

Archives

LD

4142

.0342

034

1978-79

c. 2

**OAKLAND  
UNIVERSITY**

**UNDERGRADUATE  
CATALOG 1978-79**

Oakland University is a legally autonomous state institution of higher learning. Legislation creating Oakland University as an independent institution, separate from Michigan State University, was established under Act. No. 35, Public Acts of 1970. The university is governed by an eight-member Board of Trustees appointed by the Governor with the advice and consent of the State Senate. The president of the university is appointed by the Board of Trustees and is an ex-officio member without vote. The board also appoints a secretary and treasurer.

Current board members and officers are:

Ruth H. Adams  
Richard H. Headlee  
Marvin L. Katke  
David B. Lewis  
*Vice-Chairperson*

Alex C. Mair  
Ken Morris  
Arthur W. Saltzman  
Alan E. Schwartz  
*Chairperson*

Donald D. O'Dowd  
*President*  
and  
*Ex-Officio Member*  
*Board of Trustees*

John H. De Carlo  
*Secretary to the*  
*Board of Trustees*  
and *Vice-President and*  
*General Counsel*

Robert W. Swanson  
*Vice-President for*  
*Business Affairs*  
and *Treasurer of the*  
*Board of Trustees*



# REFERENCE

## NOTICE

All data in this catalog applies to the 1978-79 academic year and reflects information as it was available on the publication date. Oakland University reserves the right to revise all announcements contained in this publication and at its discretion to make reasonable changes in requirements to improve or upgrade academic and nonacademic programs.

June, 1978

Volume XIX

Published by Oakland University, Rochester, Michigan 48063

Price \$1.00

Sold at University Bookcenter

Ref  
CD  
1962  
15-22  
154  
178-79  
c.1

Oakland University  
Undergraduate Catalog

# TABLE OF CONTENTS

Board of Trustees .....	inside front cover
Calendar .....	2
Introduction .....	4
General Information .....	5
Other Academic Units and Programs .....	13
Academic Policies and Procedures .....	15
College of Arts and Sciences .....	19
Department of Art and Art History .....	22
Department of Biological Sciences .....	24
Department of Chemistry .....	28
Department of Classical Languages and Literatures .....	31
Department of Communication Arts .....	32
Department of Economics .....	35
Department of English .....	36
Department of History .....	39
Department of Linguistics .....	44
Department of Mathematical Sciences .....	46
Department of Modern Languages and Literatures .....	49
Department of Music .....	56
Department of Philosophy .....	61
Department of Physics .....	64
Department of Political Science .....	67
Department of Psychology .....	70
Department of Sociology and Anthropology .....	73
Environmental Health Program .....	77
Secondary Teaching Social Studies Program .....	78
Area Studies Programs .....	79
Honors College .....	82
Other Concentrations and Options .....	83
School of Economics and Management .....	87
School of Education .....	97
School of Engineering .....	109
School of Nursing .....	117
School of Performing Arts .....	119
Center for Community and Human Development .....	120
Center for General and Career Studies .....	121
New Charter College .....	122
Department of Learning Skills .....	124
Center for Health Sciences .....	125
Office of the Provost .....	128
University Faculty .....	129
Offices of the University .....	135
Oakland University Foundation .....	138
Index .....	139
Correspondence Directory .....	inside back cover

This catalog details the undergraduate offerings at Oakland University, information on admission, fees, and support programs, along with general information on the university. For details of undergraduate courses offered in a specific semester, see the *Undergraduate Course Selection Guide*. The university also offers an extensive graduate program at the master's level and a limited offering at the doctoral level. For information on graduate programs, consult the *Oakland University Graduate Study Catalog*.

## 1978-1979 ACADEMIC CALENDAR

<b>Fall, 1978</b>		
Registration	M, T, W	August 28, 29, 30
Classes Begin	4:30 p.m. W	August 30
Labor Day Holiday	M	September 4
Fall Commencement	Sunday	September 17
Thanksgiving Recess Begins	5:30 p.m. W	November 22
Classes Resume	8 a.m. M	November 27
Classes End	10 p.m. M	December 11
Exams Begin	9 a.m. W	December 13
Exams End	10 p.m. T	December 19
<b>Winter, 1979</b>		
Registration	Th, F	January 4, 5
Classes Begin	8 a.m. M	January 8
Winter Recess Begins	5:30 p.m. F	March 2
Classes Resume	8 a.m. M	March 12
Classes End	5:30 p.m. F	April 20
Exams Begin	9 a.m. M	April 23
Exams End	10 p.m. Th	April 26
<b>Spring, 1979</b>		
Registration	M	April 30
Classes Begin	4:30 p.m. M	April 30
Memorial Day Holiday	M	May 28
Spring Commencement	Saturday	June 2
Classes End	5 p.m. T	June 19
Final Exams	W, Th	June 20, 21
<b>Summer, 1979</b>		
Registration	M	June 25
Classes Begin	4:30 p.m. M	June 25
Independence Day Recess	W	July 4
Classes Resume	8 a.m. Th	July 5
Classes End	5 p.m. T	August 14
Final Exams	W, Th	August 15, 16

## 1979-1980 ACADEMIC CALENDAR

<b>Fall, 1979</b>		
Registration	M, T, W	August 27, 28, 29
Classes Begin	4:30 p.m. W	August 29
Labor Day Holiday	M	September 3
Fall Commencement	Saturday	September 15
Thanksgiving Recess Begins	5:30 p.m. W	November 21
Classes Resume	8 a.m. M	November 26
Classes End	10 p.m. M	December 10
Exams Begin	9 a.m. W	December 12
Exams End	10 p.m. T	December 18
<b>Winter, 1980</b>		
Registration	Th, F	January 3, 4
Classes Begin	8 a.m. M	January 7
Winter Recess Begins	5:30 p.m. F	February 29
Classes Resume	8 a.m. M	March 10
Classes End	5:30 p.m. F	April 18
Exams Begin	9 a.m. M	April 21
Exams End	10 p.m. Th	April 24
<b>Spring, 1980</b>		
Registration	M	April 28
Classes Begin	4:30 p.m. M	April 28
Memorial Day Holiday	M	May 26
Spring Commencement	Saturday	May 31
Classes End	5 p.m. T	June 17
Final Exams	W, Th	June 18, 19
<b>Summer, 1980</b>		
Registration	M	June 23
Classes Begin	4:30 p.m. M	June 23
Independence Day Recess	10 p.m. W	July 2
Classes Resume	8 a.m. M	July 7
Classes End	5 p.m. W	August 13
Final Exams	Th, F	August 14, 15

## QUICK REFERENCE

FOR A MAJOR IN:	SEE PAGE:		
Anthropology .....	73	Linguistics .....	44
Art History .....	22	Management .....	88
Biology .....	24	Mathematics/Mathematical Sciences .....	46
Chemistry .....	28	Medical Physics .....	125
Chinese Language and Civilization .....	49	Medical Technology .....	126
Communication Arts .....	32	Music .....	56
Computer and Information Science .....	112	Nursing .....	117
Economics .....	87	Philosophy .....	61
Elementary Education .....	97	Physics .....	64
Engineering .....	110	Political Science .....	67
English .....	36	Psychology .....	70
Environmental Health .....	77	Public Administration and Public Policy .....	67
French .....	49	Russian .....	49
German .....	49	Russian Language and Civilization .....	49
History .....	39	Social Studies (secondary teaching) .....	78
Human Resources Development .....	100	Sociology .....	73
Journalism .....	32	Sociology and Anthropology .....	73
Latin American Languages and Civilization .....	49	Spanish .....	49
FOR COURSE OFFERINGS IN:	SEE PAGE:		
American Studies (AMS) .....	83	Latin (LTN) .....	31
Anthropology (AN) .....	73	Learning Skills (LS) .....	124
Applicable Analysis and Mathematical Modeling (APM) .....	47	Linguistics (LIN) .....	45
Applied Language Studies (ALS) .....	44	Literature in Translation (Modern) (LIT) .....	54
Area Studies (AS) .....	80	Management (MGT) .....	93
Art History (AH) .....	22	Mathematical Methods of Operations Research (MOR)	48
Biology (BIO) .....	25	Mathematical Modeling (Applicable Analysis and APM) .....	47
Chemistry (CHM) .....	29	Mathematics (MTH) .....	46
Chinese Language and Literature (CHE) .....	50	Mathematics for Elementary Education Majors (MTE)	48
Cinema Studies (CIN) .....	84	Music (Applied) (MUA) .....	57
Classics (CLS) .....	31	Music Education (MUS) .....	59
Community Service (CS) .....	120	Music Ensembles (MUE) .....	56
Computer and Information Science (CIS) .....	114	Music History, Literature and Appreciation (MUS) .....	58
Economics (ECN) .....	91	Music Theory and Composition (MUT) .....	58
Education (ED) .....	102	New Charter College (NCC) .....	123
Engineering (EGR) .....	112	Nursing (NRS) .....	118
English (ENG) .....	36	Operations Research (Mathematical Methods of MOR) .....	48
Environmental Studies (ENV) .....	84	Philosophy (PHL) .....	61
French Language and Literature (FRH) .....	50	Physical Education (PE) .....	105
German Language and Literature (GRM) .....	51	Physics (PHY) .....	64
Greek (GRK) .....	31	Political Science (PS) .....	67
Health Behavioral Sciences (HBS) .....	125	Psychology (PSY) .....	70
Health-Physical Education (PE) .....	105	Religious Studies (REL) .....	85
Hindi-Urdu Language (HIUR, HIN, URD) .....	52	Russian Language and Literature (RUS) .....	52
History (HST) .....	39	Science Studies (SCS) .....	107
Histotechnology (HT) .....	126	Social Studies (SS) .....	78, 107
Honors College (HC) .....	82	Sociology (SOC) .....	74
Human Interaction (HI) .....	104	Spanish Language and Literature (SPN) .....	53
Human Resources Development (HRD) .....	104	Speech Communication (SCN) .....	32
Italian Language and Literature (IT) .....	52	Statistics (STA) .....	48
Japanese Language (JPN) .....	52	Studio Art (SA) .....	23
Journalism (JRN) .....	33	Theatre Arts (THA) .....	34
Language (Modern) (ML) .....	54		

# INTRODUCTION

Oakland University is a medium-size public institution with a diverse set of academic offerings at the undergraduate and graduate levels. Anchored by a strong liberal arts program, the university is organized into a College of Arts and Sciences, and Schools of Economics and Management, Education, Engineering, Nursing, and Performing Arts, a Center for Community and Human Development, a Center for General and Career Studies, and a Center for Health Sciences.

All academic programs of the university are accredited by the North Central Association of Colleges and Schools.

The university faculty, whose number now exceeds 400, has a distinguished record of research and scholarship. One of the focal points of the research is the Institute of Biological Sciences, a nationally recognized center for research of the eye. The university has also established national reputations in several undergraduate and graduate degree programs.

Complementing its academic program, Oakland has a major public service program with emphasis on the professional performing arts. Meadow Brook Theatre, a professional theatre, is located on the campus. Meadow Brook Music Festival is the summer home of the Detroit Symphony Orchestra. Meadow Brook Hall, home of the university's benefactors, now serves as a major conference and cultural center.

The university was founded in 1957 when the late Mr. and Mrs. Alfred G. Wilson donated their 1,500-acre estate and \$2 million to Michigan State University to begin a new college in Oakland County. Named Michigan State University-Oakland, the new campus enrolled its first students in 1959. In 1963, the name was changed to Oakland University, and in 1970 the State Legislature recognized the maturity and stature of Oakland and granted the university its independence. The Governor appointed Oakland's first Board of Trustees in fall 1970.

Located between the cities of Pontiac and Rochester, Oakland is easily accessible to millions of residents of the metropolitan Detroit area because of its proximity to major freeways. The natural beauty of the campus, much of it still wooded and undeveloped, is enhanced by a comprehensive set of recreation facilities and a modern physical plant that houses the university's academic and public service programs. The university has seven residence halls with a capacity for 1,550 students.



## Equality of Opportunity

Oakland University is committed to a policy of equality of opportunity for students, faculty, and staff. In addition, the university recognizes the requirements of state and federal laws regarding equal opportunity and nondiscrimination. To carry out these commitments, the Board of Trustees of Oakland University has adopted the following policy:

*It shall be the policy of the Board of Trustees to provide equal opportunity to all students and employees and all other members of the Oakland University community regardless of race, color, religion, sex, age, national origin, or ancestry. No discrimination shall be allowed in housing, employment, the academic program, or any other activity supported or subject to approval by the university. No organization may exist on the Oakland University campus if it operates to discriminate against potential members on the basis of race, color, religion, sex, age, national origin, or ancestry.*

Some of the federal nondiscrimination laws which the university recognizes are:

Titles VI and VII of the Civil Rights Act of 1964, as amended, prohibiting discrimination in services and employment on the basis of race, color, religion, national origin, and sex.

Title IX of the Higher Education Amendments of 1972 and the regulations of the Department of Health, Education, and Welfare prohibiting discrimination based upon sex. Inquiries concerning the application of Title IX to the university may be addressed to the assistant to the president and director of urban affairs.

Section 504 of the Federal Rehabilitation Act of 1973 prohibiting discrimination on the basis of handicap in any program or activity receiving federal financial assistance.

## Family Educational Rights and Privacy Act, 1974

The Family Educational Rights and Privacy Act, 1974, pertains to confidential student educational records. This legislation allows students the right to view upon request their own confidential educational records and restricts the use of these records by others. Copies of the Family Educational Rights and Privacy Act, 1974, may be obtained from the assistant to the dean for student life, 144 Oakland Center (377-3352), or from the U.S. Department of Health, Education, and Welfare.

Notification of Oakland University compliance with this legislation may be found in the Oakland University Policy Statement on the Family Educational Rights and Privacy Act (available at the office of the dean for student life), the *Oakland Sentinel*, the *Oakland University News*, and the undergraduate and graduate Oakland University catalogs. The assistant to the dean for student life is the university compliance officer for the Family Educational Rights and Privacy Act. Any questions, grievances, complaints, or other related problems may be addressed to the compliance officer and/or filed with the U.S. Department of Health, Education, and Welfare.



# GENERAL INFORMATION

## ADMISSION

### Admission to Freshman Standing

Candidates for admission to undergraduate degree programs should have completed regular high-school level college preparatory work or otherwise demonstrated sufficient academic preparation to begin or continue college work. Highly qualified students may be admitted without regard to the pattern of subject matter completed at their high school. Students planning majors in the sciences, mathematics, engineering, or management should present at least three years preparation in mathematics, including algebra, geometry, and trigonometry. Consideration for admission is based upon an applicant's total background including high school academic achievement, recommendations, educational goals, and potential for success at the university.

Students entering as freshmen must submit scores from the American College Test (ACT). Prospective applicants are encouraged to take the ACT in the spring of their junior year and have scores sent to the university (School Code 2033). Students unable to submit scores from the spring testing must submit scores before enrolling as freshmen. Test scores will be used for counseling purposes only and will not be part of the credentials necessary for consideration of the applicant.

Applications for undergraduate admission are available from high school counselors or from the university admissions office. They should be submitted as early as possible in the senior year.

### Admission of Special High School Students

Specially qualified high school students may be permitted to enroll in classes on a part-time nonmatriculated basis. Students who wish to pursue course work at the university which is not available at their high school must present a letter of endorsement signed by their high school principal and counselor. An application for undergraduate admission and a copy of the current transcript must accompany the principal's endorsement. Admission as a special high school student is valid for one semester only. Students wishing to take subsequent courses must reapply as described above.

### Admission of Transfer Students

Transfer students may enter Oakland University at four different times: fall semester, winter semester, spring session, or summer session. Students are encouraged to submit their applications at least six weeks before the beginning of the semester in which they wish to enroll. To be eligible to enter as transfer students, applicants in good academic standing (commonly defined as a cumulative college grade point average of 2.00 or higher) at their previous college or university and who have completed 26 or more semester credits normally will be admitted. Applicants who are in good academic standing at their previous college or university and who have not completed 26 or more semester credits may be admitted if one or more of the following indicate likely success at Oakland University: previous high school work, letters of recommendation, test scores, or an interview with a university admissions counselor. The admission of individuals whose formal education has been interrupted for three years or more and who would not normally meet other admission criteria may be based on one or more of the following: sustained employment record; recommendations from employers, educators, and other professionals; success in formal training programs; and standardized test results. An interview with a university admissions counselor is required for such applicants to be considered for admission.

Every transfer candidate must complete an application and ask the registrar of each college or university previously attended to send an official transcript of record to Oakland's admissions office. Oakland will review these transcripts and determine the number of credits which are applicable to the student's proposed program. Credits will be accepted in transfer only from institutions accredited by one of the nationally recognized regional agencies and only for courses in which a grade of C (or equivalent) or better was earned. Oakland will transfer the number of semester-hour credits for which a course was taken, regardless of the number of credits a similar course at Oakland University may carry.

A student who has completed 62 semester hours of credit from any accredited institutions, including Oakland University, may not transfer additional credits from a community or junior college. Technical and applied science courses will be granted credit only where the courses relate directly to the intended major.

### Special Note for Transfer Students from Michigan Community Colleges

Oakland University's baccalaureate programs are designed to accommodate students from community colleges. Early application is recommended so that candidates can take advantage of the services extended to community college transfer students. Transfer students from community colleges are eligible for the same financial aid programs and other services available to students who enter the university directly from high school.

Oakland University participates in the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Articulation Agreement. Graduates of participating Michigan public community colleges whose transcripts bear the stamp "MACRAO Agreement Satisfied" are considered to have met most, and in some programs all, of Oakland's general education requirements. Prospective transfer students should consult their community college counselor or an Oakland University admissions counselor to discuss how they might best utilize the MACRAO Agreement to meet general education requirements. For general education information, see individual school and college requirements.

Transfer students who began at a Michigan community college before September 1977 and who enroll at Oakland before September 1979 may choose to meet the general education requirements in effect during 1976-77.

### Admission of Students Who Are Not Citizens of the United States

A foreign student should write to the admissions director at least one year before he/she wishes to be admitted. The candidate will be sent instructions and an application form to be completed and returned at once. When the application is approved, the candidate will receive a certificate of admission and form I-20 to enter the university. These are to be used to apply for the appropriate visa. Prior to the student's official registration, proof of adequate medical insurance plus a signed authorization for emergency medical treatment must be on file in the university health center.

Students who are not U.S. citizens and who are transferring from other institutions must apply for permission to do so through the immigration office nearest them. Before applying for permission to transfer, the candidate must have form I-20 from Oakland University and form I-538 from the school from which he/she is transferring.

## Admission to Guest Status

Students enrolled at accredited Michigan colleges and universities may apply for guest admission by filing the Michigan Uniform Undergraduate Guest Application form, which is available from the registrar's office at their home institution. It should be submitted to the admissions office six weeks before the beginning of each semester in which the student plans to attend as a guest. Students attending Michigan colleges or universities are not required to submit transcripts.

Students attending accredited colleges and universities outside of Michigan may apply for guest admission by filing Oakland's guest application form six weeks before the beginning of each semester in which they plan to attend. These applications may be obtained from Oakland's admissions office and must be accompanied by a transcript of grades from the institution to which the student plans to return.

## Post-Baccalaureate Status

Post-baccalaureate status may be granted applicants who have a bachelor's degree from an accredited college or university and wish to take several additional undergraduate courses. Application for this type of admission should be made through the undergraduate admissions office. In some cases a post-baccalaureate student may earn a second undergraduate degree by completing an approved special program of study. Special applications for this study are available from the undergraduate admissions office.

## Advanced Placement

Credit toward graduation is granted to students presenting evidence of satisfactory completion in high school of examinations under the Advanced Placement Program of the College Entrance Examination Board. Oakland gives credit for grades "5" or "4" in the advanced placement examinations. If a grade of "3" is achieved, the examination is subject to review by the department concerned, which may grant advanced placement with or without credit toward graduation.

## Credit by Examination (CLEP)

Credit toward graduation can be granted to students demonstrating competence in the various areas tested in the College-Level Examination Program administered by the College Entrance Examination Board, Princeton, New Jersey 08540. (Candidates who wish to use CLEP tests as an admissions credential should have their scores forwarded to the director of admissions.)

CLEP examinations are of two types, general and subject. General examinations are offered in English composition, humanities, mathematics, natural sciences, and social sciences and history. Oakland grants 6 credits for each examination passed with a score of at least 600, no subscore below 55, and an average of subscores of at least 60, provided that:

- the student has not accumulated 32 credits at the time of the examination; and
- the student has not previously done work for college credit in the field of the examination.

Credit for CLEP subject examinations is granted according to the following stipulations:

- Nontransfer students must not have accumulated 64 credits at the time of the examination; transfer students must not yet have earned 32 Oakland credits.
- Examinations must have scores of 60 or better, and each subscore must be at least 60.
- The student must not previously have taken more advanced work in the field of the examination.
- The amount of credit shall be either 3 or 6 semester hours, at the discretion of the academic unit responsible for the subject.

## Financial Assistance

Oakland University offers two programs of financial assistance to students: achievement scholarships and need-based grants-in-aid. Achievement scholarship opportunities are not contingent upon financial need; however, students may qualify for both a grant-in-aid and an achievement scholarship.

## Need-Based Grants-In-Aid

Students without sufficient funds to finance their education may qualify for assistance under one or more of these programs: Basic Educational Opportunity Grant (BEOG), Supplemental Education Opportunity Grant, National Direct Student Loan, College Work Study Program, and Oakland University Grant-in-Aid.

These programs, along with the federally insured Guaranteed Student Loan and the Michigan State Direct Student Loan, allow Oakland University to assist students so that no person needs to be denied the opportunity for higher education due to inability to pay.

In addition, the following awards are made each year as part of the grant-in-aid program:

- Don Iodice Grant-in-Aid Program for Foreign Study
- Oakland Alumni Association Upperclass Scholarship
- Oakland County Medical Society Women's Auxiliary Scholarship
- Pontiac Central High School Scholarship
- Gladys B. Rapoport Scholarship
- Daily Tribune Carriers Scholarship

## Procedures for Applying for Need-Based Aid

Entering freshmen and transfer students must submit a Financial Aid Form to the College Scholarship Service. They must also file an Oakland application for financial aid and a copy of the family's 1977 federal income tax form 1040 and the corresponding W2 forms with the university financial aid office (205 Wilson Hall). Continuing students or those applying for readmission should follow the same procedure, and application must be made each year that renewal of aid is desired.

All students requesting Oakland University need-based aid must apply for the federal Basic Educational Opportunity Grant.

All application materials may be obtained from the financial aid office, from high school counselors, and from the Oakland admissions office.

Stipends vary and range from full tuition, room and board, to a minimal amount depending upon the degree of financial need shown in the application.

## Short-Term Loans

Short-term, no-interest loans are available for personal and emergency needs, but not for payment of regular university fees for tuition, room and board, or any other fees that can be anticipated. These loans are made possible by gifts to the university from the following individuals and groups:

- Century Brick Loan Fund
- Civitan Loan Fund
- H. H. Corson Loan Fund
- Kenneth B. Covert, Jr. Memorial Loan Fund
- Pat Dandurand Memorial Loan Fund
- Greater Pontiac Centennial Student Loan Fund
- W. Everett Grinnell Loan Fund
- C. Allen Harlan Loan Fund
- George N. Higgins Loan Fund
- Insurance Women of Detroit, Inc. Loan Fund
- Lathrup Village Women's Club Fund
- John A. MacDonald Loan Fund
- James Mangrum Loan Fund
- Emily Moses Memorial Loan Fund
- Oakland County Engineering Society Loan Fund



Oakland University Alumni Loan Fund  
 Eric Pelzner Memorial Loan Fund  
 Piety Hill Chapter of the Daughters of the American Revolution of Birmingham Loan Fund  
 Mark Platt Memorial Loan Fund  
 Pontiac Kiwanis Club Loan Fund  
 David R. Robson Memorial Loan Fund  
 Li Russ Club Student Loan Fund  
 Joan Selby Memorial Loan Fund  
 Paul Solonika Loan Fund  
 William Spickler Memorial Loan Fund  
 Student Activities Coordinating Council Loan Fund  
 Henry Tiedemen Loan Fund  
 Warren Tope Memorial Loan Fund  
 Michael Werenski Memorial Loan Fund  
 Walter K. Willman Loan Fund  
 Women's Literary Club of Pontiac Loan Fund

## Achievement Scholarships

The wide range of scholarship opportunities at Oakland University indicates the scope of the university's commitment to academic excellence and student leadership. Scholarships are awarded on the basis of accomplishment and are not contingent upon financial need. Most awards are made in early spring for the next academic year.

Applicants for admission to the university who wish to be considered for an achievement scholarship should send a scholarship application to the director of admissions. Maximum consideration is given to applications received before January 1.

Many scholarships are renewable if the holder sustains the excellence which led to the original award. Renewal is not automatic, however, and scholarship recipients should apply for renewal to the financial aid office before March 1.

A limited number of new scholarships is awarded each year to continuing students. Application should be made to the financial aid office before March 1.

Major achievement scholarships are:

**American Association of University Women (Oakland and Farmington branches) Scholarships:** awarded to mature students with family responsibilities whose undergraduate education has been interrupted. The stipend is \$500 for the academic year.

**Athletic Scholarships:** awarded to men and women athletes with ability in one of the intercollegiate sports offered at Oakland University. Stipends vary and are renewable for a total of eight semesters.

**Black Scholarship Program:** awarded to outstanding black students entering Oakland University as freshmen. Candidates must have shown the ability of achieving scholastic excellence and assuming a leadership role at Oakland University through their performance in high school. Stipends are \$500 per academic year and may be renewed for a total of eight successive semesters as long as the student maintains a 3.00 grade point average.

**Boy's Club of Royal Oak Scholarship:** awarded to a student recommended by the director of the Boy's Club of Royal Oak. The award is \$300 per semester for a maximum of eight successive semesters.

**Community College Scholarships:** recognize academic achievement of students transferring from accredited community or junior colleges in Michigan. Candidates should have a minimum grade point average of 3.00 for all college credit earned with at least 55 semester hours of transferable work. Stipends are \$300 per semester, for up to four successive semesters. Students must maintain a 3.00 grade point average.

**Edith Harris Memorial Scholarship:** awarded to mature students with family responsibilities whose undergraduate education has been interrupted. Awards are based on academic excellence. Candidates must have completed 28 credits

in the academic year preceding the award, and recipients must enroll for at least 12 credits in each semester in which the award is received. Stipend is one-half tuition for the academic year.

**Engineering Scholarships:** awarded to entering engineering students based on high school grades and scores on the OU Competitive Engineering Scholarship Examination, normally administered each January or February. Stipends are \$600 per academic year and may be renewed for a total of eight successive semesters as long as a student maintains a 3.00 grade point average and continues in engineering.

**Honors Scholarships:** awarded to students with a 3.75 grade point average in high school. Stipend is \$100 or \$200, and is not renewable. It is offered only to students who do not receive any other financial assistance.

**Isaac Jones Memorial Scholarship:** awarded to a promising black student from Pontiac. Stipends are \$800 per academic year and may be renewed for up to eight successive semesters.

**The Mary Fogarty Anibal and Eleanor Anibal Burgum Memorial Scholarship:** awarded to students who have demonstrated in high school that they are capable of superior scholarship at Oakland University. Stipends are \$2,000 per academic year and are awarded for up to eight successive semesters. The student must maintain a cumulative grade point average of 3.25.

**Music Scholarships:** awarded to freshmen or community college transfers with exceptional music performance ability. Candidates must audition with the Department of Music. Stipends are \$250 or \$500 per academic year and may be renewed for a total of eight successive semesters for students who enter as freshmen or four successive semesters for students who enter as transfer students. The student must continue to major in music.

**Oakland University Competitive Scholarships:** awarded to freshmen based on high school grades and scores on the OU Competitive Scholarship Exam, normally administered each November. Stipends are \$300 to \$600 per academic year and may be renewed for a total of eight successive semesters as long as a student maintains a 3.00 grade point average.

**The Oakland University Foundation Scholarship:** awarded each year to a high school student of exceptional ability and achievement to permit residence at Oakland while pursuing full-time study. Candidates must be nominated by their high school principal. Stipends are \$2,500 per academic year and are awarded for up to eight successive semesters. A recipient must complete 30 credits each academic year with a cumulative grade point average of at least 3.25.

**Oakland University Women's Club Scholarship:** awarded to a female junior or senior student in the amount of one half of tuition. The student must maintain a grade point average of 3.20 or better. The scholarship is renewable for up to four successive semesters (or the equivalent in spring/summer sessions).

**Student Life Scholarships:** awarded to students who have shown leadership potential, either in high school or community college. Students must have a minimum 3.00 average and be active in cocurricular and extracurricular activities. Stipends are for room and board only and range up to \$1,000 per year. They may be renewed for a total of eight successive semesters.

**Upper Class Achievement Scholarships:** awarded to continuing Oakland students based on scholastic achievement. Candidates must have a 3.50 grade point average at the end of the winter 1978 semester and must have earned at least 28 credits at Oakland University during the 1977-78 academic year. Recipients must be enrolled for 16 credits each in fall and winter semesters. Stipends are \$250 per academic year.

All scholarships listed above are contingent upon maintaining normal progress toward graduation. Other scholarships

## 8/GENERAL INFORMATION

awarded annually include the Sally Borus Piano Award, the Lee Grekin Memorial Scholarship, and the Friends of Teruko Yamasaki Award.

Funds for the Oakland University scholarship programs are derived from the general budget, gifts from individuals, groups and corporations, and from the fund-raising efforts of the Oakland University Scholarship Committee for Macomb County. The special scholarship funds are:

Mr. and Mrs. Benjamin Anibal Scholarship Fund  
Campbell-Ewald Scholarship Fund  
John Engerson Memorial Scholarship Fund  
George H. Gardner Scholarship Fund  
C. Allen Harlan Scholarship Fund  
Herbert M. Heidenreich Scholarship Fund  
Ormond E. Hunt Scholarship Fund  
Mr. and Mrs. Roger M. Kyes Scholarship Fund  
Harry A. MacDonald Memorial Scholarship Fund  
Mildred Byars Matthews Memorial Scholarship Fund  
Oakland University Women's Club Scholarship Fund  
Village Women's Club of Birmingham Scholarship Fund  
Ruth E. Wagner Scholarship Fund  
A. Glen Wilson Scholarship Fund  
Matilda R. Wilson Memorial Honor Scholarship Fund  
Thomas E. Wilson Scholarship Fund

### TUITION/FEES

The Board of Trustees of Oakland University reserves the right to change any and all fees and rates of charge when circumstances make change necessary.

All fees are assessed and payable, in U.S. dollars, at registration or otherwise as follows. Students are urged to use checks or money orders payable to Oakland University, rather than cash, for fee payment. If checks or money orders exceed the required payments, the balance will be given to the student. Nonpayment of fees will result in cancellation of registration. Checks returned by the bank will place a student in a nonpayment status.

Tuition and fees for graduate students also apply for post-baccalaureate students.

### Course Fees: On-Campus Programs

All course fees and special fees must be paid in full before a registration is considered final.

Michigan residents who register as undergraduates are assessed \$24.25 per credit. Those who register as graduate students are assessed \$33.50 per credit. All students who have not maintained Michigan residence for 12 consecutive months immediately prior to enrollment are assessed \$63.50 per credit.

### Course Fees: Off-Campus Extension Programs

Students who register as undergraduates for off-campus extension courses are assessed \$30.25 per credit. Those who register as graduates are assessed \$40.50 per credit.

