer Y


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


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, Germanic Languages and Literatures)


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.