### Special Fees

Undergraduates who register for 10 or more on-campus program credits are charged an additional \$33 (\$10 Oakland Center fee, \$8 transportation use fee, \$5 activity fee, \$5 enrollment fee\*, and \$5 athletic fee).

Undergraduates who register for less than 10 on-campus program credits are charged an additional \$21 (\$5 Oakland Center fee, \$4 transportation use fee, \$3.50 activity fee, \$5 enrollment fee\*, and \$3.50 athletic fee).

Graduates who register for 10 or more on-campus program credits are charged an additional \$23 (\$10 Oakland Center fee, \$8 transportation use fee, and \$5 enrollment fee\*).

Graduates who register for less than 10 on-campus program credits are charged \$14 (\$5 Oakland Center fee, \$4

transportation use fee, and \$5 enrollment fee\*).

Students registered for off-campus courses are assessed a \$5 enrollment fee\*.

Special fees are also charged for applied music instruction and some laboratory and other special courses. These fees are charged per course as follows:

BIO 195	\$10.00
CHM 107, 147, 148	10.00
CIN 300, 301, 302	7.50-15.00
CIS 120, 121	5.00
CIS 180	10.00
ED 455	35.00
ED 585	10.00
ED 597	50.00
EGR 172	10.00
ENG 250, 309, 350, 392	7.50-15.00
ENG 566	14.00
FRH 404	7.50-15.00
LIT 251	7.50-15.00
NCC 101	5.00
Physical Education	2.00
PHY 158	10.00
SCN 200, 375	7.50-15.00
SA 100, 101	10.00
Applied Music:	
Individual Instruction	60.00
Group Instruction	15.00

\*Nonrefundable

### Course Competency by Examination Fee

Michigan residents who register as undergraduates for course competency by examination are assessed \$12 per credit. Those who register for course competency as graduate students are assessed \$15 per credit.

Students who are not Michigan residents are assessed \$33 per credit for course competency registrations. See page 16 for course competency regulations.

### Late Registration Fee

Students registering or paying initial fees after classes officially begin and up to the end of late registration must pay an additional nonrefundable fee of \$15. Students who take courses exclusively within a program scheduled to register after the beginning of classes are not required to pay the late registration fee if they register during the special registration session scheduled for such groups. Tuition checks returned by the bank are considered nonpayment and will result in cancellation of registration or assessment of the late registration fee.

### Late Add Fee

Registered students who add classes after the end of the second week of classes (first week for spring and summer sessions) must pay a fee of \$5 per class in addition to the cost of the credits added.

### Late Penalty Payment

Late payment of outstanding balances due for tuition, fees, and/or housing will result in assessment of a late payment fee of \$5 per billing. Balances due paid by checks that are returned by the bank are considered nonpayment and will result in assessment of the \$5 fee.

### Application Fee

A \$15 fee must accompany all applications for admission to degree programs. This is a nonrefundable processing fee which is paid only once.

### Enrollment Deposit

Students admitted for the fall semester must pay a nonrefundable \$50 deposit by May 15 preceding their fall

enrollment. Students admitted after May 15 for the next fall semester must pay the deposit within three weeks of admission. This deposit will be applied to the student's account and will offset future fee assessments.

### Graduation Service Fee

Early in their last semester, degree candidates must file an application-for-degree card with the Office of the Registrar and must pay a nonrefundable fee of \$10.

### Orientation Fee

A \$35 orientation fee for all freshmen (\$10 for all transfer students and exclusively evening students) is charged to cover the expense of orientation and the ongoing advising process.

### Fees for Residential Services

The residence halls are financially self-supporting. Housing fees reflect the actual cost of operation and are established by the university's Board of Trustees. The rate for the 1978-79 academic year is \$1,625, which includes \$1,587 for room and board, \$8 hall government fee, and a \$30 debt service reserve charge. Single rooms may be rented, as available, for an additional \$350. A special option of room only (\$1,015) is available to upper-level students.

If the student signs a housing contract before or during fall semester, that contract is binding for both fall and winter semesters. If the contract is signed during winter semester or spring or summer sessions, it is binding for that particular period only. The housing fee may be paid in full at registration or, in fall or winter semester, paid in four installments, the first at registration. The remaining three installments are due on the 10th day of each of the three months following registration.

If a student withdraws from the university, room and board fees are refunded on a prorated basis net of an early withdrawal assessment of \$30. Formal notice of withdrawal must be given to the residence halls office.

### Refund of Fees

A student who withdraws from the university or drops a course which reduces his/her total credit load is eligible to receive a refund of fees subject to the schedule listed below, upon application to the appropriate office. Failure to drop or withdraw formally will result in forfeiture of any refund. Undergraduates withdrawing from the university should apply to the Office of Student Services. Graduate students withdrawing from the university should apply to the Office of the Dean of Graduate Studies. Reductions in a student's credit load that would result in a refund are processed in the Office of the Registrar. The amount of refund will be based on the following schedule.

Courses dropped before the beginning of classes qualify for a 100% refund. Thereafter, refunds are based on a declining percentage scale which reaches zero at approximately the mid-point of a course. The date the notification is received in the proper office determines the applicable refund. A specific schedule of refunds, with qualifying dates, is published each semester in the university's official schedule of classes.

Refunds for financial aid recipients are returned to the student based on the following calculation:

Student's original contribution toward tuition, fees, and housing costs (if applicable) ÷ total of such costs x the authorized refund. The remainder of the refund is returned to the financial assistance program(s).

Refund checks will be mailed approximately four weeks after application has been made to the appropriate office.

### Out-of-State Tuition Regulations

Students enrolling at Oakland University shall be classified as in-state or out-of-state students for purposes of assessing

tuition charges. It is the student's responsibility to register each semester or session under the proper in-state or out-of-state classification. For the purpose of these regulations, an in-state resident shall be defined as a person who has a Michigan domicile and has resided in Michigan 12 months immediately preceding his/her enrollment.

A student who was originally classified as an out-of-state student may be reclassified as an in-state student only if he/she has become a bona fide domiciliary of Michigan for at least 12 consecutive months, primarily as a permanent resident and not merely as a student. A student shall not be considered domiciled in Michigan unless he/she is in continuous physical residence in this state and intends to make Michigan his/her permanent home, not only while in attendance at the university, but indefinitely thereafter.

An alien who has been lawfully admitted for permanent residence in the United States shall not, by reason of that status alone, be disqualified from classification as a resident, provided, however, that aliens who are present in the United States on a temporary or student visa shall not be eligible for classification as a resident.

Any student who has acquired a bona fide domicile in Michigan subsequent to being classified as an out-of-state student may apply for reclassification to in-state status by obtaining an application for reclassification from the university registrar. The student shall complete the application and list in detail the reason(s) he/she is a bona fide domiciliary of Michigan, primarily as a permanent resident and not merely as a student, and attach documentary data in support thereof, and return the application to the university registrar 30 days prior to the beginning of classes of the semester or session for which the reclassification shall be effective. The following facts and circumstances, although not necessarily conclusive, have probative value in support of a claim of a residence reclassification:

1. Continuous presence in Michigan when not enrolled as a student.
2. Reliance upon Michigan sources for financial support.
3. Domicile in Michigan of family, guardian, or other relative or persons legally responsible for the student.
4. Former domicile in the state and maintenance of significant connections therein while absent.
5. Ownership of a home.
6. Long-term military commitments in Michigan.
7. Acceptance of offer of permanent employment in Michigan.
8. Other factors indicating an intent to make Michigan the student's permanent domicile will be considered by the university in reclassifying a student.

The following circumstances, standing alone, shall not constitute sufficient evidence of domicile to effect reclassification of a student as a resident under these regulations:

1. Voting or registration for voting.
2. Employment in any position normally filled by a student.
3. The lease of living quarters.
4. A statement of intention to acquire a domicile in Michigan.
5. Domicile in Michigan of student's spouse.
6. Automobile registration.
7. Other public records such as birth and marriage records.

Any student desiring to challenge his/her classification under the foregoing regulations of the Board of Trustees shall have the right to petition an appeal of the determination. Petitions of appeal and inquiries regarding these out-of-state regulations should be addressed to Chairperson, Out-of-State Tuition Committee.

### CAMPUS AND STUDENT AFFAIRS

The Division of Campus and Student Affairs, comprised of two major administrative units, provides physical support which makes it possible for the university to function (physical

plant services and university engineer) and service support for academic and nonacademic student experiences (athletics and physical education, student life, and student services).

### Orientation

All students new to Oakland are expected to attend an initial orientation session before their first registration. During this orientation, students are advised as to which courses to take, exposed to the essential policies and procedures governing students, and are exposed to the many services and activities available for students. At the conclusion of the initial orientation, students select their first-semester courses. Before orientation, students are asked to attend an Oakland placement testing session.

After the semester begins, several ongoing orientation programs are offered to meet the student's concerns at particular times, help the student use the collegiate environment to the fullest, and to continue to communicate the resources available.

An initial fee of \$35 for freshmen and \$10 for transfers is charged to all new students, whether or not they attend the orientation programs. The fee covers not only the initial orientation program, but all of the testing, advising, counseling, and other services available to Oakland students through the Undergraduate Advising and Counseling Department.

### Residence Hall Facilities

The university provides on-campus residence halls which relate to and enhance students' academic experiences. A communal living experience with one's peers has been likened to a "laboratory for living" and has value in the personal growth of most students. Students are encouraged to live on campus to take maximum advantage of the activities and resources of the university community.

The university maintains seven residence halls which offer variety in program, accommodations, and size. They are attractively grouped on spacious wooded grounds overlooking a small lake and are all within convenient walking distance of classroom buildings. Anibal, Fitzgerald, and Pryale houses are L-shaped buildings with 24 double rooms in each wing; the wings are joined by a student lounge. Hill and Van Wagoner are six-story units containing 100 double rooms, a lobby, lounge, and recreation room. Vandenberg is a seven-story, twin-tower structure. It contains 285 double rooms, student lounges, multiple-use areas, study and seminar rooms, and recreation areas. Hamlin Hall houses 676 students. A nine-story hall, it has a main lounge, a lounge on each floor, classrooms, and several multipurpose areas.

Rooms are furnished with study desks and lamps, bookshelves, wastebaskets, bulletin boards, single beds, dressers, wardrobes, and venetian blinds. Residents provide their own blankets, linens, throw rugs, and draperies. Lamps, electric blankets, clocks, radios, television sets, and record players are allowed subject to safety regulations, limitations of space, and consideration of others in their use. Telephones are provided in each suite or room, and coin-operated washers and dryers are available. Maintenance service is provided by the university in common areas. Residents assume responsibility for keeping their rooms cleaned and in order.

Food service for residents is managed by Saga, Inc., a professional catering service. The dining room in Vandenberg Hall provides cafeteria-style service for residents and their guests. Special dinners, often featuring ethnic or nationality foods, are planned regularly.

To be eligible for university housing a student must be enrolled for at least 8 credits, except with the permission of the director of residence halls. All full-time unmarried students who have earned less than 59 credits and who do not commute from the residence occupied solely by a single-member family related to the student at the time of registration, must live in university residence halls. Exceptions to this policy will be

processed by an administrative committee. Exceptions granted to students under age 18 must be accompanied by a written endorsement of exception from the parent or legal guardian of the student.

To apply for residence, students should request university housing through the admissions office. Upon a student's acceptance at Oakland, his/her reservation will be processed by the residence halls office. Notification of assignment will be given approximately two weeks before the beginning of each semester. Returning students may renew housing contracts through the housing office.

Returning students may occupy their rooms the first day of registration for each semester and session; new students beginning with the day preceding the first day of classes. Room and board is not provided between semesters or during official recesses listed in the university calendar.

### Student Life

The Office for Student Life is responsible for the operation of the university residence halls, student organizations, commuter services, and student center. In addition, the initiation of student programs and activities, cooperation with student government, coordination of judicial systems, and a student advocacy role are important functions of this office.

A program of cocurricular activities is designed for flexibility. Student interests annually determine the strength and scope of existing campus organizations as well as initiation of new groups. During the past year, approximately 80 student organizations have been active on campus, including academic clubs, religious and political organizations, and a variety of special interest groups, such as Women's Student Center, Association of Black Students, Ski Club, WOUX Radio Station, Absention Coffeehouse, Human Interaction Center, *Oakland Sail* newspaper, and Society of Automotive Engineers. Any student who cannot locate a club which serves his/her particular interest is encouraged to form a new group through the Department for Campus Information, Programs, and Organizations.

Students may participate in the following music ensembles: Collegium Musicum, Oakland University Singers, University Chorus, Wind Ensemble, Afram Lab Band, University Orchestra, Opera Workshop, Opera Chorus, University Community Chorus, and Women's Chorus. These ensembles may be taken for academic credit or as an extracurricular activity.

The student enterprise organizations provide many opportunities for students to pursue and investigate their creative and artistic abilities. Student Enterprise Theatre productions emphasize drama, music, dance, and comedy. The developing Village concept aims to provide a unique facility through use of the Barn for Student Enterprise Theatre productions as well as to provide space for various crafts (pottery, stained glass, etc.) and a multipurpose recreation space.

University Congress is an elected, campus-wide government body which serves students' needs and opinions. In addition to its administrative duties, University Congress provides funding for the Student Activities Board, which allocates money to recognized student organizations, and for Unicon Productions, a student concert/lecture board.

Services for commuting students are provided through the Department for Campus Information, Programs, and Organizations. A variety of programs, including ride pools, student lounges, special interest groups, lockers, off-campus housing, transportation needs, and social and educational activities, are available for students.

Oakland Center, the university student center, is the hub of campus activities. Provided in this facility are the campus food service, the bookcenter, indoor recreational activities, Charlie Brown's candy counter, student lounges, meeting spaces, and exhibit areas.

## Student Services

The Office of Student Services is responsible for academic advising, testing, orientation, career advising and placement, students' master records, veterans' services, and special student service programs for women, minority students, international students, and handicapped students.

## Career Advising and Placement

The Career Advising and Placement Department provides counseling services to all seniors interested in life planning and discussing the world of work and its relationship to the academic major and the undergraduate degree. The department presents many seminars to assist students in pursuing these interests and in developing skills for job market entry. During fall and winter semesters, the department hosts employers who interview and recruit seniors on campus.

Occupational guidance and counseling materials, job vacancy announcements, and an extensive library of graduate and professional school catalogs are available to students in the department's career libraries. Forms for the following examinations are provided: PACE (Federal Civil Service), National Teacher Exam, Graduate Record Exam, Law School Admission Test, Medical College Admission Test, Graduate Management Admission Test, and Foreign Service Officer Examination. Other applications for similar tests are added to the library each year.

The Career Advising and Placement Department administers the Fulbright Hays Grants for Graduate Study Abroad Program and coordinates a graduate fellowship program provided by the University of Michigan. Information on other scholarship programs is on file in the Career Advising and Placement Department.

## Special Needs Groups

The Department of Special Programs provides academic support for students who need special help for a successful academic experience at Oakland. This office implements the university's Special Services for Disadvantaged Students (TRIO) Program and is staffed with tutors, professional counselors, and a curriculum innovator. The office staffs and administers the Skill Development Center, the Reading Center, and the Writing Center. The Skill Development Center provides, without cost to students, support seminars and tutorial assistance to maximize students' chances for success.

Although initiated to meet the needs of students assigned to the Summer Support Program at the time of admission, the center is open to all students. The reading and writing centers, also open to all students, provide special assistance to students wishing to improve their skills in these areas. The Upward Bound Program, a precollege academic support program, is also part of the Department of Special Programs.

The Office of Veterans' Affairs is a one-stop service for veterans or others eligible for veterans' benefits. Veterans may obtain counseling, other support services, and benefit assistance from the Veterans' Affairs coordinator. Veterans are advised to keep in close contact with this office, which is responsible for reporting to the Veterans' Administration and enforcing the V.A. Standards of Progress.

Equal Educational Opportunity programs are administered in the Office of Student Services for minority students. General counseling and other support services are available to black and Latino students. Other minority students should also consult this office for assistance.

A foreign student adviser is available to answer questions concerning immigration requirements; personal, academic, and financial problems; off-campus visits; and participation in community programs.

General assistance is provided to students with various

types of physical disabilities. Students should consult this office to learn of the various services offered.

A Women's Center addresses the special needs of women students. It is staffed with a counselor and student assistants.

## Academic Advising and Counseling

The academic advising program, coordinated by the director of undergraduate advising and counseling, makes available three sources for academic advising: faculty advisers within the academic units, counselors within the Office of Student Services, and student advisers in the Undergraduate Advising Center.

Freshmen who have not selected a major are assigned specific advisers during their first year. Freshmen who have selected a major are expected to see any adviser within their academic unit.

Upperclass students, including new transfer students, who have selected a major are also expected to see an adviser in their academic unit office.

Upperclass students who have not yet selected a major may request advising at any academic department, or they may visit a counselor in the Undergraduate Advising and Counseling Department.

It is the student's responsibility to take the initiative to talk with an adviser.

While an Oakland student is not required to see an academic adviser unless required by his/her major department, all undergraduates are expected to file with their academic unit or the Undergraduate Advising and Counseling Department at least four program plans indicating how they expect to complete their graduation requirements. See page 15 for filing schedule.

The Undergraduate Advising and Counseling Department offers test and assessment services to all undergraduates. A variety of tests and inventories are administered for use in assisting students with education decision-making and setting career goals.

## Athletics

The Sports and Recreation Building has facilities for badminton, basketball, combatives, dance, fencing, golf, gymnastics, handball, paddleball, racquetball, squash, swimming, self-defense, weight-lifting, and wrestling. The outdoor areas include the new 18-hole Katke-Cousins Golf Course, a golf practice and instruction area, a baseball diamond, tennis courts, ski hill and tow, soft-surface quarter-mile track, soccer field, softball diamonds, touch-football fields, field-hockey area, and acres of terrain for hiking, cross-country running, and cross-country skiing.

Oakland's athletic program includes spontaneous and planned recreation, sports clubs, competitive intramural and extramural sports, and competitive intercollegiate sports. The programs are directed toward the participating individual rather than the spectator, but there are vast opportunities for viewing intramural, extramural, and intercollegiate athletic events.

The Sports and Recreation Building is open seven days a week for all types of recreational participation. Fall activities include softball, field hockey, touch football, football pass-punt-kick, two-mile cross-country run, women's basketball, floor hockey, singles racquetball, golf, and wrestling. The winter program includes men's basketball, doubles racquetball, swimming, volleyball, handball, squash, and water polo. Students, faculty, and staff are urged to participate on intramural committees for organization, implementation, and administration of the program.

Oakland University is a member of the Great Lakes Intercollegiate Athletic Conference, the National Collegiate Athletic Conference Division II, and the Association for Intercollegiate Athletics for Women. Oakland men participate in inter-

collegiate baseball, basketball, cross-country, golf, soccer, swimming, tennis, and wrestling. Women compete in basketball, golf, softball, swimming, tennis, and volleyball.

## Health Services

Students, their spouses, faculty, and staff may receive medical services at Graham Health Center on weekdays from 8 a.m. to 5 p.m. Services include physician coverage that permits evaluation and treatment of most acute and chronic medical problems. Gynecological services are available.

Allergy injections are given while a physician is on the premises. The patient must have a written instruction from his/her doctor, and the vaccine may be stored at the Health Center. Laboratory facilities are available, and the emergency room is equipped to handle minor trauma and to give initial treatment to more serious emergencies. The Health Center will bill most insurance companies for eligible services.

## Child Care

The School of Education early childhood program operates the Matthew Lowry Early Childhood Center for students, faculty, and staff with child care needs. Located at Adams and Butler roads at the southeast corner of the campus, the center houses four programs: Preprimary, Preschool, Toddler, and Infant-Parent. The Preprimary Program is for kindergarten-age children who need a full-day program. The Toddler Program is for children who are walking to 3 years old, while the Preschool Program serves children from 3 to 5 years old, if they are toilet-trained. These programs are designed to stimulate the developmental growth of children. The Infant-Parent Program requires parent participation. Student parents participate in the once-a-week sessions during 12 weeks of a regular semester. The Early Childhood Center operates weekdays from 7:45 a.m. to 5:30 p.m. Registration for the programs coincides with university registration days, and parents are assessed an hourly rate that varies for students, faculty, and staff.

## University-Community Counseling and Psychological Center

The Counseling Center is staffed with clinical and counseling psychologists who provide specialized counseling, consultation, and psychotherapy to Oakland students and members of the general community with personal and interpersonal problems. The center also provides group therapy, marriage counseling, and child therapy. Use of the center is voluntary and is available by appointment at a minimal charge. All personal material discussed is held strictly confidential and does not become part of the student's academic record.

## CAMPUS BUILDINGS

### ACADEMIC, ADMINISTRATIVE, AND PUBLIC SERVICE

**North Foundation Hall** (1959), gift of Mr. and Mrs. Alfred G. Wilson; administrative offices

**South Foundation Hall** (1959), gift of Mr. and Mrs. Alfred G. Wilson; classrooms and administrative offices

**Oakland Center** (1959), self-liquidating funds; student center and food service

**Kresge Library** (1961), gift of the Kresge Foundation

**John Hannah Hall of Science** (1961), funds appropriated by the state of Michigan; classrooms, faculty and administrative offices

**Sports and Recreation Building** (1963), self-liquidating funds

**Charles F. Kettering Magnetics Laboratory** (1963), gift of the Kettering Foundation

**Howard C. Baldwin Memorial Pavilion** (1964), gifts from several foundations and other private sources; roofed pavilion, site of the Meadow Brook Music Festival

**Lula C. Wilson Memorial Concert Shell** (1964), gift of Lula C. Wilson Trust; acoustical shell at Baldwin Pavilion

**Trumbull Terrace** (1965), gift of Mr. and Mrs. George T. Trumbull; food and service facilities for Baldwin Pavilion

**Matilda R. Wilson Hall** (1966), funds appropriated by the state of Michigan; classrooms, Meadow Brook Theatre, and faculty and administrative offices

**Dodge Hall of Engineering** (1968), funds appropriated by the state of Michigan and federal grants; classrooms, faculty and administrative offices

**Graham Health Center** (1968), self-liquidating funds; university health services

**Paula and Woody Varner Hall** (1970), funds appropriated by the state of Michigan and a federal grant; classrooms, recital hall, faculty and academic administrative offices

**Central Heating Plant** (1971), funds appropriated by the state of Michigan

**Oakland University Observatory** (1974), gift of Oakland University Foundation

**Public Safety and Services Building** (1975), funds appropriated by the state of Michigan

### WILSON ESTATE BUILDINGS

**Meadow Brook Hall**, conference and cultural center

**Club House**, small meetings and limited social events

**Sunset Terrace**, president's residence

There are a number of barns and other buildings from the Wilson estate that house various university activities.

### RESIDENCE HALLS

**Fitzgerald House** (1962), gift of Mr. and Mrs. Harold A. Fitzgerald and self-liquidating funds

**Anibal House** (1962), gift of Mr. and Mrs. Benjamin H. Anibal and self-liquidating funds

**Pryale House** (1963), gift of Mr. and Mrs. Harry M. Pryale and self-liquidating funds

**Hill House** (1964), gift of Mr. O.E. Hunt

**Van Wagoner House** (1966), self-liquidating funds

**Vandenberg Hall** (1966), self-liquidating funds; also houses faculty and administrative offices

**Hamlin Hall** (1968), self-liquidating funds



# OTHER ACADEMIC UNITS AND PROGRAMS

This catalog is devoted to undergraduate degree offerings at Oakland University. The university has several other academic programs and units that are central to the university's mission. So that the reader may understand the entire institution, brief descriptions of these units are given in this section.

## GRADUATE STUDY

### OFFICE OF THE DEAN

G. Philip Johnson, Dean  
Elizabeth L. Conner, Assistant to the Dean

Course offerings and programs of study beyond the baccalaureate level constitute a major Oakland University enterprise. Most schools and departments offer some form of graduate work, and in nearly all cases these offerings comprise courses and research sufficient to satisfy requirements for advanced degrees. There are available at present one doctoral program and 19 master's programs. Additional programs at both degree levels are being developed.

In each of the programs the university seeks to provide students with intellectual challenge and opportunity for scholarly and professional growth. Substantial resources in faculty, research facilities, and support functions are all directed to these ends. A graduate program should not be solely a collection of courses and certainly should not be such if the courses are only casually related to each other. Rather, it should be a carefully structured combination of studies and research designed in the aggregate to serve specific needs of the student. Students share with their advisers responsibility for constructing programs of study manifesting this character. They can expect close faculty attention while planning and pursuing their studies. In turn they should ask of themselves wholehearted commitment to the program's demands.

Details of the programs and regulations of the Graduate Council, which governs graduate work, appear in the *Oakland University Graduate Catalog*. Copies of the catalog are available from the Office of Graduate Study. Prospective students should also consult the school or department in which they wish to study.

## Graduate Degree Programs

Doctor of Philosophy  
Systems Engineering

Master of Arts  
Area Studies  
Clinical Psychology  
Developmental Psychology  
English

Master of Music

Master of Science  
Biology  
Chemistry  
Engineering

Master of Arts in Teaching  
Early Childhood Education  
Elementary Education  
English

Guidance and Counseling  
History  
Mathematics

Management  
Physics

Mathematics  
Reading  
Special Education

## UNIVERSITY LIBRARY

### OFFICE OF THE DEAN

George L. Gardiner, Dean  
Indra M. David, Assistant to the Dean  
Janet A. Krompart, Associate Dean for Technical Services

PROFESSOR: George L. Gardiner

ASSOCIATE PROFESSORS: Indra M. David, Robert G. Gaylor, Thomas H. Lyons, Lois L. Reilly

ASSISTANT PROFESSORS: Jennie B. Cross, Eileen E. Hitchingham, Linda L. Hildebrand, Nancy S. Kleckner, Janet A. Krompart, Mildred H. Merz, Richard L. Pettengill, Ann M. Pogony, Daniel F. Ring, Elizabeth A. Titus

VISITING ASSISTANT PROFESSOR: Shera M. Farnham

### Library Facilities

Most university library materials and services are housed in Kresge Library. Preliminary plans for expansion within several years have been approved. The expanded facility will have the capacity for some 360,000 volumes, 520,000 units of microfilm, and 2,200 study stations.

The Performing Arts Library provides books, journals, acting editions of plays, musical scores, and recordings supporting area studies, communication arts, dance, English, film concentration, music, and theatre programs. The facility is located in Varner Hall.

The Audio Visual Services Center, in Varner Hall, provides media services for the university's instructional programs. These services include selecting and presenting instructional films as well as designing and producing instructional programs ranging from slide presentations to audio-video tape presentations requiring the television studio.

### Library Collections

The University Library holds 623,938 pieces of library material, plus unprocessed materials, manuscripts, memorabilia, and museum pieces. Included are 318,659 microforms, 6,952 records and phonotapes, 37,507 periodical volumes, approximately 33,100 government documents, and 227,720 cataloged circulating and reference books.

A \$100,000 fund was established by Oakland University students in memory of Matilda R. Wilson to develop the reference collection. Approximately 25,000 volumes form the collection, which includes atlases, bibliographies, dictionaries, encyclopedias, indexes, and yearbooks.

The library receives some 1,600 paid serial subscriptions. Periodicals and other serials are generally uncataloged and shelved alphabetically by title on the third floor of the library. Periodicals are divided into general and science groupings. The science periodicals include publications in biology, chemistry, computer science, engineering, mathematics, nursing, and physics.

Since 1964 the library has been a U.S. Government depository and receives about 80 percent of the depository items published each year. The library is also a depository for Michigan documents. These collections are indexed, respectively, by the *Monthly Catalog of U.S. Government Publications* and *Michigan Documents*.

Several of the library's special collections are listed below: *William Springer Collection of Lincolniana and Civil War Materials*, secondary source materials.

*Hicks Women in Literature Collection*, 900 volumes written by or about women in the 17th through 20th centuries.

*James Folklore Collection*, 550 folklore monographs, some very scarce.

*Anglo-Irish Collection*, rare monographs, journal runs, literary works in the original typescripts, signed poems and reviews, and original letters to and from literary figures.

*Billie Sunday Farnum Collection*, papers from Farnum's terms in Congress and as Michigan auditor general and other public and political offices.

*Alternative (Underground) Press Collection*, one of the largest anywhere, focuses on the Midwest.

*University Archives Collection*, materials of historical or legal significance to Oakland University.

*Faculty Publications Collection*, monographs produced by Oakland University faculty.

## Library Services

Periodicals, which are alphabetically arranged on shelves, are not cataloged. Most other types of library materials are classified under the Library of Congress system and indexed through the public card catalog.

The reserved book collection is a collection of materials that faculty members have reserved for use by specific classes.

Reference librarians help students find materials or use the library. Bibliographic instruction and data-base services supplement these traditional reference services. As part of some regular credit courses, teaching and library faculty collaborate on lectures and demonstrations for using the library. The library's on-line literature search service aids in retrieval of citations of published articles in the fields of education, engineering, medicine, psychology, and natural and social sciences.

Through interlibrary lending, members of the university community may obtain materials that are unavailable in the university library. Interloan systems share books, periodicals and newspaper articles, theses and dissertations, films and documents in microform, music scores, and research reports.

## CONTINUING EDUCATION

### OFFICE OF THE DEAN

*Lowell R. Eklund, Dean*

There are five administrative units within the Division of Continuing Education: Conference Department, Continuum Center for Adult Counseling and Leadership Training, Course Department, Labor Education Service, and Meadow Brook Hall.

The multifaceted programs of the division are designed to help people perform more effectively as workers, parents, and citizens. The division continuously revises its offerings to meet the expressed personal or job-related needs of adults. Its programs are available to students, faculty, and staff, as well as the general public.

The Conference Department designs conferences, institutes, and seminars on a variety of subjects including creative writing, piano pedagogy, women in politics, youth employment, student leadership, death, and air pollution. In addition, many conference programs are conducted in cooperation with the university's academic departments, as well as with off-campus populations. During the summer, the conference staff works closely with the Division of Student Affairs staff to promote and implement residential conferences and institutes.

The Continuum Center offers counseling services and leadership training opportunities to individuals and organizations. As a service organization, the center's purpose is to assist people of all ages in the meaningful evaluation and planning of their lives. Various programs are designed to help people make necessary personal and/or career decisions at turning points in their lives. As a training organization, the center offers training

in communications and small group leadership both to persons who want to become paraprofessional counselors for the center and to individuals who want to become more effective helpers within their own organizations.

The Course Department offers evening nondegree diploma programs and courses in professional, vocational, and cultural subjects at university content level on campus. All programs and courses carry the nationally recognized Continuing Education Unit (CEU), of interest to persons who wish to maintain a file of their nondegree learning experiences. Increasingly, the CEU is being used by many employers and professional associations as a means of assessing the personal and/or occupational growth of individuals. One CEU is the equivalent of 10 classroom hours.

Diploma programs, a series of courses related to individual objectives, are offered in management, plastics technology, real estate, and for legal assistants and medical office assistants. Independent study (correspondence) offerings include diploma programs in supervision, management, and marketing as well as preparatory courses for licensing examinations for real estate and C.P.A. In addition, the department conducts programs and courses designed to meet the specific needs of business, industry, government, and social agencies.

The Course Department offers daytime and evening nondegree extension courses at the Birmingham Center for Continuing Education (BCCE). Degree credit courses are also offered in this location through the university's Center for General and Career Studies. BCCE, a cooperative undertaking among five state universities and the Birmingham Public Schools, offers a variety of graduate, undergraduate, credit, and noncredit courses. BCCE opened in 1976 as the result of a broad-based community effort to convert an unused facility into an asset. It is located in the former Barnum Junior High School. Daytime child care is available at the center for children of those registered in university courses.

The Labor Education Service provides residential institutes and daytime/evening courses in both on- and off-campus locations for union members.

Meadow Brook Hall, the university's cultural and conference center, is widely used both by the university and groups in the community. The hall offers a secluded setting for residential and daytime conferences, seminars, and workshops. The mansion, a remarkable revival of Tudor architecture, is open for public viewing and dining every Sunday 1 to 5 p.m. year-round without reservations; in July and August the hall is also open for tours Monday through Saturday 10 a.m. to 5 p.m. Group tours for a minimum of 20 persons can be arranged from September through June.





# ACADEMIC POLICIES AND PROCEDURES

## Student Responsibility

Each student must fulfill all general and specific requirements and abide by all pertinent academic regulations in order to earn a degree at Oakland University. It is the student's responsibility to learn the requirements, policies, and procedures governing the program being followed and to act accordingly. Students should consult their faculty advisers regularly to verify that all degree requirements are being met in timely fashion.

All undergraduates are expected to file with their academic unit or the Undergraduate Advising and Counseling Department at least four program plans indicating how they expect to complete graduation requirements. Plans will be checked by the unit, and students will be notified of any university requirement deficiencies in the plans.

These plans are to be filed as follows:

1. Plan of first semester schedule at orientation, before first registration.
2. First program plan, filed not later than 48 credits.
3. Major program plan, to be filed with the academic unit in which the student plans to major, no later than 80 credits.
4. Final advising audit, no later than 108 credits.

## Undergraduate Degree Requirements

Undergraduate degree requirements are of two kinds: general degree requirements determined by the university to be binding on all baccalaureate programs, and specific degree requirements established by the various colleges, schools, and other academic units empowered to offer degree-level programs of instruction. The graduation requirements for any given student are those stated in the university catalog extant when the student enters Oakland University unless the student chooses to be governed by the requirements shown in a subsequent catalog.

The terms used in stating degree requirements mean either to establish credit in a course by earning a passing grade in the course, by passing a competency examination, or by receiving transfer credit from another institution. In certain circumstances a requirement may be formally waived by a successful Petition of Exception.

## General Undergraduate Degree Requirements

Oakland University has established general undergraduate degree requirements applicable to all candidates for all undergraduate degrees. In order to earn a baccalaureate at Oakland University, a student must satisfy the following criteria:

1. **Residence Requirement:** A student must offer at least 32 credits successfully completed at Oakland University. The student also must take the last 8 (4 in the case of Bachelor of General Studies candidates) credits needed to complete the requirement for a baccalaureate in residence at Oakland University.
2. **Grade Point Average:** A student must have a cumulative grade point average in courses taken at Oakland University of at least 2.00.
3. **Credit Rules:** A student must have completed successfully at least 32 credits in courses at the 300 level or above. If a student has accumulated 62 semester hours of work from any institution(s), that student may not transfer additional credits from a two-year institution.

4. **Writing Proficiency:** A student must demonstrate proficiency in writing at, or within a reasonable time after, entrance to Oakland. Entering students transferring 32 or fewer credits must demonstrate writing proficiency before they accumulate 48 credits in order to be permitted to register for upper-level courses (those numbered 300 or above). Entering students transferring 33 or more credits must demonstrate proficiency before they complete 16 credits at Oakland in order to be permitted to register for upper-level courses.

Proficiency may be demonstrated in several ways:

- a. Transfer students who present two college-level courses (at least 6 credits) in English composition with grades of C or better will be certified proficient.
  - b. All other students will take an essay test before first registration at Oakland. Students achieving a sufficiently high score on this test will be certified proficient.
  - c. Students who do not attain a proficiency-level test score will be counseled into Learning Skills courses. Proficiency will be certified upon a successful retake of the essay examination or upon completion of LS 101, Basic Writing Skills II, with a grade of 2.0 or better and with instructor's recommendation.
  - d. A student may demonstrate proficiency by submitting to the Proficiency Committee of the Department of Learning Skills three papers, performed as Oakland courses requirements, along with the written support of two university faculty members.
5. **Electives:** A student must present at least 8 credits of free electives.
  6. **Procedural Requirements:** A student must be in substantial compliance with all legal curricular requirements, have completed an application for degree card at the Office of the Registrar, and have paid the graduation service fee.
  7. **Specific Requirements:** A student must fulfill all specific undergraduate degree requirements as stipulated by the various colleges, schools, and other academic units of the university empowered to present candidates for the undergraduate degree(s) over which they have authority. For further information concerning specific undergraduate degree requirements, consult the following areas in this catalog:
    - a. Bachelor of Arts and Bachelor of Science degrees in the College of Arts and Sciences, page 19.
    - b. Bachelor of Science in Management degree in the School of Economics and Management, page 88.
    - c. Bachelor of Science degree in elementary education, and Bachelor of Science degree in human resources development in the School of Education, pages 97 and 100.
    - d. Bachelor of Science degree in the School of Engineering, pages 110 and 112.
    - e. Bachelor of Science in Nursing degree in the School of Nursing, page 117.
    - f. Bachelor of General Studies degree in the Center for General and Career Studies, page 121.
    - g. Bachelor of Science degrees in medical physics and medical technology in the Center for Health Sciences, page 126.

## Double Degrees and Double Majors

Under certain conditions a student may earn two baccalaureates or may earn a single baccalaureate with two majors.

General restrictions which apply to the awarding of two degrees are:

1. The two degrees either must have separate designations (for example, Bachelor of Arts and Bachelor of Science), or
2. The two degrees must be earned in separate academic divisions (for example, the College of Arts and Sciences and the School of Engineering).

If a student at Oakland University wishes to pursue two Oakland University baccalaureates simultaneously, he/she must:

- a. Meet all specified requirements for both degree programs.
- b. Complete at least 32 credits in residence at Oakland University beyond that required for one degree if the credit requirements are equal, or beyond that required for the degree requiring the greater number if the credit requirements are unequal. Of these, 16 credits must be at an advanced level (courses at 300 level or above).

If a student already holding a baccalaureate wishes to earn a second baccalaureate, he/she must:

- a. Receive written approval from the college or school concerned (and where appropriate from the department) as part of the admissions process to the second degree program.
- b. Meet all specific requirements for the second degree as stipulated by the college, school, or other academic unit in which the person is a candidate.
- c. Complete at least 32 credits in residence at Oakland University.

A student holding a baccalaureate from Oakland University cannot have his/her undergraduate grade point average modified by additional work, nor can any student holding a baccalaureate be a candidate for university or departmental honors.

A student who meets the specific requirements for each of two degree programs but who is ineligible to receive two degrees, due either to the general restrictions (1 and 2 above) or to an insufficient total number of credits earned, may have certified on his/her transcript that the single degree is awarded with two majors.

## Course and Credit System

The credit-hour value of each course (the number in parentheses following the course title) is specified in semester hours. One semester hour is equivalent to a total of three hours work per week including 50 minutes of scheduled instruction and the estimated time that an average student spends in outside preparation each week. Most Oakland University courses are 4 credits. A full academic load is 16 to 18 credits per semester. With his/her adviser's permission, a student who has completed 12 or more credits at Oakland may register for as many as 21 credits if his/her cumulative grade point average is at least 2.60. All other students may take more than 18 credits only as a result of a successful Petition of Exception.

## Regulations Governing Courses

1. A course sequence joined by a hyphen (e.g., FRH 114-115) must be taken in the order indicated. The first course in such a sequence is a prerequisite to that following.
2. Course numbers separated by commas (e.g., HST 214, 215) indicate related courses, which may be taken in any order. Departmental or program requirements may sometimes govern the order, however.
3. Course numbers 000 to 099 are for courses specially designed to enrich academic skills. Not more than 16 credits in such courses and in tutorial work may count toward graduation requirements. Courses numbered 100 to 299 are introductory undergraduate courses primarily for freshmen and sophomores. Courses numbered 300 to 499 are designed for juniors and seniors. Courses num-

bered 500 and above are primarily for graduate students.

4. The registrar reserves the right to cancel any course in which there is insufficient registration.
5. It is the student's responsibility to complete all prerequisites before registering for a course with such requirements. Departments may waive prerequisites in accordance with university policy.
6. Some courses are cross-listed between departments. In such cases, the course description is listed only in one department. The listing in the other department notes that the course is identical with the course in the primary department. When registering, students should select the listing under which they wish to receive credit.

## Course Competency

Students may receive credit toward graduation designated as competency credit (graded S/N) on their transcripts for Oakland University courses, subject to the following provisions:

1. That they register for the course at registration with written permission of the department chairperson, dean, or program director of the academic unit responsible for the course.
2. That they pass an appropriate competency examination not more than six weeks after registration closes. A student may receive up to 60 semester hours of competency credit based on nonclassroom experience. Competency credit will not be permitted for a course when a student has received credit for more advanced courses in the same area. The repeat course rule applies to the repeating of competency examinations.

## Petition of Exception

Any student may request a waiver or modification of specific academic requirements. Students may obtain a Petition of Exception form in the office of the dean of the student's school or college. The completed form should be signed by a faculty adviser in the student's major department or school. Petitions for modification of the normal requirements of a major in order to suit individual programs should be directed to the chairperson of the major department or school. Petitions for modification of general undergraduate degree requirements should be returned to the office of the dean of the student's school or college for referral to the appropriate committee on instruction. The student, the registrar, and the student's academic adviser or major department will receive a copy of the petition containing the action taken. Petitions of Exception relating to graduation requirements must be filed no later than the second week of the semester of intended graduation.

## Change of Courses

If a student decides not to complete a course, the course may be dropped any time before the last week of instruction in that course, in accordance with the grading policies described in the next section. Courses dropped for which refund of fees is claimed must be processed in a drop-and-add form through the Office of the Registrar (see also Refund of Fees, page 9).

Previously registered students wishing to add a course should do so as early as possible in the semester. Courses may not be added after the fourth week of instruction (second week in spring/summer sessions and for 2-credit, half-semester courses).

## Grading System

1. The basic grading system at Oakland is a 31-point system of numerical grades from 1.0 through 4.0, by tenths, along with the nonnumerical grades W, WS, WN, I, P, S, and N.
2. The first two weeks of a semester (one week in spring/summer sessions) are a no-grade period for dropping and

adding full-semester courses. The no-grade period for 2-credit, half-semester courses is the first week of instruction.

3. The meaning of the nonnumeric grades are as follows:
  - a. "W" is assigned by the registrar if a student withdraws officially from a course between the end of the no-grade period and the end of the refund period for that course.
  - b. The registrar assigns a "W" in all courses if a student withdraws officially from the university before the end of the semester.
  - c. The instructor assigns a "WS" or "WN" in a course from which a student withdraws officially after the end of the refund period for that course and before the last week of instruction in that course. "WS" is assigned if the student's performance at the time of withdrawal merits a grade of 2.0 or better; otherwise, a "WN" is assigned. To accomplish this assignment a student must obtain an appropriate form in the office of the department offering the course from which the withdrawal is being made. The student takes the form to the instructor and has it completed. The student and the instructor each keep one copy of the completed form. The instructor records the grade on the final grade report.
  - d. The "I" grade is temporary and may be given only in the last week of a course in which a student is unable to complete the requirements because of severe hardship beyond the control of the student. The work must be completed within the first four weeks of the next semester in which a student registers. Extensions are permitted on request of the instructor to the dean of the appropriate school or college. The "I" is changed to an "N" at the end of the four-week period if the work is not completed and an extension is not requested and approved. If more than three semesters intervene before the student next registers at Oakland, the "I" is changed to an "N."
  - e. The "P" grade is temporary and may be given only in a course that cannot be completed in one semester. Prior approval must be obtained from the dean of the appropriate faculty to assign a "P" grade in a particular course. The "P" grade is given only for work that is satisfactory in every respect. "P" grades must be removed within two calendar years from the date of assignment. If this is not done, the "P" is changed to an "N."
  - f. The "N" grade is assigned by the instructor in any course from which a student does not officially withdraw before the last week of instruction in the course and for which the student does not receive credit. The "N" means the student has completed the course unsuccessfully.
  - g. The "S" grade is given in certain selected courses and implies 2.0 or better. Courses in which S/N grading is used must be approved by the appropriate committee on instruction.
  - h. "R" is a temporary grade assigned by the registrar in the absence of a grade from the instructor.
4. If none of the above applies, the course is considered to have been completed successfully, and the instructor assigns a numerical grade from 1.0 to 4.0, inclusive, by tenths. The University Senate has approved the following conversion for some external purposes:
 

3.6-4.0	A	2.0-2.9	C
3.0-3.5	B	1.0-1.9	D
5. All grades, other than "WS" and "WN," including numerical grades and the nonnumeric grades S, W, N, I, and P, appear on a student's transcript. However, only numerical grades are used to determine the student's grade point average, which is computed to two decimal places.

## Auditing Courses

Students may attend and participate in any course with instructor's permission. The university does not keep official records of audits.

## Repeating Courses

Students may repeat a course up to two times. Only the last grade earned in the course (excluding "N" grades) is computed in the grade point average.

For this grade point average adjustment, a student must file with the registrar a repeat card at registration time.

## Academic Honors

At the end of each fall and winter semester, undergraduates who have earned a semester grade point average of 3.00 or higher in at least 12 hours of numerically graded university credits and who have received no N or WN grades will be recognized for academic achievement. Notices of commendation will be sent to undergraduates with grade point averages of 3.00 to 3.59. Notices of academic honors will be sent to undergraduates with grade point averages of 3.60 to 4.00. Both the commendation and academic honors awards will be recorded on the undergraduates' transcripts.

## University Honors

The three levels of University Honors, Cum Laude, Magna Cum Laude, and Summa Cum Laude, may be awarded with the conferral of a student's first earned baccalaureate with the following cumulative grade point averages:

3.60 to 3.74	Cum Laude
3.75 to 3.89	Magna Cum Laude
3.90 to 4.00	Summa Cum Laude

The awarding of the degree with University Honors will be based only on Oakland University credits, and the student must earn at least 62 credits at Oakland to become eligible for University Honors.

## Academic Records

Academic records are maintained in the Office of the Registrar. Standing reports are mailed to each enrolled student's address of record at the end of each academic period. Transcripts of academic records may be obtained by completing a transcript request form at the Office of the Registrar, 161 North Foundation Hall, or by writing Transcript Request, Office of the Registrar, Oakland University, Rochester, MI 48063. Requests should include the name under which the student attended, the Oakland student number, the date of last attendance and date of degree (if applicable), the level of last course work, and the address to which the transcript is to be sent. A check or money order for \$1 for each transcript ordered must accompany the request.

## Academic Probation and Dismissal

An undergraduate who makes unsatisfactory progress toward a degree either by failing or withdrawing from courses will be placed on probation. Students on probation who fail to meet the minimal standard of progress established by the University Senate will be dismissed from the university. A statement of the academic probation and dismissal policy can be found in the *Schedule of Classes*, the *Student Handbook*, and the Student Services Records Office.

## Dismissal from the University

An undergraduate who is dismissed from the university for any reason does not retain the privileges of a registered student. A student who has been dismissed must apply for readmission through the Student Services Records Office un-

less he/she has been informed that readmission will not be considered.

### Undergraduate Withdrawals

A student who leaves the university for any reason must follow the withdrawal procedure. Undergraduates withdrawing from the university must do so through the Student Services Records Office. When a student withdraws from the university after the second week of classes (first week in spring and summer sessions), a "W" grade will be assigned in all courses.

Undergraduates who plan to return to the university should consult the readmission policy below.

### Readmission

An undergraduate whose attendance at Oakland is inter-

rupted may be required to make formal application for readmission. The regulations are:

1. Students whose attendance has been interrupted for a total of three or more fall and winter semesters must apply for readmission.
2. Students who withdraw from the university and who are not in good academic standing at the time of withdrawal must apply for readmission.
3. Students who have been dismissed from the university for any reason must apply for readmission.
4. All other undergraduates may return and register for classes without seeking formal readmission.

Students who must apply for readmission should request an application from the Student Services Records Office at least one month before the beginning of the semester the undergraduate expects to re-enter. (Failure to apply early could result in not being able to register for classes desired.)



# COLLEGE OF ARTS AND SCIENCES

## OFFICE OF THE DEAN

Reuben Torch, Dean

Robert E. Simmons, Associate Dean for Instruction

Melvin Chernov, Associate Dean and Director of the Honors College

The College of Arts and Sciences offers instruction leading to the degrees of Bachelor of Arts, Bachelor of Science, Master of Arts, and Master of Science. Jointly with the School of Education it offers instruction leading to the degree of Master of Arts in Teaching.

## REQUIREMENTS FOR THE DEGREES OF BACHELOR OF ARTS AND BACHELOR OF SCIENCE

### I. General Requirements

A student must:

- Have completed 124 credits; the Bachelor of Science degree in environmental health requires completion of 128 credits. No more than 8 credits in physical education will count toward a degree in the College of Arts and Sciences, except for students taking a secondary teaching minor in physical education, in which case up to 20 credits in physical education will be allowed.
- Have completed at least 32 of these credits at Oakland University, of which at least 16 credits must be in the elected major.
- Have completed at least 32 credits in courses at the 300 level or above.
- Have taken the last 8 credits needed to complete baccalaureate requirements in residence at Oakland University.
- Have a cumulative grade point average of at least 2.00.
- Be in substantial compliance with all legal curricular requirements.

### II. Requirement of Proficiency Certificate in English Composition

The student must satisfy this requirement as described on page 15.



### III. The General Education Requirement

The student must complete the total number of general education credits required by his/her degree program and distributed in all six fields as explained below. These credits must be chosen from the list of designated courses, except that courses from the student's major department will not be counted toward the general education requirement.

#### A. Degree Program Requirements:

- Bachelor of Arts candidates must complete 40 credits.
- Bachelor of Science candidates must complete 36 credits.
- Bachelor of Arts or Bachelor of Science candidates with a secondary education teaching credential must complete 24 credits.

#### B. Required Credits in Distribution Fields:

Distribution Fields	Credits for B.A.	Credits for B.S.	B.A. or B.S. and Teaching Credential
1. Arts	4	4	4
2. History, Philosophy, Area Studies	8*	8*	4**
3. Language and Thought	8	8	4
4. Literature	4	4	4
5. Mathematical and Natural Sciences	8	8	4
6. Social Sciences	8	4	4

\*4 credits in Western group and 4 credits in non-Western group

\*\*4 credits in Western group.

#### C. Distribution Fields and designated Courses:

##### 1. ARTS

Our visual and auditory environment constitutes an essential component of our cultural heritage. No civilization exists which has no form of music, art, or theatre. Familiarity with and appreciation of these forms of expression broaden our understanding of society and enrich our lives.

AH 100	Introduction to Western Art I
AH 101	Introduction to Western Art II
MUS 100	Introduction to Music
MUS 250	World Music Survey I
MUS 300	Advanced Music Appreciation
MUS 350	World Music Survey II
THA 100	Introduction to Theatre
THA 268	Theatre History I
THA 269	Theatre History II

##### 2. HISTORY, PHILOSOPHY, AND AREA STUDIES

Knowledge of the historical developments which have shaped the modern world is essential to a general education. A comprehensive study of ancient or modern Western civilizations is offered by the disciplines of history and philosophy.



This, together with the contrastive cultural study of a very different civilization, provides perspectives which enhance our understanding of our own culture.

#### Western Group

HST 150	History of Western Civilization
HST 200	European History to 1300
HST 201, 202	European History, 1300-1815; 1815-present
HST 214, 215	Introduction to American History
HST 234	British History
HST 292	History of the Afro-American People
CLS 100	Introduction to Classical Civilization
PHL 101	Introduction to Philosophical Thinking
PHL 1033	Introduction to Ethics
PHL 204	Ancient Greek Philosophy (beginnings to Aristotle)
PHL 205	Hellenistic and Medieval Philosophy (to Renaissance)
PHL 206	Early Modern Philosophy (to Kant)

#### Non-Western Group

AS 210	Introduction to China
AS 220	Introduction to Japan
AS 230	Introduction to Africa
AS 240	Introduction to India
AS 250	Introduction to Latin America
AS 260	Introduction to the Slavic World
PHL 250	Philosophies and Religions of Asia

### 3. LANGUAGE AND THOUGHT

Language both reflects and shapes human culture. The study of language as a means of communication, and the study of the relations between language and logic, perception, and judgment increases our understanding of the influence of language on human thought and behavior. Students may fulfill the 8-credit requirement in Language and Thought in the following ways:

- Complete 8 credits in a foreign language
- Demonstrate foreign language proficiency equivalent to completion of the second semester (115). (Successful completion of the proficiency test will exempt students from this distribution field requirement. Students who wish credit for their foreign language proficiency should take a competency credit examination in accordance with university rules.)
- Complete 4 credits in ALS 176 and 4 credits in one of the following:
 

SCN 207	Semantics
SCN 303	Introduction to Communication Theory
PHL 102	Introduction to Logic
PHL 170	Introduction to Formal Logic

### 4. LITERATURE

Through great literary works, we can move beyond individual experience and empathetically share the intellectual, emotional, and spiritual experience of others. The study of that imaginative combination of form and content which is a literary work cultivates sensitivity to language and awareness of the strengths and weaknesses of human beings. The study of literature offers a way of expanding our understanding of the wonder and anguish of human experience and of ordering and evaluating our individual place in that experience.

ENG 100	Masterpieces of World Literature
ENG 105	Shakespeare
ENG 111	Modern Literature
ENG 224	American Writers: The 19th Century
ENG 225	American Writers: The 20th Century
ENG 241	From Chaucer to Milton
ENG 242	From Classic to Romantic
ENG 250	Film: A Literary Approach
CLS 203	Survey of Greek Literature
CLS 205	Survey of Roman Literature
LIT 251	Topics in Continental European Film
LIT 281	Continental European Literature 1600-1850
LIT 282	Modern Continental Literature
NCC 121	Images of Humanity

### 5. MATHEMATICAL AND NATURAL SCIENCES

A basic knowledge of science and the mode of scientific inquiry, which necessarily includes familiarity with the mathematical means of quantification, is more fundamental in today's society than ever before. Because advances in the technical aspects of chemistry, biology, and physics frequently carry both moral and public policy implications, knowledge about the sciences is required of an informed citizenry.

MTH 104, 105	Elementary Functions, Trigonometry
MTH 121, 122	Introduction to Mathematics for Social Sciences
MTH 123	Introduction to Mathematics for Life Sciences (Students may not take MTH 104-105 and MTH 123.)
MTH 154, 155	Calculus
MTH 185	Mathematics — An Exploration into Undergraduate Topics
STA 225	Introduction to Probability and Statistics
BIO 104, 105	Biology of the Human
BIO 190, 200	Biology
CHM 104	Introduction to Chemical Principles
CHM 144, 145	General Chemistry
PHY 101, 102	General Physics
PHY 104, 105	Astronomy
PHY 106, 107	Earth Sciences
PHY 125	The Physics of Music
PHY 127	Human Aspects of Physical Science
ENV 308	Introduction to Environmental Studies
NCC 141	20th-Century Science

### 6. SOCIAL SCIENCES

Individual human behavior is influenced by other human beings and by the social institutions that have evolved as means of regulating varied behaviors. Each academic discipline in the social sciences provides a unique perspective from which to examine the influence of social and cultural factors on individual and group attitudes, values, and behaviors.

SOC 100	Introduction to Sociology
AN 101	Evolution of Man and Culture
AN 102	Man in Culture and Society
ECN 100	Introduction to Political Economy
ECN 200	Introduction to Macroeconomics
ECN 225	American Economic Growth and Development
PS 100	Introduction to American Politics
PS 110	Contemporary Political Issues
PS 115	U.S. Foreign Policy
PS 131	Foreign Political Systems
PS 372, 373	Western Political Thought
PS 377	Communism
PSY 100	Foundations of Contemporary Psychology
PSY 130	Psychology and Society
NCC 131	Studies in Human Organization

#### D. Special Provisions:

- The number of credits specified for each distribution field is to be regarded as a minimum for completion of that field, except that students transferring from other institutions may complete a 4-credit field requirement with a 3-credit transfer course, and an 8-credit field requirement with two 3-credit transfer courses. Such students must, however, complete the total minimum credit hours in general education (including the credit hours transferred) required for their degree program.
- Transfer students holding an associate's degree from a community college participating in the MACRAO agreement with Oakland University will be considered to have fulfilled our general education requirements with one exception: Course work in English composition is considered part of community college general education. English composition (Learning Skills) is not part of the general education requirements at Oakland. Therefore, transfer students under the MACRAO agreement must complete two additional courses at Oakland approved by a faculty adviser and chosen from those designated in the distribution fields.

3. Students with double majors which fall in different fields may offer course work from one major to fulfill a distribution field requirement, if the courses are designated as acceptable in that distribution field.
- 4a. Alternatively the general education requirement may be satisfied by completing 32 credits in the New Charter College program plus 4 or 8 credits in the Language and Thought distribution field for B.S. or B.A. candidates, or
- b. Completing the general education requirements specified by the Honors College program.

#### IV. Requirement of a Department Major or an Independent Major

The student must fulfill all requirements of his/her elected major as described in the departmental entries. The student may also satisfy this requirement by completing an independent major as described below. A cumulative grade point average of 2.00 in the major or independent major is required for graduation.

##### A. The Major

The majors offered in the College of Arts and Sciences are listed below. For specific requirements, see the department entries.

Anthropology, page 73	Linguistics, page 44
Art history, page 22	Mathematics, page 46
Biology, page 24	Music, page 56
Chemistry, page 28	Philosophy, page 61
Chinese language and civilization, page 49	Physics, page 64
Communication arts, page 32	Political science, page 67
Economics, page 87	Public administration and public policy, page 67
English, page 36	Psychology, page 70
Environmental health, page 77	Russian, page 49
French, page 49	Russian language and civilization, page 49
German, page 49	Social studies, page 78
History, page 39	Sociology, page 73
Journalism, page 32	Sociology and anthropology, page 73
Latin American languages and civilization, page 49	Spanish, page 49

The College of Arts and Sciences offers a variety of programs for secondary teaching majors. For a list of departments offering these majors, see page 99. Requirements for these majors are found under the department entries.

There are no college regulations governing admission to major standing or retention in major standing. Each department controls its own procedures in these areas. Students should establish and maintain close contact with faculty advisers in the department in which they wish to major; students who fail to do so risk delay in graduating.

##### B. Independent Major

An independent major may be offered in lieu of a department major in partial fulfillment of the degree requirements. Regulations follow:

1. Students may be admitted to the independent major program only after they have completed at least 32 credits; transfer students with 32 or more credits may be admitted to the program with their first semester a probationary period.
  2. Students must submit the application for admission to the independent major program to the Committee on Instruction, College of Arts and Sciences, before completing 90 credits toward graduation.
  3. Students offering the independent major must satisfy all graduation requirements, apart from the major, exactly as listed in the undergraduate catalog.
  4. An independent major must comprise not less than 40 nor more than 60 credits, at least 32 of which must be in courses at or above the 300 level.
  5. At least 75 percent of the credits in an independent major must be in departmental courses offered in the College of Arts and Sciences.
  6. The application for admission to the program must be prepared in consultation with an adviser authorized for that purpose by the college; the student's program is valid only upon issuance of a Certificate of Admission to the Independent Major Program by the Committee on Instruction.
  7. No change in the program as prescribed by the Certificate of Admission is valid unless the Committee on Instruction approves the modification in writing.
- Inquiries about the independent major program should be addressed to Robert E. Simmons, associate dean for instruction, College of Arts and Sciences.

#### SPECIAL INSTRUCTIONAL PROGRAMS OF THE COLLEGE Minors for Liberal Arts Degree Programs

Minors are not required by the College of Arts and Sciences for baccalaureate programs, but the college offers a number of liberal arts minors which the student may choose to pursue in addition to the required major. These minors, described in department entries, will not count toward a teaching credential, either on the elementary or secondary level.

##### Secondary Teaching Minors

Minors are not required by the College of Arts and Sciences for baccalaureate programs. They are required, however, of prospective secondary school teachers seeking certification by the Department of Education of the state of Michigan. For a list of departments which offer secondary teaching minors see page 99. Requirements for these minors are listed under the department entries. Only programs entitled "Secondary Teaching Minor" will be certified by the Department of Education.

##### Interdepartmental Programs and Concentrations

The college offers a number of interdepartmental programs and concentrations which the student may choose to pursue in addition to a department major. These concentrations are described in department entries, in the Area Studies entry on page 79, or in the interdepartmental programs entries on page 83.

#### PROGRAM-PLANNING AND COUNSELING GUIDELINES

Every student is responsible for drawing up an appropriate academic program and for fulfilling every degree requirement. Faculty advisers and academic counselors are obligated to assist students in doing so, but the responsibility for fulfilling requirements remains with the student.

The college suggests that students should:

1. Become thoroughly familiar with all degree requirements.
2. Consult an adviser in the major department each semester to plan the semester schedule and learn of any changes in requirements.
3. Maintain their own records concerning course work, grades and credits achieved, and requirements completed.
4. Seek clarification of any ambiguities in requirements from a departmental adviser or from the office of the dean of the College of Arts and Sciences.

## DEPARTMENT OF ART AND ART HISTORY

**ACTING CHAIRPERSON:** John B. Cameron

**PROFESSORS:** Carl F. Barnes, Jr. (*Art History and Archaeology*), John B. Cameron (*Art History*)

**ASSOCIATE PROFESSOR:** John L. Beardman (*Studio Art*)

**ASSISTANT PROFESSOR:** Charlotte Stokes (*Art History*)

**VISITING INSTRUCTOR:** Janice G. Schimmelman (*Art History*)

**LECTURER:** Judy Toth (*Art History*)

Art history is an ideal curriculum for students who wish to investigate a broad range of humanistic disciplines since the visual arts are studied in their historical context in terms of the cultural, economic, philosophical, political, religious, social, and technological conditions which determine content and form. The art history program provides both majors and nonmajors with a thorough introduction to the visual arts of various cultures throughout history. The art history program is strengthened by the use of visiting lecturers in special fields, by group visits to the Detroit Institute of Arts and to other public and private collections of art in the Detroit metropolitan area, and through study of special exhibits of art historical interest in Oakland's Meadow Brook Art Gallery. The department cooperates with the concentrations in American studies, archaeology, and the South Asian and East Asian area studies programs.

The department offers a program of study leading to the Bachelor of Arts degree with a liberal arts major in art history. This program is intended for students who wish directed study in art history and for students who contemplate a career in one of the fields for which art history is a basis: aesthetics and criticism, archaeology, architecture, college teaching, directorship of special library collections, editorial work in art publishing firms, fine arts, conservation, museum curatorship, and urban design.

### Requirements for the Liberal Arts Major in Art History

A total of 40 credits in art history courses, distributed as follows, are required to complete the major:

1. AH 100, 101, and 102 or 104.
2. 16 credits from the following. At least one course must be selected from each category:  
Non-Western: AH 300, 301, 305, 306, 307, 308  
Ancient/Medieval: AH 312, 314, 322, 326  
Renaissance/Baroque: AH 330, 340  
Renaissance/Baroque: AH 330, 340  
American/Modern: AH 350, 363, 364, 365
3. 8 elective credits from AH courses
4. AH 490 or 491

Majors are advised that department faculty will not recommend for graduate work anyone who has not completed, in addition to the above requirements, AH 480 and at least one year of college-level German or French.

### Requirements for the Secondary Teaching Minor in Art

A total of 20 credits in art history and studio art courses, distributed as follows, are required to complete the minor. For additional information, consult the School of Education. The North Central Accreditation Association requires 24 credits for a minor in art.

1. AH 100 and 101
2. 4 credits in studio art
3. 8 credits in art history

### Requirements for the Minor in Art History

A total of 20 credits in art history courses, to be distributed

as follows:

1. AH 100 and 101
2. A total of 8 credits from any two of the following three categories:  
Ancient/Medieval: AH 312, 314, 322, 326  
Renaissance/Baroque: AH 330, 340  
American/Modern: AH 350, 363, 364, 365
3. 4 elective credits from AH courses

### ART HISTORY COURSE OFFERINGS

#### AH 100 Introduction to Western Art I (4)

History and analysis of the visual arts of western Europe from prehistoric times until the Renaissance, ca. A.D. 1400.

#### AH 101 Introduction to Western Art II (4)

History and analysis of the visual arts of western Europe from the Renaissance, ca. A.D. 1400 to the present.

#### AH 102 Introduction to African, Oceanic, and American Indian Art (4)

History and analysis of the visual arts of the indigenous peoples of Africa, South Pacific Islands and Australia, and North America.

#### AH 104 Introduction to Asian Art (4)

History and analysis of the visual arts of Asia, especially those of China, India, and Japan.

#### AH 203 Buddhist Art (4)

Stylistic, iconographical, sectarian, and historical aspects of Buddhist architecture, sculpture, and painting in Asia from earliest examples in India through Zen painting in Japan.

#### AH 208 Afro-American Art (4)

The arts of black Americans of African descent produced in the United States since ca. A.D. 1700.

#### AH 210 Art as Advertising and Propaganda (4)

The use of art for economic, political, and religious propaganda in the western world with emphasis on the development of art as advertisement since the 19th century.

#### AH 215 Great Masters of Painting (4)

The paintings and significance of selected artists in Europe and the United States from Leonardo da Vinci to Andy Warhol.

#### AH 216 Art Historical Archaeology (4)

The history and methodology of archaeology as an aspect of art historical investigation and knowledge.

#### AH 260 History of Photography (4)

The development of still photography as an art and its relationship to other visual arts since ca. A.D. 1830.

#### AH 300 Chinese Art (4)

The development of architecture, sculpture, and painting in China from the Shang Dynasty, ca. 1550 B.C., until the founding of the Chinese Republic, A.D. 1912.

Prerequisite: AH 104.

#### AH 301 Japanese Art (4)

The development of architecture, sculpture, and painting in Japan from the fifth to the 19th century A.D.

Prerequisite: AH 104.

#### AH 305 African Art (4)

The arts of the indigenous peoples of West, Central, and East Africa.

Prerequisite: AH 102.

#### AH 306 Oceanic Art (4)

The arts of the indigenous peoples of the South Pacific Islands and Australia.

Prerequisite: AH 102.

#### AH 307 Pre-Columbian Art (4)

The arts of the Indians of Mexico, Central America, and South America prior to the Spanish Conquest.

Prerequisite: AH 102.

#### AH 308 North American Indian Art (4)

The arts of the Eskimo and the Northwest Coast, United States, and Canadian Indians.

Prerequisite: AH 102.



**AH 310 Film and the Visual Arts (4)**

The relationship between films and various plastic arts such as photography, sculpture, and painting, as they reflect some 20th-century artistic movements (pop art, surrealism, cubism, expressionism, etc.).  
Prerequisite: AH 101.

**AH 312 Greek Art (4)**

The development of architecture, sculpture, and painting in the pre-Hellenic Aegean civilizations and in Classical Greece from ca. 3000 B.C. until the period of Roman domination in the Mediterranean area, ca. 100 B.C.  
Prerequisite: AH 100.

**AH 314 Roman Art (4)**

The development of architecture, sculpture, and painting in Etruria and in the Roman Republic and Empire from ca. 600 B.C. until the relocation of the capital at Constantinople in A.D. 330.  
Prerequisite: AH 100.

**AH 320 Islamic Art (4)**

The development of architecture and painting in Islam from the 7th to the 18th century with reference to the countries of the Fertile Crescent, North Africa, Arab and Moorish Spain, Egypt, Persia, Turkey, and Muslim India.

**AH 322 Early Medieval, Byzantine, and Romanesque Art (4)**

The development of architecture, sculpture, and painting in Christian Europe from A.D. 330 through the apex of monasticism, ca. A.D. 1150.  
Prerequisite: AH 100.

**AH 325 Gothic Art (4)**

The development of architecture, sculpture, and painting in western Europe from ca. A.D. 1150 through the period of the Crusades and medieval urbanism, ca. A.D. 1400.  
Prerequisite: AH 100.

**AH 330 Renaissance Art (4)**

The development of architecture, sculpture, and painting in western Europe during the Renaissance and Reformation from A.D. 1400 to A.D. 1600.  
Prerequisite: AH 101.

**AH 340 Baroque Art (4)**

The development of architecture, sculpture, and painting in western Europe and colonial South America during the period of absolute monarchy and the Counter-Reformation from A.D. 1600 to A.D. 1800.  
Prerequisite: AH 101.

**AH 350 American Art (4)**

The development of architecture, sculpture, and painting in the United States from the American Revolution, A.D. 1776, until World War I, A.D. 1914.  
Prerequisite: AH 101.

**AH 351 Women in Art (4)**

The traditional image of woman in art and the contribution of women artists in Europe and the United States from the Middle Ages until the present.  
Prerequisite: AH 101.

**AH 355 Michigan Architecture (4)**

The development of the commercial, domestic, industrial, public, and religious architecture of Michigan from the period of early settlement to the present.

**AH 363 Modern Architecture and Urban Design (4)**

The development of architecture and urban design in Europe and the United States from the Industrial Revolution, ca. A.D. 1750, to the present. Identical with EGR 363.  
Prerequisite: AH 101.

**AH 364 Modern Art I (4)**

The development of sculpture, painting, and printmaking in the western world from the French Revolution to 1900.  
Prerequisite: AH 101.

**AH 365 Modern Art II (4)**

The development of sculpture, painting and related media in the western world from 1900 to the present.  
Prerequisite: AH 101.

**AH 390 Topics in Art History (4)**

Specific topics in art history for which no regular course offerings exist. Topic, instructor, and prerequisite will be announced before each offering.  
Prerequisite: Permission of instructor.

**AH 480 The Bibliography and Methodology of Art History (4)**

The history and criticism of art as disciplines from classical antiquity to the present, with emphasis on the principal approaches to the study of art since A.D. 1500. Students will read selections from the major contributors to these disciplines.  
Prerequisite: 12 credits of art history.

**AH 490 Problems in Art History (4 or 8)**

Seminar in specific subject areas of, or approaches to, art history. May be taken in different semesters under different instructors for a total of 8 credits or, with permission of instructor and department chairperson, may be taken in one semester for a total of 8 credits.  
Prerequisite: 12 credits of art history.

**AH 491 Directed Research in Art History (4 or 8)**

Directed individual research for advanced art history majors.  
Prerequisite: Permission of instructor.

**Studio Art**

The departmental program of study leading to the Bachelor of Arts degree with a liberal arts major in studio art has been temporarily suspended, and no new candidates for this major will be accepted during the 1978-1979 academic year. The department will continue to offer courses in studio art; several studio art courses are offered as general electives for all students, or as a complement to the art history program.

**STUDIO ART COURSE OFFERINGS****SA 100 Introduction to Two-Dimensional Media (4)**

Introduction to a wide range of ideas and attitudes in contemporary art and exploration of the possibilities they present for the making of art rather than on any specific technical training. Emphasis is on conceptualization.

**SA 101 Introduction to Three-Dimensional Media (4)**

Introduction to a wide range of ideas and attitudes in contemporary art and the exploration of the possibilities they present for the making of art rather than on any specific technical training. Emphasis is on conceptualization.

**SA 107 Drawing Skills I (4)**

Introduction to the tools and methods of drawing as a means to observe the physical world accurately and to develop visual ideas more clearly. Emphasis is on skill development.

**SA 108 Figure Drawing Skills I (4)**

Traditional approaches to figure drawing, including anatomy, line and shading to depict the figure in illusionistic space. Emphasis is on skill development.  
Prerequisite: SA 107.

**SA 109 Color Skills (4)**

Study and analysis of the properties, theory, and use of color as a specific compositional element. Emphasis is on skill development.  
Prerequisite: SA 107.

**SA 200 Basic Studio I (4)**

Exploration of various elements of composition.  
Prerequisite: SA 101.

**SA 201 Basic Studio II (4)**

Continuation of SA 200.  
Prerequisite: SA 200.

**SA 307 Drawing Skills II (4)**

Continuation of SA 107. Emphasis is on translation of visual ideas from drawing into other media. May be taken in different semesters for a total of 8 credits.  
Prerequisite: SA 107 and 201.

## DEPARTMENT OF BIOLOGICAL SCIENCES

**CHAIRPERSON:** *Nalin J. Unakar*

**PROFESSORS:** *Francis M. Butterworth, William C. Forbes, V. Everett Kinsey, John R. Reddan, V.N. Reddy, Reuben Torch, Nalin J. Unakar, Walter L. Wilson*

**ASSOCIATE PROFESSORS:** *John D. Cowlshaw, Esther M. Goudsmit, Paul A. Ketchum, Moon J. Pak, Michael V. Riley, Arun K. Roy*

**ASSISTANT PROFESSORS:** *Egbert W. Henry, L. Nichols Grimes, R. Douglas Hunter, Charles B. Lindemann, Virinder K. Moudgil, Asish C. Nag, Barry S. Winkler*

**ADJUNCT PROFESSOR:** *Clifford V. Harding*

**ADJUNCT ASSOCIATE PROFESSORS:** *Nasirul Haque, James R. Wells*

**ADJUNCT ASSISTANT PROFESSOR:** *Kenneth Hightower*

The Department of Biological Sciences offers programs of study leading to the degrees of Bachelor of Arts, Bachelor of Science, and Master of Science. The undergraduate programs prepare the student for graduate studies in the life sciences, laboratory and research in industries concerned with biological materials, professional careers in medicine, dentistry, nursing or other allied health areas, or science teaching in junior and senior high schools. This liberal arts program in biology is particularly suited to the needs of the premedical student. For further information on the graduate program in the department, see the *Oakland University Graduate Study Catalog*.

The Department of Biological Sciences offers a diversified selection of courses and research programs in cell biology, biochemistry, physiology, morphology, genetics, botany, ecology, aquatic biology, invertebrate zoology, developmental biology, microbiology, plant physiology, and evolutionary biology. The student selects courses that suit his/her goals and interests and also has the opportunity to become involved in a research program. Since modern biology requires physicochemical insight, training in chemistry, physics, and mathematics is also required.

### Requirements for the Bachelor of Arts Degree with a Major in Biology

Forty credits in biology (from BIO 190 and above) are required, including at least seven lecture courses. These must include BIO 190, 195, 200, and three courses from the following: 1. Physiology (BIO 321, 207, or 333); 2. Biochemistry (BIO 325); 3. Developmental Biology (BIO 323); 4. Genetics (BIO 341); 5. Ecology (BIO 301). Students must also, in consultation with their biology adviser, select at least one course in organismic biology (either a BIO course numbered 309-320 or BIO 303 or BIO 373) and at least one 400-level course other than BIO 497. Corresponding lecture and lab courses should normally be taken simultaneously. In addition, 15 credits of chemistry (CHM 144, 145, 147, 148, 303, and 306), 10 credits of physics (two semesters of general physics and lab), and at least 8 credits of mathematics (MTH 123, STA 225; or MTH 123, 154; or MTH 154, STA 226; or MTH 154, 155) are required. The choice of chemistry, mathematics, and physics should be made with care. Students planning to enter graduate or professional school should take courses beyond the minimum requirements, such as CHM 304, 307, MTH 154, 155 and PHY 151, 152 (instead of PHY 101, 102). In addition, lack of laboratories may seriously weaken a student's chance to enter postgraduate programs.

### Requirements for the Bachelor of Science Degree with a Major in Biology

Forty credits in biology (from BIO 190 and above) are required, including at least seven lecture courses. These must include BIO 190, 195, 200, and three courses from the following: 1. Physiology (BIO 321, 207, or 333); 2. Biochemistry (BIO 325); 3. Developmental Biology (BIO 323); 4. Genetics (BIO 341); 5. Ecology (BIO 301). Students must also, in consultation with their biology adviser, select at least one course in organismic biology (either a BIO course numbered 309-320 or BIO 303 or BIO 373) and at least one 400-level course other than BIO 497. Corresponding lecture and lab courses should normally be taken simultaneously. In addition, two years of chemistry (CHM 144-145, 147-148, 303-304, 306-307), mathematics through integral calculus (MTH 155), and a one-year calculus-requiring general physics course and lab (PHY 151, 152, and 158) are required. Finally, in addition to the formal course requirements, the student must complete one of the following: a senior paper based on research performed under BIO 490, a senior paper based on a literature search on a research-oriented topic taken as BIO 405, or a comprehensive exam testing knowledge of biology and ability to express oneself in clear, scientific prose.

### Requirements for the Secondary Teaching Major in Biology

Thirty-five credits in biology (from BIO 190 and above) are required, including at least six lecture courses. These must include BIO 190, 195, and 200. One year of chemistry (CHM 144-145 and 147-148) and two semesters of mathematics (MTH 123, STA 225 or MTH 123, MTH 154) are required in addition to ED 344, 345, 428 (offered winter only) and 455. ED 428 must be completed prior to ED 455. This means taking ED 428 in the junior year. To complete the major, selection from the following courses is recommended: Anatomy, Physiology, Introductory Biochemistry, Botany, Plant Morphology, Invertebrate Zoology, Vertebrate Zoology, Plant Physiology, Ecology, Developmental Biology, Genetics, Microbiology, Evolution and Systematics, and Laboratory Techniques in Biological Sciences. Preparation in both plant and animal science is recommended. Because high school science is largely conducted in the laboratory, candidates for this degree must also take the labs when they are separately numbered. A minor field is required. Minors particularly useful in finding employment in secondary schools are physical education, chemistry, physics, mathematics, or a group minor in chemistry and physics (CHM 144-145, 147-148, 303, 306, PHY 101, 102, 158). Certification in more than one minor field is helpful. Apprentice college teaching (BIO 497) is recommended as a preliminary classroom experience prior to the internship (ED 455). Any student with secondary science teaching as a goal and a major in biology should seek advisement from the freshman year regarding course selection from the Secondary Education Committee of the department.

### Requirements for the Secondary Teaching Minor in Biology

Twenty credits in biology (from BIO 190 and above) are required.

### Department Honors

Department honors may be granted to students who show high academic achievement and excellence in either independent research or teaching assistance.

The specific requirements are:

- 3.20 grade point average minimum overall and 3.50 grade point average minimum in BIO courses
- at least one 400-level BIO lecture course (BIO 405, 455, 490, and 497 do not qualify)
- excellence in one of the following two service roles:
  - assisting in teaching laboratory course(s) (either for pay or credit)
  - performing independent laboratory study or serving as a laboratory research assistant

#### COURSE OFFERINGS

The following courses are designed particularly for non-science majors and are not counted toward biology major or minor requirements.

**BIO 104 Biology of the Human (4)**  
The biology of man. Cells, tissues, organs, conduction, contraction, and circulation of blood and lymph and breathing. Offered fall and winter semesters.

**BIO 105 Biology of the Human (4)**  
Digestion, excretion, the endocrine system, and reproduction. Offered fall and winter semesters.  
Prerequisite: BIO 104.

The following courses are designed particularly for the biology major and minor and for other majors in the sciences.

**BIO 190 Biology (4)**  
An organismic approach to biology. Introduction to the structure and functions of plants and animals, including: nutrient acquisition, gas exchange, internal transport, excretion, chemical and nervous control, reproduction, and behavior. A section on ecology and evolution is followed by a synopsis of the major phyla of plants and animals. Offered fall and winter semesters.

**BIO 195 Biology Laboratory (1)**  
To accompany BIO 190 or 200.

**BIO 200 Biology (4)**  
Subjects covered are at the level of molecular and cell biology: cell ultrastructure, enzymology, metabolism, genetics, cell division, and chemical embryology. Emphasis is on several basic biological concepts, facts upon which these concepts are based, and directions of present research. A year of high school chemistry and/or CHM 101 are strongly recommended. BIO 200 may be taken before BIO 190. Offered fall and winter semesters.

**BIO 205 Human Anatomy (4)**  
The integration of organs into systems and systems into the organism. Selected aspects of developmental, comparative, and microanatomy also will be discussed. Relevant to students in health sciences, biological science, and liberal arts studies.  
Prerequisite: BIO 200.

**BIO 206 Human Anatomy Laboratory (1)**  
To accompany BIO 205.

**BIO 207 Human Physiology (4)**  
A detailed study of general physiological principles and mechanisms with emphasis on systemic physiology. An introduction to the physical principles important to understanding physiological processes will be given. Normal physiology of individual organ systems will be explored, with stress on the role each plays in the human homeostatic balance.  
Prerequisite: BIO 200.

**BIO 208 Human Physiology Laboratory (1)**  
To accompany BIO 207.

**BIO 239 Ecology and Man (2)**  
The ethical, social, and technical implications of current ecological problems will be explored through readings and discussions. Topics include: human population growth, world food supplies, energy resources, pollution, urban development, and land use.  
Prerequisite: Sophomore standing and one lab science course.

**BIO 301 Ecology (5)**  
Basic ecological concepts, energy and materials flow, growth and regulation of populations, chemical ecology, and environmental biology. Includes laboratory experience. Offered fall semester.  
Prerequisite: BIO 190, 195, 200.

**BIO 303 Field Biology (4)**  
An ecologic and taxonomic study of the flora and fauna of Oakland University's setting. Soil, climatic, and biological factors will be recognized. Aims include appreciation of a variety of habitats, competence in use of illustrated handbooks and keys, and skills in collecting, preserving, and identifying.  
Prerequisite: BIO 190, 195.

**BIO 305 Histology (4)**  
The microscopic anatomy and histochemistry of vertebrate tissues and organs in relation to tissue function.  
Prerequisite: BIO 190, 200.

**BIO 306 Histology Laboratory (2)**  
To accompany BIO 305.

**BIO 307 Introduction to Medical Microbiology (4)**  
An integrated survey of the principles of microbiology as they apply to infectious diseases and their control. Topics include bacterial, mycotic, protozoan, and viral infections; immunology; epidemiology; pathogenic mechanisms; antimicrobial agents; and chemotherapy. Required of students in the nursing program.  
Prerequisite: BIO 205.

**BIO 309 Parasitology (5)**  
A survey of parasitic relationships: taxonomy and anatomy of organisms, life cycles, epidemiology, pathology and control methods. Includes laboratory experience.  
Prerequisite: BIO 190, 200.

**BIO 311 Botany (4)**  
A course in plant biology including topics on gross and microscopic structure, physiological processes, reproduction, and development. Diversity within the plant kingdom and evolutionary history are also discussed. Offered fall semester.  
Prerequisite: BIO 190, 195, 200.

**BIO 312 Botany Laboratory (1)**  
To accompany BIO 311.

**BIO 313 Plant Morphology (4)**  
Structure, reproductive mechanisms, and evolutionary relationships of the plant groups. Ultrastructure of cells and their walls. Preparation of plant materials for microscopic examination. Cytochemistry and histogenesis of selected specimens. Offered winter semester.  
Prerequisite: BIO 190, 195, 200.

**BIO 314 Plant Morphology Laboratory (1)**  
To accompany BIO 313.

**BIO 315 Invertebrate Zoology (4)**  
Invertebrates comprise a large part of the earth's population and have vast potential as research material. Lectures will stress metabolism, neural functioning, reproduction, and adaptations to environmental conditions.  
Prerequisite: BIO 190, 200. Corequisite: BIO 316.

**BIO 316 Invertebrate Zoology Laboratory (1)**  
A survey of the functional anatomy of the major invertebrate phyla. Living material will be observed whenever possible.  
Corequisite: BIO 315.

**BIO 317 Vertebrate Zoology (5)**  
A comparative study: gross and histological anatomy, taxonomy, unique physiological adaptations to habitats, evolution, and paleontology. Includes laboratory experience.  
Prerequisite: BIO 190, 200.

**BIO 319 General Microbiology (4)**  
An introduction to the science of studying small organisms and viruses. Topics include microbial metabolism, growth, genetics, classification, and the specialized techniques used to study microorganisms. The relationships of the pathogenic microorganisms and viruses to man and the involvement of microorganisms in the nutrient cycles of the earth are presented.  
Prerequisite: BIO 200, CHM 145.

**BIO 320 General Microbiology Laboratory (1)**  
To accompany BIO 319.  
Prerequisite: Permission of instructor.

**BIO 321 Physiology (4)**  
A detailed study of general physiological principles, with emphasis on the following: characterization of the internal environment, bioenergetics, transport of material across the cell membrane, osmoregulation, respiration, conduction, contraction, and circulation.  
Prerequisite: BIO 190, 200.

**BIO 322 Anatomy and Physiology Laboratory (1)**

A detailed study of vertebrate anatomy and physiology. To accompany BIO 321.

**BIO 323 Developmental Biology (4)**

The principles of embryology of vertebrates with emphasis on humans. A consideration of events in the progressive development of the egg into the adult organism. The physiological aspects of morphogenesis, differentiation, growth, and regeneration will be included.

Prerequisite: BIO 190, 200. Recommended: BIO 324.

**BIO 324 Developmental Biology Laboratory (1)**

A series of exercises on frog and chick development using live material and prepared slides.

Corequisite: BIO 323.

**BIO 325 Introductory Biochemistry (4)**

The principles and techniques of molecular biology which are basic to discussions in the intermediate and advanced courses. Topics include: structure and function of macromolecules, cellular organization, biological energy, molecular genetics, and related techniques. Offered fall semester.

Prerequisite: BIO 190, 200, and one year of general chemistry.

**BIO 326 Introductory Biochemistry Laboratory (1)**

To accompany BIO 325.

**BIO 333 Plant Physiology (4)**

Basic principles of the major physiological processes of plants, with emphasis on hormonal relationships, inorganic nutrition, water relations, metabolism, photosynthesis, and tropisms. The importance of data obtained from the use of specialized plant research techniques — electron microscopy, spectrophotometry, ultracentrifugation, and gaseous treatments — will constitute significant input to the content of the respective physiological subject areas.

Prerequisite: BIO 190, 200, and permission of instructor.

**BIO 334 Plant Physiology Laboratory (1)**

To accompany BIO 333.

**BIO 341 Genetics (4)**

The physical and chemical basis of inheritance. Selected topics in human genetics, microbial genetics, biochemical genetics, and cytogenetics. Two lab options are available; see BIO 342 and 345. Offered winter semester.

Prerequisite: BIO 190, 200; BIO 325 recommended.

**BIO 342 Genetics Laboratory (1)**

A series of short experiments to demonstrate basic genetic principles; to accompany BIO 341.

**BIO 345 Experimental Genetics (2)**

An innovative approach to learning genetics where the student working on an individual research project not only will learn some basic principles of genetics but also will obtain preliminary experience in biological research. To be offered with BIO 341.

**BIO 350 Physiology of the Central Nervous System (2)**

The functional organization and integrative operation of the central nervous system. Topics include neuronal activity, synaptic transmission, regional network properties, organization of cerebral function, sensation, and control of motor activity.

Prerequisite: BIO 190, 200.

**BIO 365 Medical Parasitology (2)**

Lectures, display specimens, kodachromes, and current news items provide an overview of parasitic species important in human medicine: life cycles, pathogenesis, epidemiology, immune reactions, control methods.

Prerequisite: BIO 190 or equivalent.

**BIO 371 Hematology (2)**

Overview of blood components, with emphasis on cell characteristics, clotting mechanisms, and clinical features of major ailments. Emphasis on laboratory techniques: cell counting, staining smears, sedimentation, hematocrit, osmotic fragility, coagulation time. Understanding of and adeptness with these techniques required.

Prerequisite: BIO 190, 200.

**BIO 373 Field Botany (4)**

A local flora course in identifying vascular plants occurring naturally in Michigan. Emphasis is on flowering plants, although ferns and coniferous species are also treated. Includes field trips to representative natural areas in southeast Michigan.

Prerequisite: BIO 190, 200.

**BIO 387 Evolution and Systematics (4)**

Exploration of the processes producing direction and order in evolution and increasing the diversity of life through formation of new species. Among topics to be covered: origin of variability, differentiation of populations, speciation, phylogenetic concepts, chemical ecological relationships, co-evolution, and biochemical systematics.

Prerequisite: BIO 190, 200; BIO 341 recommended.

**BIO 390 Laboratory Techniques in Biological Sciences (4)**

Laboratory techniques cover a broad spectrum of the current research assay methods normally used in the biological sciences. Students concentrate on developing competence in areas of their own special interest.

Prerequisite: Four semesters of natural science and permission of instructor.

**BIO 393 Endocrinology (4)**

An integrated study of the vertebrate endocrine systems with emphasis on their interrelationship, control, and mechanism of action. Offered winter semester.

Prerequisite: BIO 321 or 325.

**BIO 394 Endocrinology Laboratory (2)**

To accompany BIO 393. Individual research projects.

Prerequisite: Permission of instructor.

**BIO 401 Advanced Human Physiology (4)**

Lectures and discussion emphasizing the human organism and the experimental basis for current concepts and techniques. Topics include: reproduction, circulation, respiration, electrophysiology, and cellular mechanisms in physiological processes.

Prerequisite: BIO 207 or 321.

**BIO 405 Special Topics (2, 3, or 4)**

Prerequisite: Permission of instructor.

**BIO 407 Cellular Biochemistry (4)**

An advanced discussion on cellular control mechanisms emphasizing recent developments in the biochemistry of proteins and nucleic acids.

Prerequisite: BIO 325, CHM 304, and PHY 102.

**BIO 408 Cellular Biochemistry Laboratory (1)**

To accompany BIO 407. An introduction to modern research techniques in biochemistry. Laboratory work will include: different chromatographic techniques (paper, column, thin layers, etc.), electrophoresis and immunoelectrophoresis, ultracentrifugation and cell fractionation, isolation and density gradient analysis of the nucleic acids, etc.

**BIO 411 Experimental Embryology (4)**

Lectures and student seminars on current topics in gametogenesis, fertilization, and development. Emphasis is on critical evaluation of current and classical publications. Offered winter semester.

Prerequisite: BIO 323 and permission of instructor.

**BIO 412 Laboratory in Experimental Embryology (1 or 2)**

The development of a variety of living embryos will be followed. When the normal development stages have been observed, an experimental analysis of some aspect of embryogenesis will be undertaken.

Corequisite: BIO 411.

**BIO 415 Differentiation (4)**

Advanced topics in developmental biology and consideration of the theories relating to the control of differentiation and development.

Prerequisite: BIO 323 and 324.

**BIO 421 Medical Microbiology (4)**

The biology of the microorganisms involved in the major infectious diseases. Topics include the etiology, epidemiology, physiology, pathogenesis, diagnosis, and control of these microorganisms.

Prerequisite: BIO 319.

**BIO 422 Medical Microbiology Laboratory (2)**

To accompany BIO 421.

**BIO 423 Immunology (3)**

An introduction to immunology with emphasis on practical applications. Topics include, but are not limited to, immunobiology, immunochemistry, serology, hypersensitivity (allergy), autoimmune disease, transplantation, and tumor immunology.

Prerequisite: BIO 321.

**BIO 425 Biophysics (4)**

The relationship of biology to the other sciences. Organisms as hierarchical, open systems; thermodynamic, optical, and electrical properties of biosystems. Offered winter semester.  
Prerequisite: BIO 325 or equivalent, calculus, and general physics.

**BIO 426 Biophysics Laboratory (1)**

To accompany BIO 425.

**BIO 427 Human Genetics (4)**

Key aspects of classical and molecular genetics of humans will be considered. Topics are: inborn errors of metabolism, cytogenetics, somatic cell genetics, biochemical genetics, immunogenetics, and the genetics of cancer.  
Prerequisite: BIO 341 and permission of instructor.

**BIO 429 Cytochemistry (4)**

A survey of techniques currently used in microscopy to analyze the distribution and quantity of specific chemicals within cells and their organelles. Techniques include: specific staining reactions, enzyme digestion, metabolic inhibition, and autoradiography.  
Prerequisite: BIO 305 and 306. Corequisite: BIO 430.

**BIO 430 Cytochemistry Laboratory (2)**

Individual research projects employing cytochemical techniques to study and compare the chemical compositions of several types of cells.

Corequisite: BIO 429.

**BIO 431 Cellular Motility (4)**

A survey of the role and mechanism of cell movement in living systems, with an introduction to applicable principles of physics and chemistry. Special consideration will be given to developmental movements (cell migration), cell division (mitosis), and the movement of microorganisms.

Prerequisite: BIO 200, BIO 321, PHY 101, and CHM 144.

**BIO 433 Advanced Microbiology (4)**

A study of the classification, morphology, and physiology of microorganisms. Directly related to BIO 434, which is a corequisite.

Prerequisite: BIO 319 and CHM 303.

**BIO 434 Advanced Microbiology Laboratory (2)**

Selective enrichment, isolation, and characterization of microorganisms from natural sources.

Corequisite: BIO 433.

**BIO 435 Developmental Genetics (4)**

An integrated discussion of the concepts of modern aspects of genetics derived from molecular and microbial systems, and their application to problems of development in multicellular organisms. Offered fall semester.

Prerequisite: BIO 323, 325, 326, 341, and 342.

**BIO 436 Developmental Genetics Laboratory (1)**

To accompany BIO 435.

**BIO 437 Virology (4)**

Molecular biology of viruses, predominantly bacterial.  
Prerequisite: BIO 325, 341, or 433.

**BIO 438 Virology Laboratory (1)**

To accompany BIO 437.

**BIO 441 Microbial Genetics (4)**

A discussion of the genetics of microbial systems, including molds, bacteria, protozoa, and viruses.

Prerequisite: BIO 341 and 433.

**BIO 442 Microbial Genetics Laboratory (1)**

To accompany BIO 441.

**BIO 443 Aquatic Biology (2)**

A general study of energy flow and biomass production up the trophic series, including energy transfer and limiting factors at each level. The finite nature of aquatic resources and their exploitation in relation to the future protein requirements of man will be explained and examined. Offered fall semester.

Prerequisite: BIO 301, 311, or 315.

**BIO 445 Ultrastructure (4)**

A consideration of the fine structure of cells and cell products as revealed by electron microscopy and other procedures. Offered winter semester.

Prerequisite: BIO 305 and permission of instructor.

**BIO 446 Ultrastructure Laboratory (2)**

To accompany BIO 445.

**BIO 450 Visual Physiology (2)**

A course primarily on the structure and function of the vertebrate visual system. Topics include optical properties of the eye: absorption of light energy by photo-pigments, transduction processes in photoreceptor cells, transmission and encoding of visual information through the retina, lateral geniculate body, visual cortex and associative structures, dark and light adaptation, and color vision.

Prerequisite: BIO 321 and permission of instructor.

**BIO 455 Seminar (1)**

Discussion of recent publications in the biological sciences.

**BIO 463 Cell Biology (4)**

Prerequisite: BIO 305 and permission of instructor.

**BIO 464 Cell Biology Laboratory (1)**

To accompany BIO 463.

**BIO 471 Advanced Physiology—Nerve (4)**

Review and analysis of the modern concepts of membrane excitation phenomena of nerve and synapse. Electrophysiological phenomena discussed most at cellular and molecular levels. Offered fall semester in alternate years.

Prerequisite: BIO 321 and permission of instructor.

**BIO 472 Advanced Physiology Laboratory (1)**

To accompany BIO 471. An introduction to research techniques in electrophysiology. Work includes use of oscilloscope, amplifiers, and stimulator; extracellular potential recording technique; and micro-electrode technique.

**BIO 473 Advanced Physiology—Muscle (4)**

Review and analysis of the modern concepts of muscular activity and molecular mechanism of contraction. Discussions will include the ultrastructural correlation of muscle function and mechanics, biochemical approaches to elucidate energetics of muscle contraction, and theories of molecular basis of muscular contraction. Offered fall semester in alternate years.

Prerequisite: BIO 321 and permission of instructor.

**BIO 474 Advanced Physiology Laboratory (1)**

To accompany BIO 473. An introduction to research techniques in muscle physiology. Work includes neuromuscular transmission study, isometric force measurements, isotonic lever design problems, length-tension and force-velocity relations, stress-strain relations of series elastic component, contractile properties of isolated actomyosin system, and glycerinated muscle fiber.

**BIO 490 Individual Laboratory Work (2, 3, or 4)**

Prerequisite: Permission of instructor.

**BIO 497 Apprentice College Teaching (2)**

Assisting in presenting a course, usually a laboratory course, to undergraduates.

Prerequisite: Permission of instructor.



## DEPARTMENT OF CHEMISTRY

**CHAIRPERSON:** *Paul Tomboulis*

**PROFESSORS:** *Gottfried Brieger, Kenneth M. Harmon, Lewis N. Pino, Paul Tomboulis*

**ASSOCIATE PROFESSORS:** *Julien Genyca, Steven R. Miller, Frederick W. Obear, Joel W. Russell, Peter Schmidt, Michael D. Sevilla, Robert L. Stern, R. Craig Taylor*

**ASSISTANT PROFESSORS:** *Denis Callewaert, Christine S. Sloane, Donald C. Young*

The Oakland University chemistry programs offer students the laboratories and equipment typically found in larger universities while retaining strong emphasis on undergraduate education and informal student-faculty relations characteristic of smaller liberal arts colleges. Research opportunities are available to qualified undergraduates. The department offers highly professional chemistry programs while retaining the liberal arts dedication to developing the highest intellectual and creative potential of its students. The Department of Chemistry offers programs of study leading to the degrees of Bachelor of Arts, Bachelor of Science, and Master of Science.

### Planning a Program in Chemistry

Curricula leading to a major in chemistry are quite structured by nature, since knowledge is developed cumulatively in a four-year sequence. This leads to a fairly prescribed order of course presentation with a number of specific course prerequisites. Students interested in pursuing a program of study in chemistry should consult with a department adviser and file a program plan as early as possible in their college career to gain a clear picture of course interdependence and prerequisites.

### Admission to Major Standing

To be considered for a degree with a major in chemistry the student must be admitted to major standing by the department at least three semesters before graduation. Students should apply at the department office. A student may be admitted to major standing after successful completion of 30 total credits in chemistry, physics, and mathematics, including CHM 225, MTH 155, and PHY 151.

### Requirements for the Bachelor of Science Degree with a Major in Chemistry

The Bachelor of Science chemistry degree program consists of a core curriculum followed by one of two options. The American Chemical Society Certification (ACS) option provides excellent professional preparation for graduate study in chemistry or employment in the chemical industry. The biochemistry option provides training for graduate study or employment in biochemistry and related fields. Students electing this option will also be exceptionally well-prepared for careers in medicine. Forty-eight credits in chemistry are required for the Bachelor of Science degree, which includes the core plus one of the options.

**Core Curriculum:** The core curriculum consists of (freshman year) CHM 144-145, 147-148; (sophomore year) CHM 225, 227, 334-335; (junior year) CHM 338, 441-442, 449. Corequisite to the core curriculum are MTH 154-155 and PHY 151-152.

**ACS Option:** Additional requirements for the ACS option are (junior year) CHM 377, 428; (senior year) CHM 462, 466. Corequisite to the ACS option are MTH 254 and one additional approved APM, MTH, or PHY course numbered above 200. CHM 540 and 541 are strongly recommended for students planning graduate study.

**Biochemistry Option:** Additional requirements for the

biochemistry option are (junior year) CHM 453-454, 457-458; (senior year) CHM 553. Corequisite to the biochemistry option are STA 226 and BIO 190, 321, 319. (Students may elect to take CHM 441-442 in their senior year.)

### Requirements for the Bachelor of Arts Degree with a Major in Chemistry

This curriculum is for students who wish to incorporate a science major in a broader liberal arts program, or who wish a foundation in chemistry as a basis for studies in chemical physics, medicine and related fields, environmental studies, and technical-legal or technical business careers.

Thirty-eight credits in chemistry are required for the Bachelor of Arts degree; these consist of (freshman year) CHM 144-145, 147-148; (sophomore year) CHM 303-304, 306-307; (junior year) CHM 225, 227, 441, and four additional lecture credits and two additional laboratory credits at the 300 level or higher. Qualified students may substitute CHM 334-335, 338 for CHM 303-304, 306-307. Corequisite to the Bachelor of Arts chemistry major are MTH 154-155, and PHY 151-152 and 158.

### Advanced Courses in Chemistry

The above Bachelor of Science and Bachelor of Arts programs represent the minimum core of courses for obtaining these degrees. Chemistry majors usually elect to take one or more advanced courses in areas of interest. In addition to the electives listed in this catalog, the following advanced courses are open to qualified undergraduates: CHM 521, 522, Advanced Analytical; CHM 534, 535, Advanced Organic; CHM 540, Symmetry in Chemistry; CHM 541-542, Advanced Physical; CHM 553, 554, Advanced Biochemistry; CHM 563, 564, Advanced Inorganic; and CHM 570, Industrial Chemistry. Course details are listed in the *Graduate Catalog*.

### Requirements for the Secondary Teaching Major in Chemistry

Thirty-two credits in chemistry are required. These must include CHM 144-145, 147-148, 303-304, 306-307, 441, and 497 or their equivalents. Corequisite to this program are MTH 154-155, PHY 151-152 and 158, and ED 344, 345, 428, and 455. A minor is required. Minors particularly advantageous to job placement are biology, physics, mathematics, physical education, and a group minor in science. Admission to major standing must be attained at least one semester before registering for ED 455. The ED 344, 345, 428, 455 sequence requires careful scheduling. The student must prepare a program plan to be approved by a chemistry faculty member no later than the sophomore year.

### Requirements for the Minor in Chemistry

Students in other departments who wish to minor in chemistry must take 20 credits in chemistry, including CHM 147-148, 225, 303-304, and 441.

### Requirements for the Secondary Teaching Minor in Chemistry

Twenty credits in chemistry courses are required.

### Environmental Studies Concentrations

By a suitable choice of courses in the Bachelor of Arts chemistry major and at least 20 credits in appropriate environmental studies courses, a student may complete a concentration in environmental studies or environmental health. Consult the program director or department advisers for details.

## Premedical Studies Concentration

Students can take a concentration in premedical studies by adding the required biology courses to a regular chemistry major program. Consult a department adviser before planning this concentration.

## Special Options and Modified Majors

Students majoring in chemistry may emphasize one or more related fields such as industrial chemistry, theoretical chemistry, or chemical physics, either by selecting appropriate courses in addition to the regular major curriculum or by developing an individual program of study through the modified major procedure. Consult department advisers for details.

## Department Honors

Department honors may be awarded to graduating seniors in chemistry who have been recommended for honors by their research advisers and have completed all required science courses with high grades.

## American Chemical Society Certification

The Department of Chemistry faculty, facilities, and curriculum meet the criteria of the American Chemical Society, empowering the department to certify chemistry students as eligible for society membership. Certification is granted to students who have successfully completed the requirements for the ACS Bachelor of Science major in chemistry. Foreign language study is recommended.

## Placement in Introductory Chemistry Courses

The various introductory courses (CHM 101, 104, 144, and 164) are for students in different majors and with different levels of mathematical and physical science preparation. In order to assure the best choice of course, *each student must take the Chemistry Placement Test before registering for any of these courses.* Placement is based on the test results as well as on high school science and mathematics experience. Consult the department office or the class schedule for additional details and test dates and times.

## UNDERGRADUATE COURSE OFFERINGS

Credit will not be allowed for more than one course from each of the following pairs: CHM 306 and 338, 303 and 334, 304 and 335. Credit will not be allowed in major and minor programs for the following courses: CHM 101, 104, 201, and 497 (except for secondary education).

### CHM 101 Basic Chemistry (4)

Basic chemical facts and concepts providing background and problem-solving skills in general chemistry. Intended especially for students needing additional preparation before enrolling in CHM 104 or 144. Prerequisite: Placement test.

### CHM 104 Introduction to Chemical Principles (4)

Molecular structure, solution chemistry, stoichiometry, nomenclature, properties of elements, acid-base and oxidation-reduction chemistry, thermochemistry, and equilibrium. CHM 104-201 constitutes a complete two-semester sequence in general, organic, and biological chemistry. Recommended preparation is two years of high school mathematics, including algebra, and one year of high school science. Prerequisite: Placement test or CHM 101.

### CHM 144-145 General Chemistry (4 each)

Chemical concepts applied to problem-solving. Stoichiometry, states of matter, elementary atomic and molecular structure, thermochemistry, equilibrium, and kinetics. CHM 144-145 are prerequisite to all other chemistry courses except CHM 201. Recommended preparation is three years of high school mathematics and one year of high school chemistry. Prerequisite: Placement test or CHM 101. Corequisite: MTH 104 or higher.

### CHM 147-148 Chemistry Laboratory (1 each)

Introduction to the basic skills of chemistry laboratory work, including crystallization, distillation, extraction, titration, and separation by column, thin layer, and gas-liquid chromatography. Corequisite: CHM 144-145.

### CHM 164-165 General Chemistry (Honors) (4 each)

Chemical concepts and principles of quantitative problem-solving as in CHM 144-145, with detailed studies of aspects of chemistry of current interest. Calculus will be used. Recommended preparation is three years of high school mathematics, one year of high school chemistry, and one year of high school physics. Prerequisite: Placement test. Corequisite: MTH 154-155.

### CHM 167-168 Chemistry Laboratory (Honors) (1 each)

Selected experiments emphasizing modern laboratory practice. Corequisite: CHM 164-165.

### CHM 201 Introduction to Organic and Biological Chemistry (4)

Brief study of the structure and reactivity of organic molecules, emphasizing applications to the biochemical functioning of carbohydrates, proteins, lipids, and nucleic acids. CHM 201 does not apply as chemistry credit for biology, chemistry, or physics majors; premedical students; or secondary teaching minors in chemistry. Prerequisite: CHM 104.

### CHM 225 Analytical Chemistry (4)

Theory and techniques of analytical chemistry, including gravimetry, titrimetry, polarography, atomic absorption, and complex equilibria. Two hours lecture and eight hours laboratory per week. Prerequisite: CHM 148.

### CHM 227 Introductory Spectroscopy (4)

Introduction to the theory, techniques, and practical applications of electronic, infrared, Raman, nuclear magnetic resonance, electron spin resonance, and mass spectroscopy. Two hours lecture and eight hours laboratory per week. Prerequisite: CHM 225, and 303 or 334.

### CHM 270 Chemical Literature and Writing (1)

Self-paced introduction to chemical literature and its usage. Includes practice in writing technical reports and proposals and preparing visual and graphic presentation materials. Graded S/N. Prerequisite: CHM 145, and 303 or 334.

### CHM 290 Introduction to Research (1, 2, 3, or 4)

Introduction to laboratory research for students with no previous research experience. May be repeated for credit. Graded S/N. Prerequisite: Permission of instructor.

### CHM 303-304 Organic Chemistry (4 each)

Study of functional groups, organic nomenclature, structure, and reactions. Stereochemistry, mechanisms of reactions, synthetic pathways, and applications are included. Prerequisite: CHM 145.

### CHM 306-307 Organic Chemistry Laboratory (1 each)

Basic techniques of synthesis, degradation, and identification of organic substances, emphasizing natural products and compounds of biological interest. Prerequisite: CHM 148. Corequisite: CHM 303-304.

### CHM 334-335 Structure and Reactivity (4 each)

A comprehensive introduction to organic chemistry. Molecular structure, reaction mechanisms, stereochemistry, rearrangements, synthesis, and natural products. Prerequisite: CHM 145.

### CHM 338 Organic Synthesis Laboratory (2)

Synthesis and characterization of aliphatic and aromatic compounds. Prerequisite: CHM 227 and 334-335.

### CHM 341 Mathematical Techniques for Chemistry (1)

Study and practice in applications of calculus to chemical problems. Graded S/N. Prerequisite: CHM 145 and MTH 155. Corequisite: CHM 441.

### CHM 372 Air Chemistry (3)

Identical with ENV 372.

### CHM 373 Water Resources (3)

Identical with ENV 373.

### CHM 377 Computer Techniques for Chemistry (2)

Programming of computers to solve problems of properties of gases, reaction rates, complex equilibria, spectroscopic analysis, and mo-



molecular orbital calculations.

Prerequisite: CHM 145.

**CHM 428 Electronic Measurements and Instrumentation Laboratory (2)**

Basic components of electronic measuring devices and their uses in analog devices and digital circuits. Applications of electronics to chemical instrumentation are considered.

Prerequisite: CHM 227.

**CHM 441 Physical Chemistry I (4)**

Macroscopic studies of thermodynamics, equilibria, transport phenomena, and kinetics of chemical systems. CHM 341 is strongly recommended as a corequisite for students needing additional mathematical preparation.

Prerequisite: CHM 145, MTH 155, and PHY 152.

**CHM 442 Physical Chemistry II (4)**

Microscopic studies of chemical systems with basic principles of quantum and statistical mechanics, and properties related to molecular structure.

Prerequisite: CHM 441.

**CHM 449 Physical Chemistry Laboratory (2)**

Experiments in thermodynamics, kinetics, phase equilibria, and advanced spectroscopy with emphasis on mathematical treatment of experimental data.

Prerequisite: CHM 227 and 441. Corequisite: CHM 377 and 442.

**CHM 453-454 Biochemistry (3 each)**

A comprehensive introduction to molecular biology and biochemistry, including the structure and function of nucleic acids, proteins, enzymes, carbohydrates and lipids, enzyme kinetics, metabolism, and metabolic controls.

Prerequisite: CHM 304 or 335.

**CHM 457 Biochemistry Laboratory (1)**

Techniques of extraction, separation, identification, and activity measurement of biomolecules.

Prerequisite or corequisite: CHM 453.

**CHM 458 Biochemistry Projects (2)**

Advanced project-oriented instruction in biochemical laboratory

techniques.

Prerequisite: CHM 457 and permission of instructor.

**CHM 462 Inorganic Chemistry (4)**

Overview of the chemistry of the elements, with emphasis on ionic and covalent bonding, acid-base chemistry, nonaqueous solvent systems, descriptive chemistry of the main group, transition metal, and lanthanide elements. Introduction to ligand field theory, organometallic, and bioinorganic chemistry.

Prerequisite: CHM 442.

**CHM 466 Inorganic Synthesis Laboratory (2)**

Synthesis, analysis, and characterization of inorganic and organometallic compounds.

Prerequisite: CHM 338. Corequisite: CHM 462.

**CHM 477 Macromolecular Laboratory (2)**

Introduction to the synthesis and physical characterization of synthetic polymers.

Prerequisite: CHM 227, and 307 or 338.

**CHM 480 Selected Topics (1, 2, 3, or 4)**

Advanced study in selected areas; normally involves preparation of a term paper or presentation of a seminar. May be repeated for credit.

Prerequisite: Permission of instructor.

**CHM 486 Physical-Analytical Projects (1 or 2)**

Advanced experimentation in physical or analytical chemistry, with at least four hours per week per credit.

Prerequisite: Permission of instructor.

**CHM 487 Synthesis Projects (1 or 2)**

Advanced synthesis work emphasizing modern techniques, with at least four hours per week per credit.

Prerequisite: Permission of instructor.

**CHM 490 Research (1, 2, 4, or 6)**

Laboratory practice in undergraduate research, with at least four hours per week per credit. May be repeated for credit. Graded S/N.

Prerequisite: Permission of instructor.

**CHM 497 Apprentice College Teaching (2 or 4)**

Directed teaching of selected undergraduate chemistry courses. May be repeated for credit. Graded S/N.

Prerequisite: Permission of instructor.



# DEPARTMENT OF CLASSICAL LANGUAGES AND LITERATURES

The departmental programs of study leading to the Bachelor of Arts degree with liberal arts majors in classical languages, Latin, and classical civilization and the secondary teaching major in Latin have been temporarily suspended. No new candidates for these majors will be accepted in 1978-79.

Some courses in other departments which are cross-listed with classics will be offered from time to time, but instruction in classics, Latin, or Greek will not be offered on any regular basis.

## COURSE OFFERINGS

**CLS 100 Introduction to Classical Civilization (4)**  
Survey of the artistic, literary, philosophical, and institutional heritage left to the modern world by ancient Greece and Rome.

**CLS 102 Studies in Vocabulary and Etymology (4)**  
A basic course in vocabulary building. The origin of scientific and literary terms; foreign phrases in current use; borrowing of words into English from other languages, particularly Latin and Greek; the relationship between meaning and culture; and meaning and context.

**CLS 130, 131 The Dynamics of Ancient Civilization (4 each)**  
Comparison of the major ancient societies in light of the origins, characteristics, and development of their political institutions, and responses of the various societies to foreign groups and ideas. CLS 130 covers Egypt, Mesopotamia, Israel, and Greece. CLS 131 covers Rome and the Mediterranean.

**CLS 150 Introduction to Greek and Roman Archaeology (4)**  
An introduction to the literary, cultural, and historical importance of classical Greek and Roman archaeology to our modern understanding of classical antiquity.

**CLS 203 Survey of Greek Literature (4)**  
Survey of the major writers of Greece. All works in translation.

**CLS 204 Classical Greek Philosophy (4)**  
Identical with PHL 204.

**CLS 205 Survey of Roman Literature (4)**  
Survey of the major Roman writers. All works in translation.

**CLS 211 The Bible as Literature (4)**  
Study of the types of literature found in the Old and New Testaments. Identical with ENG 211 and REL 211.

**CLS 300 Topics in Classical Literature (4)**  
Examination of the origin, development, and influence of specific classical genres, including epic, lyric, tragic, and comic poetry, satire, oratory, and the ancient novel.

**CLS 310 The Structure of the Indo-European Languages (4)**  
Comprehensive investigation of the structure of the Indo-European languages with emphasis on Greek, Latin, and Sanskrit.

**CLS 312 Classical Mythology (4)**  
The principal Greek and Roman myths and their uses in classical and post-classical art and literature. Offered winter semester. Identical with ENG 312.

**CLS 314 Roman Art (4)**  
Identical with AH 314.

**CLS 317 The Classical Tradition (4)**  
Study of classical influence on Western culture. While some attention is given to the visual arts, emphasis is on classical traditions in Western literature.

**CLS 322 Greek Art (4)**  
Identical with AH 312.

**CLS 337 Hellenic Greece (4)**  
Greek history from the Bronze Age to the time of Alexander the Great.

**CLS 339 Republican Rome (4)**  
Roman history from the regal period to the end of the Republic.

**CLS 340 Imperial Rome (4)**  
Roman history from the principate of Augustus to the fall of the western empire.

**CLS 350 Problems of Translation (4)**  
Identical with ENG 300.

**CLS 401 Study of a Major Philosopher (4)**  
Identical with PHL 401.

**CLS 490 Directed Reading in Classical Civilization (4, 8, or 12)**  
Independent study for senior classical civilization majors only in areas not covered in regular course offerings.

**GRK 114-115 Elementary Greek (4 each)**  
Forms and grammatical structures of classical Greek, together with simple connected reading.

**GRK 214-215 Intermediate Greek (4 each)**  
Review of grammar, training in translation from and into Greek, and the reading of simple literary works, including selections from Plato, Euripides, and Homer.  
Prerequisite: GRK 115.

**GRK 320 Selections from Greek Literature (4)**  
A reading course, offered every semester as a tutorial. May be taken for one or more semesters.  
Prerequisite: GRK 215.

**GRK 480 Advanced Greek (4)**  
Tutorial study of individual authors, selected themes, or problems. May be taken for one or more semesters.  
Prerequisite: GRK 320.

**GRK 490 Independent Study: Greek (4)**  
Individual reading and research for advanced classics majors. Taught by arrangement.  
Prerequisite: Permission of instructor.

**LTN 114-115 Elementary Latin (4 each)**  
Forms and grammatical structures of classical Latin, together with simple connected reading. For students with no prior knowledge of Latin.

**LTN 214-215 Intermediate Latin (4 each)**  
Review of grammar, training in translation from and into Latin, and the reading of single literary works, including selections from Vergil and medieval or Renaissance Latin.  
Prerequisite: LTN 115.

**LTN 300 Topics in Latin Language (4)**  
Areas of study, such as Latin composition or grammar, selected by the instructor. Offered winter semester.  
Prerequisite: LTN 215.

**LTN 320 Selections from Latin Literature (4)**  
A reading course, offered as a tutorial. May be taken for one or more semesters.  
Prerequisite: LTN 215.

**LTN 480 Advanced Latin (4)**  
Tutorial study of individual authors, selected themes, or problems. May be taken for one or more semesters.  
Prerequisite: LTN 320.

**LTN 490 Independent Study: Latin (4)**  
Individual reading and research for advanced classics majors. Taught by arrangement.  
Prerequisite: Permission of instructor.

## DEPARTMENT OF COMMUNICATION ARTS

**CHAIRPERSON:** Donald C. Hildum

**PROFESSORS:** Donald C. Hildum, William White (Director, Journalism Program)

**ASSOCIATE PROFESSOR:** Adeline Hirschfeld-Medalia

**ASSISTANT PROFESSORS:** J. Harold Ellens, David Stevens

**ADJUNCT ASSISTANT PROFESSORS:** Thomas A. Aston, William W. Connellan

**LECTURERS:** Harry Atkins, Daniel Brown, Sharon Brown, Jane Briggs-Bunting, Michel Cullen, Susan McKelvey Davis, R. Hugh Dundas, Berl Falbaum, Philip Fox, Anna Hampton, Walter Koste, James Llewellyn, Letitia J. Myrre, Melvyn Newman, Edward Noble, Lona O'Connor, Katherine Parrish, James J. Ritz, Karen Seelhoff, Michael S. Shann, Dean Warner, Vaughn Whited

The Department of Communication Arts offers programs of study leading to the degree of Bachelor of Arts with the opportunity to concentrate in several areas. Courses are available in communication theory, public and interpersonal communication, journalism, theatre, oral interpretation, mass media analysis and production, and speech education. The Department of Communication Arts serves the nonspeech major and the general Oakland University student. Communication training can enhance almost any career and life in general. There are many specialized careers which welcome students with communication knowledge, e.g. journalism, media, theatre, public relations, advertising, and teaching.

### Requirements for the Liberal Arts Major in Communication Arts

The major consists of a minimum of 36 credits in courses labeled SCN, JRN, and THA, including SCN 201 or 202, and 303. At least 20 credits of the total must be at the 300 or 400 level, including at least 8 credits at the 400 level. No more than a total of 12 credits from SCN and THA 490, 491, and 497, JRN 404 and 490, may be counted toward the major.

### Requirements for the Modified Major with a Linguistics Concentration

Twenty-four credits in SCN, JRN, or THA, and 20 credits in linguistics. SCN 303, and SCN 201 or 202, are required. For linguistics requirements, see page 44.

### Requirements for the Secondary Teaching Minor in Communication Arts

Twenty credits in SCN, JRN, or THA courses, including SCN 201 and 321. Any student with voice or articulation problems which would handicap his/her performance as a speech teacher must include THA 230 in his/her program.

### Requirements for the Major in Journalism

- Twenty credits in journalism, including JRN 200, 300, 403, and 404; and any two of the following 2-credit courses: JRN 310, 311, 312, 320, 321, 332, 333.
- Eight credits from the following: SCN 201, 207, 285, 301, 303, 311, 371, 373, 403.
- Corequisites as follows:
  - 8 credits from HST 201, 202, 214, 215
  - 8 credits from ENG 100, 105, 111, 211, 224, 225, 241
  - 8 credits: PS 100 and any one of PS 110, 241, 305
  - 4 credits in ECN 100 or 200
  - 4 credits from SOC 100, AN 101, 102

### Requirements for the Minor in Journalism

Twenty credits in journalism courses, including JRN 404. Communication arts majors may not count credits toward the major and this minor simultaneously.

### Requirements for the Concentration in Theatre Arts

Twenty-four credits, including THA 100, and 20 additional credits drawn from THA or courses approved by the adviser in dance, English, music, or literature in translation. At least 8 of the 20 credits must be at the 300 level or above. Only 4 credits each of THA 490 and 491 may be counted toward the concentration.

### COURSE OFFERINGS IN SPEECH COMMUNICATION

#### SCN 150 Introduction to Visual Media (4)

The relationship of film in television to art, literature, and communication theory. Team-taught by English and speech communication. Identical with ENG 150.

#### SCN 172 Media Hardware (4)

A working knowledge of the instruments used in mass media: operation, maintenance, and malfunctions. Recommended for education majors.

#### SCN 200 Topics in Speech Communication (4)

Topics and problems selected by the instructor, often an opportunity for personnel in other disciplines to offer courses in specialized interest or on topics of current relevance.

#### SCN 201 Public Speaking (4)

Theory and practice in public address: adaptations required by particular goals, audiences, and occasions; videotaped student speeches; and classroom interactions.

#### SCN 202 Group Dynamics and Communication (4)

Group dynamics, discussion, and problem solving; influences of group structure, norms, roles, leadership, and climate on the processes of group communication, and collaborative decision-making.

#### SCN 207 Semantics (4)

Identical with LIN 207.

#### SCN 280 Broadcast Announcing (4)

Techniques of speaking before a microphone, editing, and reading copy. Experience includes recording and critique of various styles of delivery.

Prerequisite: THA 230.

#### SCN 281 Broadcast Announcing Laboratory (1)

Announcing or other broadcast performance on campus radio station. May be repeated for a total of 2 credits. Graded S/N.

Prerequisite: SCN 280 (may be taken concurrently).

#### SCN 285 Introduction to Broadcasting (4)

A survey of public and commercial radio and television, including their public service, educational, and religious functions; and the history, economics, influence, and social control of broadcasting.

#### SCN 301 Persuasion (4)

Analysis of persuasion in current society, psychological bases of persuasion, ethical considerations, and distinctions between debate and persuasive argument.

Prerequisite: SCN 201.

#### SCN 303 Introduction to Communication Theory (4)

Communication theory in its broadest sense, related to individual learning, knowledge, and group interaction.

Prerequisite: Sophomore standing.

#### SCN 304 Oral and Written Communication in Organizations (4)

Communication theory and practice within organizational systems.

#### SCN 305 Interpersonal Communication (4)

Elements, purposes, and patterns of communication and their

effects; experience in interviewing, decision-making, and tutoring.  
Prerequisite: SCN 202.

**SCN 307 Debate Laboratory (2)**  
Practice in formal debate. May be repeated for up to 4 credits.  
Prerequisite: SCN 201.

**SCN 308 Forensics Laboratory (2)**  
Practice for forensic festival or competitive events such as public address and oral interpretation. Not repeatable.  
Prerequisite: SCN 201.

**SCN 310 Philosophy of Rhetoric (4)**  
Identical with PHL 310.

**SCN 311 Rhetoric and Public Address (4)**  
Advanced public speaking, emphasizing the content, arrangement, and style of public address with application in construction and delivery of public speeches.  
Prerequisite: SCN 201.

**SCN 320 Speech Communication for the Elementary Teacher (4)**  
Linguistic development in children (emotional, physical, and cognitive) relating to symbol-using behavior and appropriate instructional methods.  
Prerequisite: SCN 201.

**SCN 321 Speech Communication for the Secondary Teacher (4)**  
Principles and practices to improve the speech habits of the teacher, to supply special skills for classroom and professional use, and to help prospective teachers to acquire techniques for speech improvement in the classroom.  
Prerequisite: SCN 201.

**SCN 371 Forms and Effects of Mass Communication (4)**  
Identical with SOC 371.

**SCN 373 Social Control of Mass Media (4)**  
Identical with SOC 473.

**SCN 375 Introduction to Cinematography (4)**  
The essential elements of film as a medium, its capabilities and limitations. Practical application in studio and/or field work.  
Prerequisite: SCN 172.

**SCN 376 Introduction to Television Production (4)**  
The essential elements of television as a medium, its capabilities and limitations. Practical experience in studio and/or field work.  
Prerequisite: SCN 172.

**SCN 402 Small Groups (4)**  
Identical with SOC 402.

**SCN 403 Communicative Networks (4)**  
The patterns of contact and information transfer in human groups, ranging from the sociometric patterns of small groups, to the formal and informal networks of organization and the large-scale exchanges of mass societies.  
Prerequisite: SCN 303.

**SCN 430 Phonetic Theory (4)**  
Identical with LIN 401.

**SCN 471 Workshop in Contemporary Communication (4)**  
A bridge between academic learning and professional applications in speech communication forms and media. Included in the practicum-seminar format of the workshop are field work, observation, and lecture-demonstrations with professionals in various job settings.  
Prerequisite: Permission of instructor.

**SCN 480 Special Topics Seminar (4)**  
Group study of topics of special interest chosen by department faculty and students. May be repeated for credit with the instructor's permission.  
Prerequisite: Three SCN courses.

**SCN 490 Independent Study (2, 4, or 8)**  
Special research projects in speech communication.  
Prerequisite: Permission of instructor.

**SCN 491 Internship (4, 8, or 12)**  
Experience working with professionals in various performing arts and mass communication settings.  
Prerequisite: Permission of supervising faculty.

**SCN 497 Apprentice College Teaching (2 or 4)**  
Assisting in teaching an undergraduate course in speech communication, and discussions with the supervising faculty member on the principles, methods, and problems of such teaching.  
Prerequisite: Junior standing and permission of instructor.

#### COURSE OFFERINGS IN JOURNALISM

**JRN 200 Newswriting (4)**  
Training in the practical aspects of news gathering, interviewing, and basic newswriting techniques; a discussion of the various journalism media.  
Prerequisite: Completion of English proficiency requirement.

**JRN 240 Journalism Laboratory (2)**  
Work in on- or off-campus publications under the direction of an instructor; may be repeated once.  
Prerequisite: JRN 200.

**JRN 300 Newspaper Editing (4)**  
Principles and practices of the newspaper copydesk: copy reading, headline writing, makeup, and typography; preparing copy for the printer; some attention to new and developing devices in the print shop, such as those involving the computer.  
Prerequisite: JRN 200.

**JRN 310 Investigative Reporting (2)**  
Gathering information through wide reading and interviewing, writing objective in-depth news reports; and background on current social, political, and economic issues.  
Prerequisite: JRN 200.

**JRN 311 Public Affairs Reporting (2)**  
News coverage of federal, state, and local criminal and civil court trials; legislative bodies, city, county, and other government agencies; labor and stock market news.  
Prerequisite: JRN 200 and PS 100.

**JRN 312 Feature Writing (2)**  
Practice in writing newspaper and magazine nonfiction features, such as human interest stories, biographical and personality sketches, how-to-do-it articles, and other forms. A study of the purposes, styles, types, and techniques of the feature story.  
Prerequisite: JRN 200.

**JRN 320 Editorial Writing (2)**  
Preparing and writing newspaper opinion and commentary usually found on the editorial page; forms and techniques of editorials and the editorial page.  
Prerequisite: JRN 200.

**JRN 321 Reviewing: Books, Theatre, Movies (2)**  
Writing newspaper reviews of the literary, visual, and performing arts from recent publications, live productions, films, and television.  
Prerequisite: JRN 200 and ENG 100, 111, 201, 207, 209, 224, or 225.

**JRN 330 News Photography (2)**  
Fundamentals of black-and-white photographic production; practice in taking still pictures of people and events for use in newspapers and news magazines; darkroom laboratory work in developing photos.  
Prerequisite: JRN 200.

**JRN 331 Media Management (2)**  
Business, corporation, and legal problems in the front-office operation of weekly and daily newspapers; industrial and employee magazines; radio and television stations.  
Prerequisite: JRN 200.

**JRN 332 Radio-Television News (2)**  
Fundamentals and techniques of preparing news for broadcasting, especially the different demands of electronic journalism from those of the print media.  
Prerequisite: JRN 200.

**JRN 333 Public Relations and the Media (2)**  
A study of the function of agency, industrial, business, and institutional relations with the public through newspaper, radio, television, and other media, especially concerning press information; preparation of copy; some attention to employee publications.  
Prerequisite: JRN 200.

**JRN 403 Law of the Press (4)**  
State and federal laws dealing with libel, contempt of court, right of privacy, copyright, and other legal matters affecting newspapers, radio and television, and other media.  
Prerequisite: JRN 300.

**JRN 404 Journalism Internship (4)**

A full- or part-time internship on a weekly or daily newspaper, radio, or television station, or with a public relations office for one semester. Open only to students in the journalism program, usually in the senior year. May be repeated once in a different medium. Prerequisite: JRN 200, 300, and two other JRN courses.

**JRN 480 Special Topics in Journalism (4)**

Various specialties offered to students. Subjects change from semester to semester, with some opportunity for independent study. Prerequisite: JRN 200.

**JRN 490 Independent Study (2 or 4)**

Individual research projects in journalism. Prerequisite: Permission of instructor.

**COURSE OFFERINGS IN THEATRE ARTS****THA 100 Introduction to Theatre (4)**

Theatre as an art form. Topics include acting, directing, design, dramatic literature, theatre history, theory, and criticism. Students will view selected plays.

**THA 200 Topics in Theatre Arts (4)**

Topics and problems, selected by the instructor, as temporary or experimental additions to the curriculum.

**THA 213 Mime (4)**

An introduction to the art of gesture and movement. Classical and traditional forms are explored, emphasizing active involvement in mime.

**THA 230 Voice and Articulation (4)**

Theory and application in voice, articulation, and pronunciation.

**THA 261 Technical Laboratory (4)**

Survey of techniques of scenery and costume construction and lighting, including proper use of tools and hardware in these three areas. Sixty hours of work on a major production is required. Recommended after THA 100.

**THA 267 Fundamentals of Acting (4)**

Basic theories of acting techniques ranging from improvisation to Stanislavski with emphasis on performance.

**THA 268 Theatre History I (4)**

History of the Western theatre from its primitive origins through the 18th century, including dramatists, stages, productions, and acting. Includes reading a few representative plays.

**THA 269 Theatre History II (4)**

Continuation of THA 268 to the present. Includes a brief look at the theatre of the Orient. A few representative plays will be read.

**THA 341 Topics in World Drama (4)**

Identical with LIT 341.

**THA 342 Continental European Drama I (4)**

Identical with LIT 342.

**THA 343 Continental European Drama II (4)**

Identical with LIT 343.

**THA 346 Non-Western Theatre and Dramatic Literature (4)**  
Identical with LIT 346.

**THA 350 Oral Interpretation (4)**

Oral expression of literature — prose, poetry, and drama — based on intellectual, emotional, and aesthetic analysis.

**THA 362 Technical Design Laboratory (4)**

Basic drafting and rendering for stage and costume will be covered as well as development of lighting plots. Twenty hours of work on a major production is required.

Prerequisite: THA 261.

**THA 363 Practicum in Rehearsal and Performance (2 or 4)**

Participation in a student theatre production, emphasizing development of a running log that concentrates on character development, design conception and execution, or prompt script. May be repeated for a total of 12 credits.

**THA 365 Introduction to Makeup (2)**

Theory and practice in theatre makeup.

**THA 366 Introduction to Costuming (2)**

Theory and practice in theatre costuming.

**THA 367 Advanced Acting (4)**

Continuation of the work begun on body, voice, and concentration in THA 267. Analysis of the text, scene study, some work on approaching different styles.

Prerequisite: THA 267.

**THA 420 Improvisations and Theatre Games (4)**

Group interaction such as improvisation, simulation, role-playing, sociodrama, creative dramatics, story and readers theatre, and educational games. Includes application of these techniques for group leadership, teaching, and theatre performance.

Prerequisite: THA 267.

**THA 450 Mini-Theatre (4)**

Direction and performance in theatre styles requiring minimal sets and appropriate for dinner theatre, touring shows, special occasions, etc. Includes forms such as: story theatre, chamber theatre, readers theatre, documentary theatre, and media theatre.

Prerequisite: THA 267, 350, or equivalent.

**THA 460 Theatre Management for School and Community (4)**

Theory and practice in theatre organization and management. Includes publicity and promotion, box office procedures, production budgeting and auditing, house management, play selection, and production organization.

Prerequisite: Junior standing and two THA courses.

**THA 462 Directing (4)**

Theory and practice in play directing. Includes intensive work on interpretation of the playscript, casting, staging, rehearsal techniques, supervision of technical staff, and directing experience.

Prerequisite: THA 261, 267, and 363.

**THA 464 Costume Design (4)**

Introduction to costume history, drafting, cutting, and construction, as well as the technique of rendering.

Prerequisite: THA 261, 363, and 364.

**THA 466 Advanced Stage Design (4)**

The concepts of stage design, rendering, and drafting.

Prerequisite: THA 261, 363, and 364.

**THA 480 Special Topics Seminar (4)**

Group study of topics of special interest chosen by department faculty and students.

Prerequisite: Three theatre arts courses.

**THA 490 Independent Study (2, 4, or 8)**

Special research projects in theatre arts.

Prerequisite: Three theatre arts courses and permission of instructor.

**THA 491 Internship (4, 8, or 12)**

Experience working with professionals in a variety of performing arts settings.

Prerequisite: Three theatre arts courses and permission of supervising faculty.

**THA 497 Apprentice College Teaching (4)**

Assisting in teaching an undergraduate course in theatre, and discussions with the supervising faculty member on the principles, methods, and problems of such teaching.

Prerequisite: Junior standing and permission of instructor.

## DEPARTMENT OF ECONOMICS

**CHAIRPERSON:** *Eleftherios N. Botsas*

**PROFESSORS:** *Eleftherios N. Botsas, Karl D. Gregory, Robbin R. Hough, Sid Mitra, Norton C. Seiber*

**ASSOCIATE PROFESSORS:** *David P. Doane, An-loh Lin, Miron Stano, John E. Tower*

**ASSISTANT PROFESSORS:** *Nancy S. Barry, Alice C. Gorlin, Douglas D. Gregory, Socrates D. Tauntas*

**ADJUNCT PROFESSOR:** *Theodore O. Yntema*

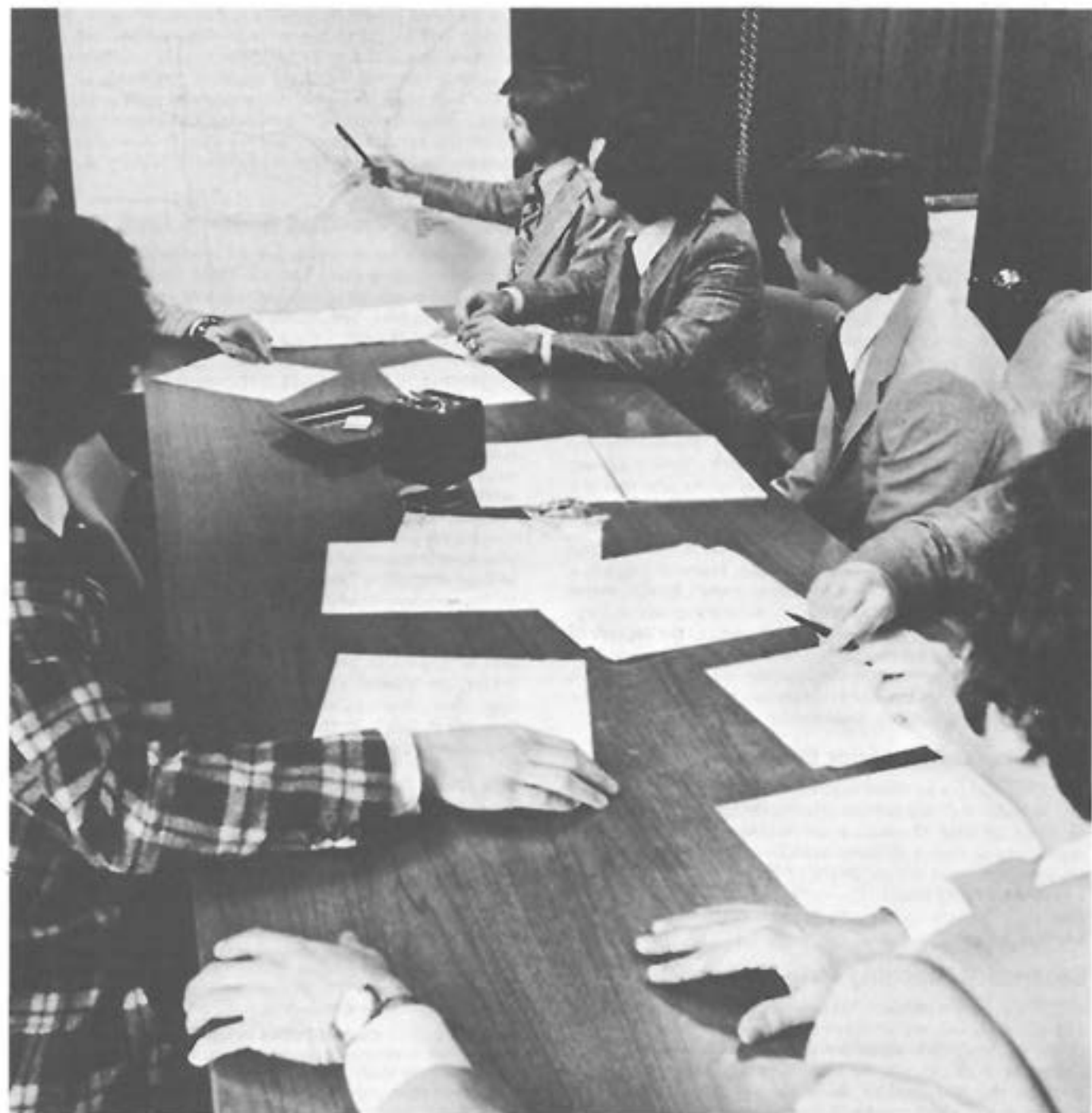
**VISITING ASSISTANT PROFESSOR:** *Norm Bowers*

**VISITING INSTRUCTOR:** *Charles T. Weber*

**LECTURERS:** *David W. Essig, Douglas R. Munro*

The curriculum for the liberal arts major in economics combines emphasis on the concepts and tools of economic analysis, a broad general education, and the freedom to take several courses in other areas of interest to the student. The student learns to apply economic analysis to major problems that face the nation and the world today.

The program leading to a Bachelor of Arts degree with a major in economics is an integral part of the programs of the School of Economics and Management. The requirements for the major in economics, the requirements for a concentration in economics or international economics, and descriptions of the economics courses are found in the School of Economics and Management's section of this catalog, page 87.



## DEPARTMENT OF ENGLISH

**CHAIRPERSON:** *Joseph W. DeMent*

**PROFESSORS:** *Maurice F. Brown, John P. Cutts, Joseph W. DeMent, Peter G. Eovarts (English and Learning Skills), Thomas Fitzsimmons, James F. Hoyle, Donald E. Morse, Gertrude M. White*

**ASSOCIATE PROFESSORS:** *Herbert Appleman, Robert L. Donald, Jane D. Eberwein, Robert T. Eberwein, Nigel Hampton, David W. Mascitelli, Brian F. Murphy, Joan G. Rosen, Helen J. Schwartz*

**ASSISTANT PROFESSOR:** *Daniel P. Armstrong*

**ASSOCIATED FACULTY:** *Professor William Schwab (Linguistics and English), Associate Professor Daniel H. Fullmer (Linguistics and English)*

The first concern of the department is the reading and writing of the English language. The course of reading is founded on the masterpieces of British and American literature that should be familiar to English-speaking persons. The department believes that clear, intellectually honest, and resourceful writing is best taught as part of the study of good literature in the same language. The faculty is composed of scholars and teachers in literary history, in the theory and criticism of literature and other arts (such as film) that employ language and literary forms, in linguistics, in creative and expository writing, and in the teaching of English. Undergraduate English studies are effective preparation for many careers in business, writing and communication arts, government service, teaching, law, and the ministry, and for the imaginative dimension of life itself.

Suggestions for a variety of major programs, interdepartmental concentrations, and English and language arts concentrations and minors are fully described in the pamphlet, *Undergraduate Programs Offered by the Department*. All prospective students, majors or not, should pick up a copy in the department office. The department also publishes an *Advising Memo*, available in preregistration periods, which fully describes forthcoming offerings. Frequent consultation with a faculty adviser of the Department of English is necessary to the selection of a program appropriate to the individual's interests and his/her post-college aims.

Listed below are undergraduate programs of study leading to the degree of Bachelor of Arts with a major in English, a major in English for teaching on the secondary level, a major with concentrations, and a secondary teaching minor in English. The department offers programs leading to the degrees of Master of Arts in English and (in cooperation with the School of Education) Master of Arts in the Teaching of English. Programs and course offerings in these programs are fully described in the *Oakland University Graduate Study Catalog*.

### The Liberal Arts Major in English

ENG 140 (to be taken in either semester of the first year) and 36 additional credits from offerings in English are required. Of these, at least 20 credits must be taken at the 300 level or above, and at least 4 of these must be in a 400-level seminar. Only one course at the 100 level (in addition to ENG 140) will be accepted for credit toward the major. Individual students must plan their programs in consultation with English faculty advisers.

### Secondary Teaching Major in English

The program requires 40 credits in English, including ENG 140, 210, 241, 242, either 224 or 225, either 376 or 377, and 498 (a list of acceptable equivalents is available in the English Department office). Of the remaining 12 credits, 8 must be taken at the 300 level or above. An additional 8 credits in cognate fields, which must include one course in the teaching of

reading at the secondary level, and one course in speech, oral interpretation, or acting, are required. Students are also required to take ED 344, 345, 428, and 455. Highly recommended are an additional 4 credits in speech, reading, linguistics, or English composition. ENG 498 is offered only during winter semester and ED 428 and 455 only during fall semester. Students may enroll in ED 428 and 455 only if their grade point average in English is 3.00 or higher.

### The English Major with a Special Concentration

Modified majors and English majors with add-on concentrations are being developed, and current information is available in *Undergraduate Programs Offered by the Department of English*. The modified English/linguistics major, requiring 24 credits in English and American literature, including ENG 140, and 20 credits in linguistics, is listed under linguistics offerings. The department cooperates to aid students combining an English major with preprofessional concentrations such as journalism, prelaw, religious studies, and medicine. Other concentrations in which the department participates include American studies, comparative literature, film aesthetics and history, and theatre arts.

### Secondary Teaching Minor in English

Required for a minor are 20 credits from offerings in English, including ENG 140. Of these credits, 12 should be selected from the list of courses required in the teaching major (described above). The North Central Accreditation Association requires 24 credits for a minor in English.

### UNDERGRADUATE COURSE OFFERINGS

Courses in the 100's (except ENG 140) are directed to students seeking nontechnical liberally oriented courses to fulfill the university distribution requirements or for use in minors and particular concentrations. Courses on the 200 level offer broad introductions to literary materials and approaches basic to the study of English. Reading is often extensive, and the classes are conducted primarily through lecture. 300-level courses offer more intensive investigations into particular areas of English studies. These courses, the core of the program for majors, are open to advanced students according to their special needs and their preparations in related disciplines. Courses in the theory and methods of literary history, criticism, and research, applied to problems presented by a specific topic or writer, are offered at the 400 level. They are designed for upperclass majors. Graduate courses on the 500 level are open to senior majors by permission of the instructor and the department chairperson.

#### ENG 100 Masterpieces of World Literature (4)

A survey acquainting the student with some of the great books of the world. Classics in various traditions.

#### ENG 105 Shakespeare (4)

A general introduction to representative dramatic works of Shakespeare. For students seeking an English elective or a course to satisfy the distribution requirement in literature.

#### ENG 111 Modern Literature (4)

A general introduction to some phase of modern literature. Sample offerings might be: modern drama, modern American fiction, or continental literature. For students seeking an English elective or a course to satisfy the distribution requirement in literature.

#### ENG 120 Current Topics in Literature (4)

Literature concerning an issue or an area of contemporary concern. The topic, to be announced at preregistration, will be in an area such as science fiction, popular literature, literature and the urban experience, or the contemporary artist and society.

- ENG 140 Introduction to Literary Studies (4)**  
Practice in the techniques of reading literature and introduction to important basic concepts of criticism and commentary. Required of majors and minors in English.
- ENG 150 Introduction to Visual Media (4)**  
Identical with SCN 150.
- ENG 200 Topics in Literature and Language (4)**  
Topics or problems selected by the instructor.
- ENG 201 Poetry (4)**  
Introduction to the analysis and enjoyment of poetry. Reading, lecture, and discussion, with opportunity for creative work.
- ENG 202 Epic (4)**  
Introduction to the analysis and enjoyment of the epic. Reading, lecture, and discussion.
- ENG 207 Drama (4)**  
Introduction to the analysis and enjoyment of drama. Reading, lecture, and discussion, with opportunity for creative work.
- ENG 208 Prose Forms: Nonfiction (4)**  
Alternates between biography and autobiography in one semester and discursive prose forms like the essay in the next. Writing assignments offer opportunity for creative work in the form.
- ENG 209 Fiction (4)**  
Introduction to the informed enjoyment of fiction. Emphasis on only one form (e.g. the short story or novel) at the discretion of the instructor.
- ENG 210 Fundamentals of Exposition (4)**  
A systematic approach to writing designed to enhance the student's own writing skills and also his/her ability to teach writing.  
Prerequisite: Writing proficiency certificate, LS 101, or equivalent transfer courses accepted by the university.
- ENG 211 The Bible as Literature (4)**  
Identical with CLS 211 and REL 211.
- ENG 212 Business and Technical Writing (4)**  
Instruction, practice, and critique in writing business communications (letters, memoranda, reports, and technical communications).
- ENG 213 Writing Laboratory (2)**  
Small group or individual instruction to improve writing skills and styles in ways applicable to college work as well as career goals.  
Prerequisite: Writing proficiency certificate, LS 101, or equivalent transfer courses accepted by the university.
- ENG 224 American Writers: The 19th Century (4)**  
Introduction to American literature of the last century with emphasis on writers such as Hawthorne, Melville, Whitman, and Twain, who form the core of the American literary tradition.
- ENG 225 American Writers: The 20th Century (4)**  
A selective survey of modern and post-modern American writers, with attention to major works in several genres by such writers as Dreiser, Faulkner, Ellison, and Stevens.
- ENG 240 Varieties of Literary Experience (4)**  
Teaches the future elementary school teacher how to distinguish and analyze various types of literature as short stories, poems, and folktales. Attention to possible applications of materials and concepts to the teaching of language arts.
- ENG 241 From Chaucer to Milton (4)**  
A representative selection of English literature from the 14th to the mid-17th century.
- ENG 242 From Classic to Romantic (4)**  
Representative English literature from 1650 to early 19th century.
- ENG 250 Film: A Literary Approach (4)**  
Exploration of the dramatic and narrative content of classic and modern films, treating such elements as theme, motif, symbol, imagery, structure, and characterization, and cultural and philosophical implications.
- ENG 285 Interdisciplinary Issues (4)**  
The relationship of literature and literary study to one of the following disciplines: science, philosophy, psychology, religion, or the visual arts. The second area will vary from semester to semester.
- ENG 300 Special Topics in Literature and Language (4)**  
Special problems or topics selected by the instructor.
- ENG 301 Studies in Literary Kinds (4)**  
Study of a single literary kind, whether genre (such as novel, lyric, or drama) or mode (such as tragedy or comedy).
- ENG 307 Modern Drama (4)**  
Studies in English, American, and Continental drama since Ibsen.
- ENG 308 Playwriting (4)**  
A study of plays from various periods and theatrical styles, and an exploration of principles and techniques of dramatic writings. The last half of the course will be devoted exclusively to student scripts. Enrollment limited to 20.  
Prerequisite: Permission of instructor.
- ENG 309 Scriptwriting (4)**  
A study of screen plays and films, exploring principles and techniques of dramatic writing, with emphasis on problems posed by a primarily visual medium. The last half of the course will be devoted to student scripts. Enrollment limited to 20.  
Prerequisite: Permission of instructor.
- ENG 310 Workshop in Writing (4)**  
Intermediate-level workshop for apprentice writers in fictive or discursive modes. Workshop may be in poetry, essay, fiction, etc., the emphasis varying from semester to semester.  
Prerequisite: Permission of instructor.
- ENG 311 Chaucer (4)**  
The major works, with emphasis on *The Canterbury Tales* and *Troilus and Criseyde*.
- ENG 312 Classical Mythology (4)**  
Identical with CLS 312.
- ENG 313 Myth in Literature (4)**  
Study of the mythic content and/or structure of literature.
- ENG 315 Shakespeare (4)**  
Reading and discussion of representative plays and poetry.
- ENG 318 Milton (4)**  
His major poetry, with emphasis on *Paradise Lost* and some attention to his prose.
- ENG 317 Early American Literature (4)**  
Studies in American literature before 1820. The course may concentrate on a type or movement within the period.
- ENG 320 Development of American Poetry (4)**  
Introduction to American poetry, with emphasis on the 17th to the 19th centuries.
- ENG 322 19th Century American Fiction (4)**  
Selected readings in representative writers of the period.
- ENG 324 Issues in American Literature (4)**  
Study of literary works ranging across period and/or genre in their relation to a central issue, theme, or problem in American literature. Representative topics are romanticism, the puritan tradition, American humor, and the writer and American society.
- ENG 332 Modern American Fiction (4)**  
Readings in American fiction from Henry James to the present.
- ENG 333 Modern Poetry (4)**  
Studies in the poetry of the first half of the 20th century.
- ENG 340 Writing Now: Experimental Form (4)**  
Verbal arts in contemporary contexts. Writing and related arts — any or all combinations. Consideration of theory and some emphasis on praxis.
- ENG 341 Selected Ethnic Literature (4)**  
Reading and critical analysis of representative selections from American ethnic literature. Special attention to groupings such as American-Jewish and Native American at discretion of instructor. Relation of ethnic literatures to dominant national and international literary traditions considered.
- ENG 342 Black American Writers (4)**  
A study of black literary figures and the black experience in literature.
- ENG 350 Topics in Film (4)**  
Topic or problem to be selected by the instructor.
- ENG 353 Old English Language and Literature (4)**  
The literature of England from the beginning to the Norman Conquest. Primary focus on the Old English lyric and epic. An introduction to the language of the Anglo-Saxons, balanced with readings in modern translation.

- ENG 354 Medieval Literature (4)**  
Studies in English literature from the Norman Conquest to 1500, excluding Chaucer. Ballad, drama, romance, and lyrics.
- ENG 355 Literature of the English Renaissance (4)**  
Selected poetry, prose, and drama; the Renaissance (roughly 1550-1660) as a historical and cultural phenomenon. Emphasis may vary from semester to semester at the instructor's discretion.
- ENG 367 The Restoration and 18th Century (4)**  
Studies in English literature from 1660 to 1800. Representative authors may include Dryden, Congreve, Swift, Pope, Johnson, Richardson, and Fielding.
- ENG 369 The English Novel (4)**  
A study of representative English novels.
- ENG 370 The Romantic Period (4)**  
Literature of the Romantic period with emphasis on major poets such as Wordsworth, Coleridge, Keats.
- ENG 371 Victorian Literature (4)**  
Selected writers of the middle and late 19th century. Emphasis may be on fiction, poetry, prose, or drama at the discretion of the instructor.
- ENG 375 Modern Literature (4)**  
Modern British, American, and/or Continental literature, with concentration on the work of a small number of writers.
- ENG 376 History of the English Language (4)**  
A detailed survey of the English language from its beginning to modern times.
- ENG 377 Modern English Grammar (4)**  
A survey of English structure, especially of syntax, with descriptions based on the work of important contemporary scholars.
- ENG 380 Analytical and Persuasive Writing (4)**  
A practical course in analytical writing designed for preprofessional students. Emphasis will be placed on persuasion, argumentation, organization, and style.
- ENG 390 Literary Theory and Critical Methods (4)**  
Studies in modern critical methods, with emphasis on formal analysis, structuralism, and myth criticism. Application of critical approaches and techniques.
- ENG 391 History of Literary Criticism (4)**  
The development of literary criticism, presented as a survey with emphasis on major theorists. Significant applications of theory examined.
- ENG 392 History and Theory of Film Criticism (4)**  
Study of major critical approaches to film such as those of Eisenstein,

Kracauer, Arnheim, Bazin, Sarris, Wollen, and Metz.  
Prerequisite: A course in film.

- ENG 400 Advanced Topics in Literature and Language (4)**  
Advanced topics and problems selected by the instructor.  
Prerequisite: Four courses in English.
- ENG 401 Studies in Literary Kinds (4)**  
The study of a single literary kind, whether genre (such as novel, lyric, or drama) or mode (such as tragedy or comedy).  
Prerequisite: Four courses in English.
- ENG 410 Imaginative Writing (4)**  
Designed for potential writers of fiction, poetry, and/or drama. The course may focus on one kind of writing, and the approach may shift from semester to semester.  
Prerequisite: Permission of instructor.
- ENG 451 Major American Writers (4)**  
Studies in one or two American writers to be selected by the instructor.  
Prerequisite: Four courses in English.
- ENG 452 Major British Writers (4)**  
Studies in one or two British writers to be selected by the instructor.  
Prerequisite: Four courses in English.
- ENG 453 Seminar: Studies in a Major Author (4)**  
Devoted to the in-depth study of the work of a single writer in English or American literature, to be selected by the instructor.  
Prerequisite: Four courses in English.
- ENG 465 Shakespeare (4)**  
Analysis of four or five of the plays.  
Prerequisite: Four courses in English.
- ENG 490 Advanced Criticism (4)**  
Studies in criticism, often concentrating on a single school.  
Prerequisite: Four courses in English.
- ENG 498 The Theories of Teaching Literature, Language, and Composition (4)**  
Designed for the future teacher of English, this course focuses on materials and methods for teaching English in junior and senior high schools. Offered only during winter semester.  
Prerequisite: English secondary education majors only.
- ENG 499 Independent Reading (2 or 4)**  
A proposed course of study must be submitted to the prospective instructor in the semester before the independent study is to be taken. Only two 499's may be credited toward the major. May be elected on an S/N basis.  
Prerequisite: Four courses in English.





# DEPARTMENT OF HISTORY

**CHAIRPERSON:** John Barnard

**PROFESSORS:** Charles W. Akers, John Barnard, Melvin Chernow, Robert C. Howes, George T. Matthesos, W. Patrick Strauss, S. Bernard Thomas

**ASSOCIATE PROFESSORS:** De Witt S. Dykes, Jr., Leonardas V. Gerulaitis, James D. Graham, Gerald C. Heberle, Mary C. Karasch, Joseph A. Klaitis, Roy A. Kotynek, Paul M. Michaud, Carl R. Osthaus, Colin A. Palmer, Anne H. Tripp, Richard P. Tucker

**ASSISTANT PROFESSOR:** Lawrence D. Orton

The study of history at the undergraduate level has traditionally been considered one of the major paths to informed and effective citizenship. Its emphasis on broad knowledge, critical reading, careful judgment, and precise writing offers excellent preprofessional preparation for many careers in business, government service, law, the ministry, journalism, and library and museum service. Oakland's teacher training program draws on history in the elementary education major and minor concentrations in history/social science, in the secondary teaching major in social studies, and in the secondary teaching minor in history. Careers in college teaching and other forms of professional historical scholarship usually require postgraduate training, toward which solid work in the undergraduate major is extremely important. Students interested in achieving a Ph.D. in history should be aware that most graduate schools require demonstrated competence in one or two modern foreign languages. Every history major should plan his/her course of study in close consultation with a faculty adviser.

The Department of History's undergraduate program leads to a Bachelor of Arts degree. The Department of History offers a Master of Arts program, which is described in the *Oakland University Graduate Study Catalog*. The department offers both undergraduate and graduate courses at night, and students can complete either the B.A. or the M.A. program entirely at night.

## Requirements for the Major in History

The major in history, unless combined with an area studies concentration, requires 40 credits in history courses. At least 20 of these credits must be in courses numbered 300 or above, and at least 4 credits in a 400-level course are required.

No more than 8 credits in HST 100, and no more than 16 credits in independent study (HST 391, 491) may be counted toward the history major. The special history major with an area studies concentration requires 24 credits in history courses.

## Requirements for the Minor in History

The minor requires 20 credits in history courses, including 8 credits in courses numbered 300 or above.

## Requirements for the Secondary Teaching Minor in History

The secondary teaching minor requires 20 credits in history courses, including HST 214 and 215.

## Graduation Honors in History

Majors who wish to be considered for department honors must submit an application to the History Honors Committee with a paper prepared in connection with regular course work and significantly more ambitious in research and bibliographic scope than a book review. The committee will want the original of the paper, with the instructor's comments and grade. There is no statutory grade point minimum for honors, but the award is seldom made to students with less than a 3.50 average in their history courses.

## Course Prerequisites

- 100-299 Introductory and survey courses with no prerequisites.  
 300-399 More advanced courses with the general prerequisite of English proficiency certification plus any special requirements listed beneath the courses.  
 400-499 Research courses on the most advanced undergraduate level with a general prerequisite of 20 credits in HST courses plus any special requirements listed beneath the courses.

## COURSE OFFERINGS

### HST 100 Topics in History (4)

An introductory course to enable students to sample various historical problems and to develop critical judgment regarding the nature and use of historical evidence. Recommended for students with little or no background in college-level history. May be repeated once for a total of 8 credits. Offered each semester.

### HST 125 War and Revolution in the 20th Century: Studies of History through Films (2)

An introductory course to enable students to develop critical judgment regarding the interpretation of documentary and feature films as historical sources. Offered every year.

### HST 137 European Witchcraft (4)

A scholarly investigation of European witchcraft, including its history in England and New England. Offered every year.

### HST 150 History of Western Civilization (4)

An introduction to significant cultural, social, and political themes in Western experience from ancient times to the present. Offered each semester.

### HST 200 European History to 1300 (4)

Ancient and Medieval Europe to 1300: from classical Greece and Rome to the High Middle Ages.

### HST 201 European History, 1300 to 1815 (4)

Early Modern Europe, 1300-1815: from the Renaissance and Reformation to the Age of the French Revolution.

### HST 202 European History since 1815 (4)

Modern Europe, 1815-present: from Napoleon to the modern age of industrialism, nationalism, and global conflict.

### HST 208 Europe since 1939 (4)

An introduction to recent European history from the beginning of World War II through the Cold War, the movement for Western European integration, the resurgence of Western European power and influence, and corresponding transformations of Eastern Europe.

### HST 214, 215 Introduction to American History (4 each)

HST 214 is a survey of American political, economic, and social history from the colonial period through the Reconstruction era. HST 215 is a survey of American industrial growth, agricultural protest, experiments with imperialism, domestic reform, and world leadership from 1876 to the present. Both classes offered each semester.

### HST 218 History of Michigan (4)

A survey of the political, economic, and social history of the state from the Indian and French settlement to the present. Offered in alternate years.

### HST 219 United States since 1945 (4)

A survey of American political, economic, and social history since World War II. Offered every year.

### HST 220 Modern American Culture (4)

A survey of U.S. cultural history from the 19th century to the present. Emphasizes the concurrent development of mass popular culture and avant-garde movements. Offered every year.

### HST 222 American Sport History (4)

The place of sport in American society from the colonial period to the present. Several sports are selected to illustrate developments of major historical significance.



**HST 234, 235 Introduction to English History (4 each)**

HST 234 surveys English history from the Middle Ages to the Glorious Revolution of 1688, emphasizing constitutional development and the Common Law. HST 235 surveys English history from 1688 to the present, emphasizing political, social, economic, and legal development.

**HST 250 History of Russia (4)**

An introduction to the political, social, and intellectual history of Russia and the Soviet Union from the Kievan State to the Brezhnev era. Offered every year.

**HST 254 Eastern European History (4)**

The historical development of the peoples and states of East-Central Europe and the Balkans — Poland, Ukraine, Czechoslovakia, Hungary, Rumania, Yugoslavia, and Bulgaria — from the Middle Ages to the present, with emphasis on the period since World War II.

**HST 261, 262 Introduction to Latin American History (4 each)**

HST 261 is a survey of pre-Columbian and colonial Latin America to 1825, stressing the Hispanization of the society, its socio-economic institutions, the influence of the Enlightenment, and the achievement of political independence. Offered fall semester. HST 262 surveys the national period of Latin America from 1825 to the present, emphasizing the problems of nation building and modernization, the emergence of nationalism and militarism, and the roots of social revolutionary ferment. Offered winter semester.

**HST 277, 278 Survey of Japanese History (4 each)**

HST 277 is a survey of Japanese history from the pre-Buddhist period to the Tokugawas, with discussion of cultural and intellectual developments. HST 278 is a survey of modern Japanese history emphasizing Japan's response to the West, with special study comparing the Japanese and Chinese experiences.

**HST 282 Introduction to the History of India (4)**

A survey of the history of India from the earliest emergence of a recognizable Indian identity during the second millennium B.C. until the establishment of the Republic of India in 1948.

**HST 286, 287 Survey of African History (4 each)**

HST 286 surveys the history of Africa from earliest times to 1800, emphasizing the development of African cultural, political, and economic systems. Offered fall semester. HST 287 surveys the African resistance and accommodation to the European colonial rule since 1800, focusing on the struggles of the African people to establish their cultural, political, and economic independence. Offered winter semester.

**HST 291, 292 History of the Afro-American People (4 each)**

HST 291 surveys the Afro-American experience from the African background through the Civil War period. Offered fall semester. HST 292 surveys the post-Civil War experience of the Afro-American people. Offered winter semester.

**HST 302 History of the American Worker in the 20th Century (4)**

The economic, social, and political history of the American work force with emphasis on the history of organized labor.

**HST 303 American Constitutional History (4)**

Origins and development of American constitutional doctrine and interpretation from the colonial period to the present, emphasizing constitutional controversy and change.

**HST 306 Colonial and Revolutionary America (4)**

The transplantation of European society to continental North America; the subsequent development of political, economic, and social institutions in the colonies; the Anglo-French struggle for the continent; and the American Revolution.

**HST 307 American Religious History (4)**

A study of American religious history, including religious elements in immigration, separation of church and state, denominationalism and sectarianism, religion and nationalism, religious leadership, and religion as a social force. Identical with REL 307.

**HST 310 The Young Republic and the Age of Jackson, 1787-1850 (4)**

The making of the Constitution, the social, political, and economic development of the new nation and the subsequent forces affecting expansion, social protest, and sectionalism to 1850. Offered in alternate years.

**HST 312 The Civil War and Reconstruction, 1850-1876 (4)**

The origins of secession, the wartime problems of the Union and the Confederacy, the principal military campaigns, the Reconstruction era and the creation of a new union, and the significance of the Civil War and Reconstruction in American history. Offered each year.

**HST 313 American History, 1876-1900 (4)**

The New South, industrial consolidation, the origins of the modern labor movement, the rise of the city, immigration, agrarian protest movements, the businessman's philosophy, and the challenge to laissez faire. Offered in alternate years.

**HST 314 American History, 1900-1928 (4)**

Social, political, and economic developments in the United States during the progressive era and the decade of the 1920's. Offered in alternate years.

**HST 315 American History since 1928 (4)**

The myth of the New Era, the social and political impact of the Great Depression, New Deal programs and radical alternatives, the isolationist-internationalist debate, modern Republicanism, and the New Frontier. Offered in alternate years.

**HST 316 The American Mind to 1860 (4)**

The history of American thought from the colonial period to the Civil War, emphasizing New England Puritanism, the transition from colonies to provinces, the era of the American Revolution, and the origins of modern America.

**HST 317 The American Mind since 1860 (4)**

Major intellectual trends in the United States from the Civil War to the present, including ideological conflict during the Civil War and Reconstruction, the impact of evolutionary thought, and responses to industrialization and urbanization.

**HST 318 Topics in American Social History (4)**

Selected topics in the history of popular beliefs, social structure and organization, and the process of social change, including movements of reform.

**HST 319 History of the American South (4)**

The South from colonial times to the 1960's, emphasizing the transition from the agrarian, slave South of the antebellum period to the modern South of the 20th century.

**HST 320 U.S. Diplomatic History to 1898 (4)**

The origins, formulation, and development of American foreign policy and diplomacy from the Revolution to the Spanish-American War, including neutrality and isolationism, the Monroe Doctrine, Manifest Destiny, and the Civil War.

**HST 321 U.S. Diplomatic History since 1898 (4)**

American foreign policy and diplomacy from the Spanish-American War to the present, including American imperialism, Caribbean and Far Eastern policies, involvement in the world wars and the Cold War, and nuclear diplomacy. Offered each year.

**HST 323 Topics in Afro-American History (4)**

The economic, social, and political activities, status, organizations, and institutions of Afro-American people, emphasizing the 20th century.

**HST 325 Medieval Europe (4)**

The European Middle Ages from about A.D. 400 to 1300, with special emphasis on intellectual developments. Offered in alternate years.

**HST 326 The Italian Renaissance (4)**

The European Renaissance period, with emphasis on the Italian experience. Offered in alternate years.

**HST 327 The Northern Renaissance (4)**

European humanism, with emphasis on the Lowlands, France, and Germany. Offered in alternate years.

**HST 328 Europe in the 16th Century (4)**

A comparative analysis of European societies: the varieties of humanism; the Reformation; the structure of the Renaissance state; political rebellion and social revolution; dynastic and ideological warfare; the effects of overseas expansion upon Europe.

**HST 329 Europe in the 17th Century (4)**

A comparative analysis of European societies: the articulation of absolutism and constitutionalism, the emergence of the European states system, the origins and impact of modern science, the culture of the baroque, and the development of commercial capitalism. Offered in alternate years.

**HST 334 Victorian and Edwardian England (4)**

The political, cultural, and intellectual life of England from 1837 to the outbreak of World War I.

**HST 335 20th-Century Britain (4)**

British adjustment to global wars, the later industrial revolution, mass democracy, and social change.

**HST 341 Europe since 1914 (4)**

An analysis of Europe in world perspective since World War I.

**HST 343 Germany since 1848 (4)**

The history of the German nation-state, concentrating on constitutional and political developments in their social context.

**HST 345 France since 1789 (4)**

The political development of modern France as a nation-state and the cultural and economic movements connected with French public life.

**HST 347 Tools of Historical Research (4)**

To acquaint history students with the auxiliary sciences of that discipline, with emphasis on historical bibliography and use of the library.

Prerequisite: Junior standing.

**HST 348 Europe in the 18th Century (4)**

A comparative analysis of European societies: the old regime in Europe, beginnings of industrial development, the Enlightenment as a political and social movement, reform under monarchy and the emergence of democratic ideologies, and the French Revolution. Offered in alternate years.

**HST 349 France in the Age of Absolutism and Enlightenment (4)**

The *ancien régime* in France from the end of the wars of religion to the beginning of the Revolution (1589-1789). Offered in alternate years.

**HST 350 The European Mind to 1700 (4)**

Major developments in European thought from the God-oriented world views of the Middle Ages to the development of scientific concepts in the 17th century. Emphasis is on reading original materials. Offered in alternate years.

**HST 351 The European Mind since 1700 (4)**

European intellectual movements since the 18th-century Enlightenment, emphasizing the impact of evolutionary, utilitarian, and existentialist theories and the criticism of traditional rationalist assumptions. Emphasis is on reading original materials. Offered in alternate years.

**HST 352 Kiev and Muscovy (4)**

Russian history from the ninth to the 17th century: the origins of the Kievan state and society, the struggle against the steppes, and the formation of a centralized Russia under the leadership of Moscow. Prerequisite: HST 250.

**HST 353 Imperial Russia (4)**

Russian history from Peter the Great to the Bolshevik Revolution: the growth of Russian national power, westernization, serfdom, and revolution. Prerequisite: HST 250.

**HST 354 Soviet Russia (4)**

Russia and the Soviet Union from 1917 to the present: revolution and civil war, collectivization and industrialization, Stalinism, World War II, de-Stalinization, the Soviet Union and the world communist movement. Offered in alternate years. Prerequisite: HST 250.

**HST 359 Russian Intellectual History to Peter the Great (4)**

Main intellectual and cultural developments in Russia before Peter the Great. The Russian Church and religious thought, literature, and the development of political ideology will be emphasized. Offered in alternate years. Prerequisite: HST 250.

**HST 360 Russian Intellectual History since Peter the Great (4)**

Main intellectual and cultural developments since Peter the Great, with emphasis on the 19th century. Particular attention is devoted to the slavophiles, the westernizers, the populists and socialists, and several of the great realistic writers. Offered in alternate years. Prerequisite: HST 250.

**HST 363 History of Southern South America (4)**

The social, political, and economic history of Argentina, Brazil, and

Chile in the 19th and 20th centuries; frontier expansion and Indian warfare; slavery and Empire in Brazil; regionalism and nationalism; industrialization and urbanization; and international relations.

**HST 365 The Response to European Colonialism (4)**

A comparative examination of the responses of the peoples of Africa and Latin America to European expansion, with emphasis on such themes as acculturation, resistance movements, nationalism, and modernization.

Prerequisite: AS 230 or 250.

**HST 366 Slavery and Race Relations in the New World (4)**

A comparative approach to the study of slavery in North America, Latin America, and the Caribbean, and to present race relations in these areas. Offered in alternate years.

**HST 367 History of Mexico (4)**

The scope and achievements of pre-Columbian civilizations, the Spanish Conquest, the emergence of a multiracial society, the achievement of political independence and nation-building in the 20th century. Offered in alternate years.

**HST 370 China: Beginnings through Han, to 220 A.D. (4)**

The history of China from most ancient times to the downfall of the Han Dynasty in 220 A.D.

**HST 371 China: From the Three Kingdoms through Ming, 220-1644 (4)**

The history of China to the eve of the Manchu conquest in 1644.

**HST 373 China: The Final (Ch'ing) Imperial Phase, 1644-1912 (4)**

China under Manchu rule, from the conquest to the collapse of the Confucian imperial order in the early 20th century.

**HST 374 China: The Nationalist Republican Period, 1912-1949 (4)**

Revolutionary nationalism and political, social, and cultural change under the Chinese Republic from the warlord era to the establishment of the Communist-led People's Republic in 1949, and post-1949 developments in Nationalist-ruled Taiwan.

**HST 375 Topics in Chinese Intellectual History (4)**

A historical investigation of selected periods and problems in the intellectual history of China. Content will vary each semester. Offered each year.

**HST 376 History of Chinese Communism: 1921 to the Present (4)**

The revolutionary history of the Chinese Communist movement from its beginning in 1921 to its accession to power in 1949, and the major lines of development under the Chinese People's Republic since 1949.

**HST 381 History of Early India (4)**

The history of India from the most ancient times to the coming of the Mughals in the early 16th century. Offered winter semester in alternate years.

**HST 383 British Imperialism and Hindu Nationalism in India, 1740-1947 (4)**

India's successful struggle for independence from British imperialism, and its continuing struggle for social and economic justice.

**HST 386 Contemporary African History (4)**

Colonial and postcolonial economic development, political ideologies, and social problems of contemporary Africa. Topics include resistance and revolutionary movements, styles of leadership, and building of nations.

Prerequisite: AS 230 or HST 287.

**HST 391 Directed Readings in History (2, 4, or 8)**

Independent but directed readings for junior and senior majors in fields of history in which advanced courses are not available. Offered each semester.

Prerequisite: Permission of instructor.

**HST 400 Seminar: Advanced Topics in History (4)**

Reading, research, and discussion on a selected historical topic or period. Since topics will vary from semester to semester, students should consult the schedule of classes every semester. Offered each year. May be repeated for credit.

**HST 481 Seminar in Historiography (4)**

Reading and research in topics analyzing the literature of historical inquiry and writing. Offered irregularly.

**HST 491 Directed Research in History (4, 8, or 12)**  
Directed individual research for advanced history majors. Offered each semester.  
Prerequisite: Permission of instructor.



## DEPARTMENT OF LINGUISTICS

**CHAIRPERSON:** *William Schwab*

**PROFESSOR:** *William Schwab (Linguistics and English)*

**ASSOCIATE PROFESSORS:** *Peter J. Binkert (Linguistics and Classics), Daniel H. Fullmer (Linguistics and English)*

**ASSISTANT PROFESSOR:** *Gayle H. Partmann (Linguistics and Sociology and Anthropology)*

**ASSOCIATED FACULTY:** *Professor, Donald C. Hildum (Communication Arts and Linguistics); Associate Professors, John W. Barthel (German and Linguistics), Carlo Coppola (Hindi-Urdu and Linguistics), Don Iodice (French and Linguistics)*

Linguistics is concerned with the objective study of language, language history, comparison of languages, and with theories about human languages and their implications in language acquisition and learning theory. As recent research has indicated, linguistics plays a pivotal role in studies dealing with the nature of the mind. Rapid expansion of knowledge in linguistics has involved such fields as anthropology, computer and information science, language teaching, speech pathology, sociology, and dialectology, and has produced the new disciplines of biolinguistics, mathematical linguistics, psycholinguistics, and sociolinguistics as exciting and viable fields.

The Department of Linguistics offers a cross-disciplinary liberal arts major in linguistics leading to the Bachelor of Arts degree, a modified liberal arts major in linguistics with a concentration in computer and information science, concentrations in linguistics with a modified major in departments in the College of Arts and Sciences, and a minor in linguistics.

The department also offers a secondary teaching major in language arts with a specialization in teaching English to native speakers (12 credits) or to speakers of other languages (14 to 16 credits). The first specialization includes the study of social and geographical dialects in the U.S. and the relationship of language to culture and subcultures. The second specialization includes the study of bilingualism and the sociological aspects of cross-cultural interaction. Both programs include the study of literature (16 credits), which provides an introduction to the methods of literary analysis, the foundation for the critical reading of literature and exposition, and a survey of important American and English authors.

### Requirements for the Liberal Arts Major

- 28 credits in linguistics courses to include LIN 301, 403, and 404. Only 12 of these credits may be in ALS courses.
- 12 credits in a cognate area — anthropology, computer and information science, English, modern languages, philosophy, psychology, sociology, or communication arts.
- Fourth-semester proficiency in a modern or classical foreign language. If the cognate area is in a foreign language, the language proficiency requirement must be met in a different language.

### Requirements for Modified Major with Concentration in Computer and Information Science

- 24 credits in linguistics courses to include LIN 301, 403, and 404. Only 8 of these credits may be in ALS courses.
- 16 credits in CIS, including CIS 120, 121, 220, and 385, and one elective.
- PHL 370.

### Requirements for Secondary Teaching Major in Language Arts with a Minor in English

- Core Program: 28 credits in the language arts core program to include ALS 176 or LIN 207, ENG 210, LIN 301, ED 338,

LIN 404, ENG 498, and one SCN elective.

- Specializations:
  - Teaching English to native speakers of English: 12 credits in ALS or LIN courses to include ALS 375 or 376, LIN 303, and ALS 420, or
  - Teaching English to speakers of other languages: 12 to 14 credits in ALS or LIN courses to include ALS 328 or 376, LIN 401, and ALS 428 (ALS 429 optional).
- Literature: 16 credits in literature to include ENG 140, 224 or 225, 241, and one ENG elective in literature.
- 24 credits in education to include: ED 344, 345, 428, and 455.
- The above English courses provide a 24-credit minor in English in accordance with the North Central Accreditation Association. It includes ENG 140, 210, 224 or 225, 241, 498, and one ENG elective in literature.

### Requirements for the Minor in Linguistics

20 credits in linguistics courses to include:

- ALS 176 or one 200-level LIN course.
- LIN 301.
- At least 12 credits at the 300 or 400 levels.
- At least 4 credits at the 400 level.

### Requirements for Concentrations in Linguistics with Modified Majors in Other Departments

Students may elect a modified major in anthropology, communication arts, English, modern languages, philosophy, psychology, or sociology, and may concentrate in linguistics at the same time.

Requirements:

- 20 credits in LIN or ALS courses to include:
  - LIN 301
  - For a major in:
 

Anthropology	ALS 375
Communication arts	LIN 401
English	LIN 303
Modern languages	ALS 320
Philosophy	LIN 207
Psychology	ALS 335
Sociology	ALS 376
  - 8 credits of electives chosen so that at least two of the five ALS or LIN courses are at the 300 or 400 levels.
- For requirements in the modified majors, consult the appropriate department.

### COURSE OFFERINGS IN APPLIED LANGUAGE STUDIES

#### ALS 176 The Humanity of Language (4)

An introduction to the interrelationships of language and other cultural subsystems. Linguistic knowledge, the child's acquisition of language, sound and writing systems, meaning and communication, language and social groups are among the topics discussed.

#### ALS 200 Techniques for Effective Reading (2)

A practical approach to techniques of critical reading for better comprehension through study of linguistic and other patterns, as well as meaning, in college-level assignments. Frequent exercises supplement the examination of reading techniques.

#### ALS 220 Practical Uses of Language (4)

A linguistic approach to the control of language: modern concepts of grammar, variation of sentence form and meaning, social variants, orthography, and punctuation from a linguistic perspective. Frequent exercises to improve the student's sensitivities to his/her use of language.

#### ALS 320 Applied Linguistics (4)

A series of sections in French, German, Russian, and Spanish are offered in this course. Identical with FRH, GRM, RUS, and SPN 320.

**ALS 328 Bilingualism (4)**

A survey of cultural and psycholinguistic aspects of bilingualism. Topics include bilingualism and intelligence, bilingual-bicultural education, maintenance of individual and communal bilingualism. The course will examine world-wide examples, but will be of special relevance to minority language groups in the U.S.

**ALS 334 Language Development in Children (4)**

Language acquisition in normal and abnormal children: stages of the acquisition process, the role of the environment, the relationship between language and the development of other skills, language acquisition in children with sensory and psychological disorders, and the relationship between language, reading, and writing.

**ALS 335 Psycholinguistics (4)**

The psychology of language, the accommodation between the cognitive and physical structure of humans and the structure of language, the nature of the language learning process, and the consequences of language use. Identical with PSY 335.

Prerequisite: One course in ALS or LIN and one course in PSY.

**ALS 340 Biolinguistics (4)**

The biology of language: animal communication and evolution of man's capacity for language, development of language in normal and abnormal children, anatomy of vocal and auditory apparatus, disorders of speech and hearing, and genetic aspects of language.

**ALS 360 Neurolinguistics (4)**

The neurology of language: essentials of neuroanatomy; neurological mechanisms underlying language; aphasia and kindred disorders of speech; the relationship of language to memory, intelligence, and cognition; language and mental retardation and psychological disorders.

**ALS 375 Language in Culture (4)**

Language viewed as cultural behavior, its system, acquisition, and use; its relation to history, attitudes, and behavior; standard languages; social dialects; pidgins; and creoles. Identical with AN 375.

Prerequisite: One course in ALS, LIN, or AN 102.

**ALS 376 Sociolinguistics (4)**

Language in its social context: intrasocietal variation; social evaluation of language varieties (style, dialect) as an influence in language change; and the choice of a language variety as an index of group solidarity, social ideology, and individual attitudes. Identical with SOC 376.

Prerequisite: One course in ALS or LIN or SOC.

**ALS 420 Linguistics and Reading (4)**

A study of the English writing system: a close examination of spelling and morphology, ambiguity, dialect interference, and derivational vocabulary.

Prerequisite: LIN 301.

**ALS 428 The Teaching of English as a Second Language (4)**

A study of modern techniques of teaching pronunciation, grammar, and vocabulary. The preparation and use of language tests and laboratory techniques.

Prerequisite: LIN 301.

**ALS 429 Practicum (2 or 4)**

Supervised practical experience in some area of applied linguistics, such as working with nonnative speakers of English, tutoring, or other appropriate field work or internship, to be approved by the Department of Linguistics.

Prerequisite: By permission only.

**COURSE OFFERINGS IN LINGUISTICS****LIN 204 Syntax (4)**

An introduction to the basic principles of morphological and syntactic structure with emphasis on modern American English.

**LIN 207 Semantics (4)**

The study of meaning, which involves the relation between speaker, the language, and the real, or imagined, world. Attention is given to modern theories about the organization of thought. Identical with SCN 207.

**LIN 300 Topics in Linguistics (4)**

Topics and problems selected by the instructor.

**LIN 301 Linguistic Structures (4)**

An introduction to synchronic linguistic analysis, with structural

problems in natural languages.

Prerequisite: ALS 176 or one 200-level LIN course.

**LIN 302 Historical Linguistics (4)**

Diachronic linguistic analysis: language change, dialect geography, establishment of genealogical relationships, the reconstruction of earlier stages of languages and the relationship of language change to synchronic analysis.

Prerequisite: LIN 301.

**LIN 303 Sound Patterns of American English (4)**

The fundamentals of articulatory phonetics with studies in American social and geographic dialects.

Prerequisite: LIN 301.

**LIN 401 Phonetic Theory (4)**

An introduction to articulatory and acoustic descriptions of spoken language, and training in the recognition and production of sounds found in languages other than English. Identical with SCN 430.

Prerequisite: LIN 301.

**LIN 403 Phonological Theory (4)**

A presentation of theory and application of phonological analysis with emphasis on original work.

Prerequisite: LIN 301.

**LIN 404 Syntactic Theory (4)**

A presentation of theory and application of morphological and syntactic analysis, with emphasis on original work.

Prerequisite: LIN 301.

**LIN 407 Semantic Theory (4)**

An inquiry into contemporary efforts to formulate and articulate a theory of meaning adequate for the analysis of natural language, with emphasis on the relation between syntactic and semantic analysis.

Prerequisite: LIN 301.

**LIN 410 Studies in the Structure of a Language (4)**

A study of the structural aspects of an individual language to be determined by the instructor. Among the languages for study are French, German, Hindi-Urdu, and Sanskrit.

Prerequisite: LIN 301.

**LIN 480 Seminar in Linguistics (4)**

Topics and problems selected by the instructor.

Prerequisite: LIN 301.

**LIN 490 Independent Study (2 or 4)**

Special research projects in linguistics.

Prerequisite: Permission of Department of Linguistics.



## DEPARTMENT OF MATHEMATICAL SCIENCES

**CHAIRPERSON:** *Louis R. Bragg*

**PROFESSORS:** *Harvey J. Arnold, Louis R. Bragg, John W. Dettman, George F. Ferman, William C. Hoffman, G. Philip Johnson, Donald G. Malm, James H. McKay*

**ASSOCIATE PROFESSORS:** *J. Curtis Chipman, Jon Froemke, Louis J. Nachman, Irwin Schochetman, Yel-Chiang Wu*

**ASSISTANT PROFESSORS:** *Charles C. Cheng, David J. Downing, Roderick J. Dunn, Jr., Jerrold W. Grossman, Maria M. Klauze, Richard K. Molnar, Subbaiah Perla, Jean E. Roberts, Bradley R. Sands, Sze-kai J. Tsui, Stephen J. Wright*

The Department of Mathematical Sciences offers programs of study leading to the degrees of Bachelor of Arts with a major in mathematics, Bachelor of Science with a major in mathematical sciences, Master of Arts in mathematics, and Master of Arts in Teaching in mathematics. Students preparing for secondary teaching can be certified in either the B.A. or B.S. program. In addition, the department offers courses which are required or are recommended as electives in other programs of the university. For further information on graduate programs of the department, see the *Oakland University Graduate Study Catalog*.

Whether in the B.A. or B.S. program, students are encouraged to elect a variety of applied courses both inside and outside the department. The greater the familiarity with applications of mathematics, the greater will be the possibilities of employment in a world which is becoming more mathematics-oriented each year. Concentrations or minors, or possibly even second majors, are available in computer science, the life sciences, the physical sciences, engineering, economics and management, the social sciences, and linguistics. Mathematics majors are advised to consult department faculty before planning their programs.

### Proficiency Examinations

Well-prepared freshmen who intend to major in mathematics should plan to take MTH 154 as early as possible. The department offers a proficiency exam during orientation, registration, and the first week of classes to place students in the appropriate MTH courses. MTH 101 through 105 are sequentially arranged so that each is a prerequisite for the next in the sequence. These courses are open only to students who place into them via the proficiency exam. These courses also form prerequisites for regular courses as follows:

COURSE	PREREQUISITE
MTH 121 or 123	MTH 102
MTH 122	MTH 103 and MTH 121
MTH 154	MTH 104 with MTH 105 as a corequisite
MTH 185	MTH 102

### Requirements for the Bachelor of Arts Degree with a Major in Mathematics

1. A minimum of 40 credits is required. These must include MTH 154, 155, 254, 275, 351, 475; one of STA 226, APM 255, or APM 263; and three additional courses labeled APM, MOR, MTH, or STA and numbered above 300, including at least one course numbered above 400 other than MTH 414. MTH 414, however, can count toward the major.
2. Five courses outside the Department of Mathematical Sciences in areas related to mathematics. It is recommended that at least two of these be in science.

### Requirements for the Bachelor of Science Degree with a Major in Mathematical Sciences

1. A minimum of 44 credits labeled MTH, APM, MOR, or STA.
  - a. These must include MTH 154, 155, 254, 275, and APM 331-332.
  - b. One of the following applied options at the upper level must be chosen:
    1. Applicable Analysis and Mathematical Modeling: APM 255, 335, 431 or 435, 455, and one elective.
    2. Operations Research: STA 226, MOR 342, 442, 443, and one elective.
    3. Statistics: STA 226, 325, 427, STA 326 or 425 or 428, and one elective.
 The elective in the applied option must be chosen from STA 226, APM 255, APM 263, or courses numbered above 300 and labeled APM, MOR, MTH, or STA, but MTH 414 may not be counted toward the major.
2. 16 credits in an area related to the student's option outside the Department of Mathematical Sciences.

### Requirements for Secondary Teaching Certification in Mathematics

Students interested in secondary education certification must either complete the B.A. or B.S. program in mathematics and include MTH 361 as an elective and must satisfy all of the education course requirements (ED 344, 345, 428, and 455). Students must take ED 428 before ED 455. In addition, they must expand the corequisite into a certifiable teaching minor.

### Requirements for the Secondary Teaching Minor in Mathematics

To qualify for the secondary teaching minor in mathematics, a student must take 20 credits of course work in the department. Only MTH 154, 155, and courses with at least MTH 155 as a prerequisite may be used to satisfy this requirement. It is recommended that the student select his/her courses from among MTH 154, 155, 254, 361; APM 255, 263, 331, 332; STA 226 and 325; and MOR 322 and 342.

In addition to the field experiences required for secondary education certification (tutoring in ED 428 and student teaching in ED 455), other field experiences are available in several areas of community service. Interested students should consult the department chairperson for detailed information.

### Concentration in Computer and Information Science for Mathematics Majors

Students interested in a concentration in computer and information science with a mathematics major must take four 4-credit courses labeled CIS, including one 300-level CIS course. CIS 209 and 409 may not be used.

### COURSE OFFERINGS

Courses are indicated by the following letter designations:  
 MTH — Mathematics  
 APM — Applicable Analysis and Mathematical Modeling  
 STA — Statistics  
 MOR — Mathematical Methods of Operations Research  
 MTE — Mathematics for Elementary Education Majors

**MTH 101 College Arithmetic (2)**  
 A half-semester study of whole numbers, fractions and decimals.



signed numbers, powers and exponents, roots and radicals, simple equations, and problem solving.

**MTH 102 College Algebra I (2)**

A half-semester study of sets, real numbers, absolute value, order relations, inequalities,  $\mathbb{R}^2$  and the plane, graphs, and linear and quadratic functions.

**MTH 103 College Algebra II (2)**

A half-semester study of monomials, binomials, polynomials, factoring, roots of polynomial equations, quadratic equations, and complex numbers.

**MTH 104 Elementary Functions (2)**

A half-semester study of functions, graphs of functions, polynomial functions, rational functions, inverse functions, and exponential and log functions.

**MTH 105 Trigonometry (2)**

A half-semester study of angles and angular measures, trig functions, graphs, trig identities, inverse trig functions, and trigonometric equations.

**MTH 121-122 Introductory Mathematics for the Social Sciences (4 each)**

Elementary set theory, number systems, functions, linear systems, linear programming, matrices, and the basic concepts, theorems, and applications of calculus.

**MTH 123 Introductory Mathematics for the Life Sciences (4)**

Emphasis on topics from algebra, trigonometry, and the theory of functions with applications to problems in biology.

**MTH 154-155 Calculus (5 each)**

A comprehensive study of analytic geometry, limits, differentiation, and integration of functions of one real variable. Each is offered fall and winter semester.

**MTH 185 Mathematics — An Exploration into Undergraduate Topics (4)**

Topics selected from probability, calculus, linear algebra, group theory, number theory, abstract algebra, topology, projective geometry, logic, and foundations. The student will be expected to acquire familiarity and experience with abstract reasoning as it is applied in various areas of mathematics.

**MTH 190-191 Topics in Mathematics (2 each)**

Intended to provide the superior student with an introduction to the type of abstract reasoning used in advanced mathematics courses. Enrollment is limited to students in MTH 154-155 respectively. MTH 190 is offered fall semester, MTH 191 offered winter semester. Prerequisite: Permission of department.

**MTH 254 Multivariable Calculus (4)**

A study of vectors, polar coordinates, three-dimensional geometry, differential calculus of functions of several variables, exact differential equations, multiple integrals, line and surface integrals, and vector fields. Offered fall and winter semesters. Prerequisite: MTH 155.

**MTH 275 Linear Algebra (4)**

A study of vector spaces, matrices, linear equations, determinants, characteristic values and vectors, and functions of matrices. Emphasis on rigorous proofs and abstractions. Corequisite: MTH 254.

**MTH 290 Independent Study (2 or 4)**

Reading or research on some mathematical topic. Open only to sophomores. Prerequisite: Written permission of department.

**MTH 351 Introduction to Analysis (4)**

A rigorous introduction to sets, sequences, series, topology of the real line, functions, continuity, uniform convergence, differentiation, Riemann integration, and Fundamental Theorem of Calculus. Prerequisite: MTH 275.

**MTH 352 Complex Variables (4)**

A study of analytic functions of a complex variable including differentiation and integration, series representations, the theory of residues, and applications. Prerequisite: MTH 254.

**MTH 361 Geometric Structures (4)**

A study of topics from Euclidean geometry, projective geometry,

non-Euclidean geometry, and transformation geometry.

Prerequisite: MTH 275.

**MTH 372 Number Theory (4)**

Number-Theoretic functions, diophantine equations, congruences, and quadratic residues. Prerequisite: MTH 254.

**MTH 405 Special Topics (2 or 4)**

Advanced study of some topic in mathematics. May be taken more than once. Prerequisite: Permission of department.

**MTH 414 History of Mathematics (4)**

Mathematics from ancient to modern times, its growth, development, and place in human culture. Prerequisite: MTH 351.

**MTH 415 Foundations of Mathematics (4)**

An examination of the logical foundations of mathematics including analysis of the axiomatic method, basic set theory, cardinal and ordinal numbers, and the axiom of choice. Prerequisite: MTH 351.

**MTH 416 Concepts of Geometry (4)**

A development of geometry from an algebraic and metric viewpoint, concentrating on Euclidean geometry. Prerequisite: MTH 275.

**MTH 453 Multivariable Analysis (4)**

The topology of  $\mathbb{R}^n$ , curves in  $\mathbb{R}^n$ , derivatives and differentials, Lagrange multipliers, Taylor's formula, inverse and implicit function theorems, manifolds, multiple integrals, multilinear forms, differential forms, and closed and exact forms. Prerequisite: MTH 351.

**MTH 461 General Topology (4)**

A study of topological spaces and continuous functions. Separation and countability properties, connectedness, compactness, and local properties. Prerequisite: MTH 351.

**MTH 465 Differential Geometry (4)**

Theory of curves and surfaces in Euclidean space with an introduction to the theory of matrix Lie groups. Prerequisite: MTH 351.

**MTH 475-476 Abstract Algebra (4 each)**

Algebra of sets and mappings, groups, and homomorphisms, rings and ideals, factorization and divisibility, vector spaces, linear transformations, fields, and field extensions. Prerequisite: MTH 275.

**MTH 490 Independent Study (2 or 4)**

Research on some mathematical topic. Prerequisite: Permission of department.

**MTH 497 Apprentice College Teaching (2 or 4)**

Open to any well-qualified upperclassperson who obtains consent of a faculty member to assist in presenting a regular college course. The apprentice should be capable of assuming limited classroom teaching duties. Prerequisite: Permission of department.

**APPLICABLE ANALYSIS AND MATHEMATICAL MODELING**

**APM 255 Linear Algebra and Differential Equations (4)**

An introduction to linear equations and matrices, vectors, independence of vectors and functions, eigenvalues and eigenvectors, first order differential equations, linear differential equations, Laplace transforms, series methods, and boundary value problems. Prerequisite: MTH 155.

**APM 263 Discrete Mathematics (4)**

An introduction to discrete mathematical structures with emphasis on their application to computer and information science. Topics will be drawn from the areas of set theory and relations, Boolean algebras, strings, and graphs. Some programming experience is recommended. Prerequisite: MTH 155.

**APM 331-332 Applied Analysis and Matrix Theory (4 each)**

The limit concept, differential calculus of  $\mathbb{R}^n$ , integration in  $\mathbb{R}^n$ , advanced topics in infinite series, matrix algebra, linear equations, determinants, eigenvalues and eigenvectors, computational techniques, Jordan forms, special matrices, quadratic forms. Prerequisite: MTH 254, and MTH 275 or APM 255.

**APM 335-336 Introduction to Numerical Analysis (4 each)**

An introduction to mathematical methods appropriate to computer work. Topics include interpolation, approximation, quadrature, solution of differential equations, and matrix computation.  
Prerequisite: MTH 254, and MTH 275 or APM 255.

**APM 431 Elements of Partial Differential Equations (4)**

Derivation of partial differential equations of physics, characteristic surfaces and classification, Fourier methods, Laplace transforms, orthogonal functions, initial and boundary value problems, the Riemann method, and numerical methods.  
Prerequisite: APM 331 or MTH 351.

**APM 435 Introduction to Mathematical Science (4)**

The algebraic structures of scientific phenomena. Differential equations and dynamical systems. Partial differential equations of the physical and life sciences. Introduction to mathematical modeling.  
Prerequisite: APM 255.

**APM 455 Intermediate Ordinary Differential Equations (4)**

Review of elementary techniques, existence and uniqueness theory, series methods, systems of equations, oscillation and comparison theorems, Sturm-Liouville Theory, stability theory, and applications.  
Prerequisite: APM 331 or MTH 351.

**APM 463 Graph Theory and Combinatorial Mathematics (4)**

Introduction to combinatorics. Topics include techniques of enumeration, fundamental concepts of graph theory, applications to transport networks, matching theory, and block design.  
Prerequisite: MTH 254.

**STATISTICS****STA 225 Introduction to Probability and Statistics (4)**

Elementary set theory, sample spaces, combinatorics, random variables, Chebyshev's inequality, Bernoulli trials, binomial distribution, joint distributions, and introduction to statistics.  
Prerequisite: MTH 123.

**STA 226 Applied Statistics (4)**

Introduction to statistics as applied to the physical, biological, and social sciences and to engineering. Applications of special distributions and nonparametric techniques. Regression analysis and analysis of variance.  
Prerequisite: MTH 122 or 154.

**STA 325-326 Statistical Methods and Experimental Design (4 each)**

Hypothesis testing and estimation, analysis of variance, multiple comparison techniques, nonparametric and sequential techniques, randomized blocks, Latin squares, factorial designs, nonlinear estimation, and time series analysis.  
Prerequisite: STA 226.

**STA 425 Elements of Stochastic Processes (4)**

Random walk models, Markov chains and processes, birth and death processes, queueing processes, diffusion processes, and non-Markov processes.  
Prerequisite: STA 226 and APM 331.

**STA 427-428 Introduction to Mathematical Statistics (4 each)**

The distribution of random variables, conditional probability and stochastic independence, special distributions, functions of random variables, interval estimation, sufficient statistics and completeness, point estimation, tests of hypothesis, and analysis of variance.  
Prerequisite: APM 331 or MTH 351.

**OPERATIONS RESEARCH****MOR 322 Mathematical Models in the Social Sciences (4)**

Formulation in mathematical terms of phenomena from the social sciences, solution of the resulting mathematical problems, and interpretation of results. Models will be drawn from economic theory, ecology, theoretical sociology, and management science.  
Prerequisite: MTH 122 or 154.

**MOR 342 Introduction to Operations Research (4)**

Topics will be drawn from areas such as inventory control, dynamic programming, Markov decision problems, waiting-line phenomena, transport networks and assignment problems, game theory, Boolean analysis, and scheduling problems.  
Prerequisite: MTH 254 and STA 226, or MTH 122 and ECN 304 with 3.0 or better.

**MOR 442-443 Mathematical Methods of Operations Research (4 each)**

Decision problems in operations research, classical optimization techniques, mathematical programming, queueing theory, game theory and decision making, and graphs and networks.  
Prerequisite: APM 331-332.

**MATHEMATICS FOR ELEMENTARY EDUCATION MAJORS****MTE 310 The Integers (2)**

Ordinary and exotic algorithms for addition, subtraction, multiplication, and division. Radix Theory, historical numeration systems. Mathematics laboratory project. Enrollment is limited to elementary education majors.  
Prerequisite: MTH 102.

**MTE 311 The Rationals (2)**

The divisibility properties of the integers, primes, composites, units, and the division algorithm. Rational numbers, equivalence of rational numbers, and operations on rational numbers. Various representations, including decimals, for rational numbers and algorithms for operating with these representations. Mathematics laboratory project. Enrollment is limited to elementary education majors.  
Prerequisite: MTE 310.

**MTE 312 Intuitive Euclidean Geometry (2)**

Basic notions: points, lines, planes, angles, parallelism and perpendicularity, elementary geometry of the triangle, similarity, circles and regular polygons, and figures in three-space. Mathematics laboratory project. Enrollment is limited to elementary education majors.  
Prerequisite: MTE 311.

**MTE 313 Geometry, Statistics, Probability (2)**

Length, area, and volume. Measures of central tendency and dispersion, graphical representation, addition and multiplication principles of counting, and probabilities of simple events. Mathematics laboratory project. Enrollment is limited to elementary education majors.  
Prerequisite: MTE 311.

**MTE 317 Vector Geometry (4)**

Geometry of the plane and space studied by means of vectorial ideas, independence of a set of vectors, and linear transformations. Mathematics laboratory project. Enrollment limited to elementary education majors.  
Prerequisite: MTE 312.

**MTE 410 Elementary School Mathematics and the Computer (4)**

Selected topics in mathematics useful to elementary school teachers in line with current curriculum developments. Computer-assisted programs will be emphasized. Enrollment is limited to elementary education majors.  
Prerequisite: MTE 311.

**MTE 418 Theory of Equations (4)**

Solution of equations in one unknown. Descartes' rule of signs, intermediate value theorem, Euclidean algorithm for polynomials, basic numerical methods for finding roots, and systems of equations. The student must have a calculator. Enrollment is limited to elementary education majors.  
Prerequisite: MTE 313.

# DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

**CHAIRPERSON:** *Jack R. Moeller*

**PROFESSORS:** *Alfred J. DuBruck (French), Helen Kovach-Tarakanov (Russian), Carmine R. Linsalata (Spanish and Italian), Richard A. Mazzara (French), Jack R. Moeller (German), Robert E. Simmons (German), Norman Susskind (French), Amitendranath Tagore (Chinese)*

**ASSOCIATE PROFESSORS:** *John W. Barthel (German), William C. Bryant (Spanish), Dolores M. Burdick (French), Carlo Coppola (Hindi-Urdu), Renate Geralaitis (German), Dmytro Ijesoliov (Russian), Don R. Jodice (French), William D. Jaymes (French), John Marney (Chinese), Kathryn McArdle-Pigott (Spanish), Munibur Rahman (Hindi-Urdu), Carmen Urla (Spanish)*

The Department of Modern Languages and Literatures offers programs leading to the Bachelor of Arts degree.

The aim of the modern language curriculum is to help students acquire competence in the language of a given country or countries and, through the study of literature and civilization, to acquaint them with the cultural background of the country or countries. It also prepares students for graduate work, teaching at the secondary and elementary levels, and careers in business or government service.

Students whose main interests lie in fields other than foreign languages and cultures may wish to investigate the advantages of combining them with competence in this field. There are standard concentrations, for example, in economics/management or linguistics. Other majors such as political science, English, art, and music are enriched by the knowledge of a foreign language and culture. Students interested in study or work abroad, graduate study, or nonacademic careers should obtain assistance from special advisers in the department familiar with the possibilities in these areas.

The selection of a foreign language to study should be a reasoned one. It is usually best to continue with a language begun in high school. However, if students wish to learn one not widely taught at the secondary level, they should not hesitate to change. Those who need advice about these choices are asked to consult with a member of the department.

## Placement Examinations

A placement test is administered by the Undergraduate Advisement and Counseling Office. Students who enter Oakland with previous work in French, German, Russian, or Spanish and who wish to continue the study of one of these languages should take the appropriate placement test during summer orientation. Students are urged to consult with the department's advising office about the results of the examination and placement in the proper course at the proper level.

## Requirements for the Liberal Arts Major in a Modern Language

The requirement is 32 credits beyond course number



216 in the chosen language, culture, and literature, including the courses numbered 314, 316, 318, 370, and 380 in the chosen language. Courses in the translation program, except 491, may apply toward the major. Two collateral courses are required: one in history or civilization and one numbered LIT 281 or 282. Students planning graduate work are strongly urged to study a second foreign language recommended by the department.

## Requirements for the Liberal Arts Major in a Modern Language with Concentrations in Linguistics, Theatre Arts, and Economics and Management

Modified majors are available in French, German, Russian, Spanish, and Chinese with the above concentrations. The requirement in French, German, Russian, and Spanish is 24 credits beyond CHE 216. In Chinese the requirement is 16 credits beyond CHE 216, plus 12 credits in Chinese area studies including AS 210 and 490. For concentration requirements, see Linguistics, page 44, Theatre Arts, page 32, and Economics and Management, page 89.

## Requirements for the Liberal Arts Major in Chinese Language and Civilization

The requirement in Chinese for this major is 16 credits beyond CHE 216, selected from departmental offerings in consultation with an adviser. Twenty credits in East Asian area studies, including AS 490, are also required. See East Asian area studies program, page 79.

## Requirements for the Liberal Arts Major in Latin American Language and Civilization

Requirements in Spanish are 24 credits beyond SPN 216. An alternative language requirement for this major is 16 credits in Spanish beyond SPN 216 plus course work in French through FRH 214. Twenty credits are required in Latin American area studies courses including AS 490. See Latin American area studies program, page 80.

## Requirements for the Liberal Arts Major in Russian Language and Civilization

Requirements are 16 credits in Russian language and civilization beyond RUS 216, and 20 credits in Slavic area studies courses, including AS 490. See Slavic area studies, page 80.

## Requirements for the Secondary Teaching Major in a Modern Language

Teaching majors are available in French, German, Russian, and Spanish. The requirement is 30 credits beyond 216 in the chosen language, culture, and literature, including the courses numbered 314, 316, 318, 370, 380, and 408. The course numbered 320 is highly recommended. Two collateral courses are required: one in history or civilization and one numbered LIT 281 or 282. In addition, 24 credits in education are required: ED 344, 345, 428, and 455.

## Translation Program

Students may qualify for a translation certificate by completing language courses numbered 355, 455, and 491, and

may then become candidates for the American Translators Association Accreditation Test. The 491 course does not apply toward the major.

### Requirements for the Liberal Arts Minor in a Modern Language

The requirement is 20 credits in one language. The credits must be beyond the 115 level and include 370 and 380.

### Requirements for the Secondary Teaching Minor in a Modern Language

The requirement is 20 credits in one language. Of these, 16 must be beyond the 216 level, including 314, 316, and 370.

### Requirements for an Elementary Teaching Concentration in a Modern Language

For students who wish to teach a foreign language at the elementary or junior high school level, the requirement is 36 credits in one language including elementary and intermediate courses. For complete details on other requirements, including courses in education, see page 97.

### Department Honors

Department honors in a foreign language may be awarded to graduating seniors who maintain a minimum grade point average set by the department and complete projects of high quality. Students wishing to work for departmental honors should see their adviser for details no later than three semesters before they intend to graduate.

### Admission to Major Standing

In order to be considered for graduation with a Bachelor of Arts degree with a major in a foreign language, the student must be admitted to major standing by the department. Normally a student should apply for major standing after having attained 56 credits and no later than three semesters before graduation. Admission to major standing is granted after successful completion of 314 and 370. A student should apply at the department office.

#### COURSE OFFERINGS

##### CHINESE LANGUAGE AND LITERATURE

#### CHE 111-112 Supplementary Oral Practice in Chinese (1 each)

A two-semester sequence of practice in listening to and speaking Chinese, including supervised laboratory work and drill sessions. To be taken in conjunction with CHE 114-115. Required of majors.

#### CHE 114-115 Introduction to Chinese (4 each)

A two-semester sequence in the fundamentals of modern Mandarin Chinese (kuo-yu). A beginning course for students who have had no more than one year of secondary-school-level preparation. CHE 114 must be taken first.

#### CHE 201 Introduction to Chinese Calligraphy (2)

Beginning instruction in basic Chinese brush writing in the regular style ("Kai-shu"). For students of Chinese and Japanese languages but also of value to students of Oriental art. Prerequisite: CHE 114 or JPN 114.

#### CHE 211-212 Second Year Oral Chinese (1 each)

A two-semester sequence of practice in listening to and speaking Chinese, including supervised laboratory work and drill sessions. To be taken in conjunction with 214-215 only. Required of majors.

#### CHE 214-215 Second Year Chinese (4 each)

A two-semester sequence continuing the work of CHE 114-115, with the addition of cultural and literary readings. CHE 214 must be taken first.

Prerequisite: One year of college Chinese or equivalent.

#### CHE 216 Basic Chinese Conversation (2)

Designed to develop the student's ability to organize and express

ideas in Chinese with a minimum of inhibition.

Prerequisite: CHE 115.

#### CHE 310 Literary Chinese (4)

Studies based upon literary texts of Confucius, Mo Tzu, etc.

Prerequisite: CHE 215.

#### CHE 312 Pai-hua (4)

An intensive course in spoken colloquial Chinese, with emphasis on grammatical constructions and sentence patterns.

Prerequisite: CHE 215.

#### CHE 316 Intermediate Chinese Conversation (2)

The course provides a transition between the carefully structured drills of other intermediate courses and free manipulation of the spoken language.

Prerequisite: CHE 215.

#### CHE 320 Readings in Chinese Newspapers (4)

Selections from newspapers of mainland China, Taiwan, and South-east Asia.

Prerequisite: CHE 215.

#### CHE 330 Readings in Chinese Political Essays (4)

Studies in the documentary style of Chinese, selected mainly from writings of 20th-century political leaders of China.

Prerequisite: CHE 215.

#### CHE 340 20th-Century Chinese Literature (4)

Studies in modern pai-hua literature, including short stories, poems, essays, and pamphlets.

Prerequisite: CHE 215.

#### CHE 410 Chinese Fiction and Drama (4)

Studies in texts and criticism of fiction and drama, modern or classical.

Prerequisite: CHE 310 or 312.

#### CHE 421 Selected Classical Texts (4)

Studies of texts in advanced literary Chinese.

Prerequisite: CHE 310.

#### CHE 431 Classical Chinese Stories (4)

Studies of selected stories from different classical Chinese sources

Prerequisite: CHE 310.

#### CHE 440 Chinese Poetry (4)

Selections from either classical T'ang and Sung Dynasty poems or from the post-May-fourth movement of poetry.

Prerequisite: CHE 310.

#### CHE 490 Directed Readings and Research in Chinese (2, 4, or 8)

For students with a high degree of competence in the language. May be conducted either in literary or modern Chinese. May be repeated for a total of 8 credits.

Prerequisite: Permission of instructor.

##### FRENCH LANGUAGE AND LITERATURE

#### FRH 111-112 Supplementary Oral Practice in French (1 each)

A two-semester sequence of practice in listening to and speaking French, including supervised laboratory work and drill sessions. To be taken only in conjunction with FRH 114-115. Required of majors.

#### FRH 114-115 Introduction to French (4 each)

A two-semester sequence in the fundamentals of French. A beginning course for students who have had no more than one year of secondary-school-level preparation. FRH 114 must be taken first.

#### FRH 211-212 Second Year Oral French (1 each)

A two-semester sequence of practice in listening to and speaking French, including supervised laboratory work and drill sessions. To be taken in conjunction with 214-215 only. Required of majors.

#### FRH 214-215 Second Year French (4 each)

A two-semester sequence continuing the work of FRH 114-115, with the addition of cultural and literary readings. FRH 214 must be taken first.

Prerequisite: FRH 114-115.

#### FRH 216 Basic French Conversation (2)

Designed to develop the student's ability to organize and express ideas in French with a minimum of inhibition.

Prerequisite: FRH 115.

#### FRH 290 Directed Readings in French (2 or 4)

A reading course for nonmajors interested in research in a particular

area. Approximately 50 hours of reading per credit; one conference weekly with the instructor.

Prerequisite: FRH 215.

**FRH 313 French Phonetics (2)**

Group and individual practice in the sound system of French, with specific reference to interference from English. Both written and laboratory work required.

Prerequisite: FRH 215.

**FRH 314 French Grammar Review (2)**

Review of French grammar. Offered fall semester.

Prerequisite: FRH 215.

**FRH 316 Intermediate French Conversation (2)**

Provides a transition between the carefully structured drills of other intermediate courses and free manipulation of the spoken language. Offered winter semester.

Prerequisite: FRH 215.

**FRH 318 French Composition (2)**

Practice in written composition. Techniques of textual analysis and exposition are introduced. Offered winter semester.

Prerequisite: FRH 314.

**FRH 320 Applied Linguistics of French (4)**

Treats the essential linguistic principles which affect foreign language learning: phonological, morphological, and syntactic interference; sound/spelling correspondences; and language learning, error analysis, and remediation. Language-specific drills and exercises included. Identical with ALS 320. Offered in alternate years.

Prerequisite: FRH 215.

**FRH 350 French Theatre (4)**

The study of French plays from various periods, with production of a play as a continuing class project. Lectures and discussions in French.

Prerequisite: FRH 215.

**FRH 351 French Civilization (4)**

An overview of contemporary life, education, and socio-economic conditions in France and other French-speaking countries. Conducted in French. Offered in alternate years.

Prerequisite: FRH 215.

**FRH 355 Translating French (4)**

Translation from French to English of a wide variety of materials, ranging from commercial and technical to literary. Individual students may choose the areas they wish to emphasize. Study of both languages will facilitate the conversion of French into accurate, idiomatic English. Offered winter semester.

Prerequisite: FRH 314.

**FRH 369 Field Experience in Teaching French in the Lower Grades (2 or 4)**

Supervised experience in teaching French in the elementary school. Graded S/N. May be repeated for credit once. Does not carry credit toward department major.

Prerequisite: FRH 214.

**FRH 370 Introduction to French Literature (4)**

A sampling of critical approaches to the study of selected masterpieces of French literature. Conducted in French. Offered fall semester.

Prerequisite: FRH 215.

**FRH 380 Survey of French Literature (4)**

A survey of the highlights of French literature. Intended to supplement the work of FRH 370. Conducted in French. Offered winter semester.

Prerequisite: FRH 370.

**FRH 404 French Films (4)**

Introduction to French culture and thought via the cinematic medium. Lecture, film viewing, and discussion.

Prerequisite: Permission of instructor.

**FRH 408 Advanced Oral Practice in French (2)**

Practice in speaking at an advanced level, which may include style and delivery appropriate to formal and informal speaking situations. Course work may include oral presentations, self-recording, and critique.

Prerequisite: FRH 316.

**FRH 413 From the Middle Ages through the 16th Century (4)**

A study of works in various genres of the several periods. Works and authors may include epics, bawdy tales, courtly romances, Villon, Rabelais, and Montaigne. Conducted in French.

Prerequisite: FRH 370 and 380.

**FRH 415 The 17th and 18th Centuries (4)**

A study of works in various genres by leading French authors such as Pascal, Corneille, Racine, Moliere, La Fontaine, Montesquieu, Diderot, Rousseau, and Voltaire. Conducted in French.

Prerequisite: FRH 370 and 380.

**FRH 417 The 19th Century (4)**

A study of works in various genres by leading French authors such as Stendahl, Balzac, Hugo, Nerval, Flaubert, Zola, Baudelaire, and Mallarmé. Conducted in French.

Prerequisite: FRH 370 and 380.

**FRH 418 The 20th Century (4)**

A study of works in various genres by leading French authors such as Camus, Sartre, Anouilh, Malraux, and Gide. Conducted in French.

Prerequisite: FRH 370 and 380.

**FRH 455 Translation into French (4)**

Translation from English into French of a wide variety of materials ranging from commercial and technical to literary. Individual students may emphasize areas of interest. Offered fall semester.

Prerequisite: FRH 314, 318, and 355.

**FRH 480 Seminar in French Literature (4)**

Study of individual authors, selected themes, or critical problems.

Prerequisite: Permission of department.

**FRH 490 Independent Reading and Research (2, 4, or 8)**

Directed individual research and reading for advanced French majors. May be repeated for a total of 8 credits.

Prerequisite: Permission of department.

**FRH 491 Independent Translation Project (4 or 8)**

Directed annotated translation from French into English of a major work in the student's field. May not be counted toward the major.

Prerequisite: FRH 355 and 455 and permission of department.

**GERMAN LANGUAGE AND LITERATURE**

**GRM 111-112 Supplementary Oral Practice in German (1 each)**

A two-semester sequence of practice in listening to and speaking German, including supervised laboratory work and drill sessions. To be taken only in conjunction with GRM 114-115. Required of majors.

**GRM 114-115 Introduction to German (4 each)**

A two-semester sequence in the fundamentals of German. A beginning course for students who have had no more than one year of secondary-school-level preparation. GRM 114 must be taken first.

**GRM 211-212 Second Year Oral German (1 each)**

A two-semester sequence of practice in listening to and speaking German, including supervised laboratory work and drill sessions. To be taken in conjunction with 214-215 only. Required of majors.

**GRM 214-215 Second Year German (4 each)**

A two-semester sequence continuing the work of GRM 114-115, with the addition of cultural and literary readings. GRM 214 must be taken first.

Prerequisite: GRM 114-115.

**GRM 216 Basic German Conversation (2)**

Designed to develop the student's ability to organize and express ideas in German with a minimum of inhibition.

Prerequisite: GRM 115.

**GRM 290 Directed Readings in German (2 or 4)**

A reading course for nonmajors interested in research in a particular area. Approximately 50 hours of reading per credit; one conference weekly with the instructor.

Prerequisite: GRM 215.

**GRM 314 German Grammar Review (2)**

Review of German grammar. Offered fall semester.

Prerequisite: GRM 215.

**GRM 316 Intermediate German Conversation (2)**

Provides a transition between the carefully structured drills of other intermediate courses and free manipulation of the spoken language. Offered winter semester.

Prerequisite: GRM 215.

**GRM 318 German Composition (2)**

Practice in written composition. Techniques of textual analysis and exposition are introduced. Offered winter semester.  
Prerequisite: GRM 314.

**GRM 320 Applied Linguistics of German (4)**

Treats the essential linguistic principles which affect foreign language learning: phonological, morphological, and syntactic interference; sound/spelling correspondences and language learning, error analysis, and remediation. Language-specific drills and exercises included. Identical with ALS 320. Offered in alternate years.  
Prerequisite: GRM 215.

**GRM 351 German Civilization (4)**

An overview of contemporary life, education, and socio-economic conditions in Germany and other German-speaking countries. Conducted in English. Offered in alternate years.  
Prerequisite: GRM 215.

**GRM 355 Translating German (4)**

Translation from German to English of a wide variety of materials, ranging from commercial and technical to literary. Study of both languages will facilitate the conversion of German into accurate, idiomatic English. Offered winter semester.  
Prerequisite: GRM 314.

**GRM 369 Field Experience in Teaching German in the Lower Grades (2 or 4)**

Supervised experiences in teaching German in the elementary school. Graded S/N. May be repeated for credit once. Does not carry credit toward department major.  
Prerequisite: GRM 215.

**GRM 370 Introduction to German Literature (4)**

A sampling of critical approaches to the study of some masterpieces of German literature. Conducted in German. Offered fall semester.  
Prerequisite: GRM 215.

**GRM 380 Survey of German Literature (4)**

A survey of the highlights of German literature. Intended to supplement the work of GRM 370. Conducted in German. Offered winter semester.  
Prerequisite: GRM 370.

**GRM 408 Advanced Oral Practice in German (2)**

Practice in speaking at an advanced level, which may include style and delivery appropriate to formal and informal speaking situations. Course work may include oral presentations, self-recording, and critique.  
Prerequisite: GRM 316.

**GRM 413 From the Middle Ages through the 17th Century (4)**

A study of works in all genres by leading authors of the period including Walther von der Vogelweide, Wolfram von Eschenbach, Gottfried von Strassburg, and Grimmelshausen. Conducted in German.  
Prerequisite: GRM 370 and 380.

**GRM 415 The 18th Century (4)**

A study of representative works of Lessing, Goethe, and Schiller which exemplify the intellectual and artistic currents of this period. Conducted in German.  
Prerequisite: GRM 370 and 380.

**GRM 417 The 19th Century (4)**

A study of works in all genres by leading authors of the period with emphasis on the lyric poetry of Romanticism, the dramas of Kleist, Grillparzer, and Hebbel, and the Novelle of Poetic Realism. Conducted in German.  
Prerequisite: GRM 370 and 380.

**GRM 418 The 20th Century (4)**

A survey of modern German drama, poetry, and prose. Conducted in German.  
Prerequisite: GRM 370 and 380.

**GRM 455 Translation into German (4)**

Translation from English into German of a wide variety of materials ranging from commercial and technical to literary. Individual students may emphasize areas of interest. Offered fall semester.  
Prerequisite: GRM 314, 318, and 355.

**GRM 480 Seminar in German Literature (4)**

Study of individual authors, selected themes, or critical problems.  
Prerequisite: Permission of department.

**GRM 490 Independent Reading and Research (2, 4, or 8)**

Directed individual research and reading for advanced German majors. May be repeated for a total of 8 credits.  
Prerequisite: Permission of department.

**GRM 491 Independent Translation Project (4 or 8)**

Directed annotated translation from German into English of a major work in the student's field. May not be counted toward the major.  
Prerequisite: GRM 355 and 455 and permission of department.

**HINDI-URDU LANGUAGE****HIUR 114-115 Introduction to Hindi and Urdu (4 each)**

A two-semester sequence of the fundamentals of both Hindi and Urdu. HIUR 114 must be taken first.

**HIN 214-215 Second Year Hindi (4 each)**

A two-semester sequence continuing the work of HIUR 114-115, with the addition of cultural and literary readings in Hindi. HIN 214 must be taken first.  
Prerequisite: HIUR 114-115.

**URD 214-215 Second Year Urdu (4 each)**

A two-semester sequence continuing the work of HIUR 114-115, with the addition of cultural and literary readings in Urdu. URD 214 must be taken first.  
Prerequisite: HIUR 114-115.

**HIUR 390 Directed Readings in Hindi-Urdu (2 or 4)**

Directed readings for individual Hindi-Urdu students. May be repeated for a total of 8 credits.  
Prerequisite: Permission of department.

**HIUR 490 Independent Reading and Research (2, 4, or 8)**

Directed individual research and reading for advanced Hindi-Urdu students. May be repeated for a total of 8 credits.  
Prerequisite: Permission of department.

**ITALIAN LANGUAGE AND LITERATURE****IT 114-115 Introduction to Italian (4 each)**

A two-semester sequence of the fundamentals of Italian. A beginning course for students who have had no more than one year of secondary-school-level preparation. IT 114 must be taken first.

**IT 214-215 Second Year Italian (4 each)**

A two-semester sequence continuing the work of IT 114-115 with the addition of cultural and literary readings. IT 214 must be taken first.  
Prerequisite: IT 114-115.

**IT 390 Directed Readings in Italian (2 or 4)**

Directed individual readings in Italian. May be repeated for a total of 8 credits.  
Prerequisite: Permission of instructor.

**JAPANESE LANGUAGE****JPN 114-115 Introduction to Japanese (4 each)**

A two-semester sequence in the fundamentals of Japanese. A beginning course, intended for students who have had no more than one year of secondary-school preparation. JPN 114 must be taken first.

**JPN 214-215 Second Year Japanese (4 each)**

A two-semester sequence continuing the work of JPN 114-115, with the addition of cultural and literary readings. JPN 214 must be taken first.  
Prerequisite: JPN 114-115.

**RUSSIAN LANGUAGE AND LITERATURE****RUS 111-112 Supplemental Oral Practice in Russian (1 each)**

A two-semester sequence of practice in listening to and speaking Russian, including supervised laboratory work and drill sessions. To be taken only in conjunction with RUS 114-115. Required of majors.

**RUS 114-115 Introduction to Russian (4 each)**

A two-semester sequence in the fundamentals of Russian. A beginning course for students who have had no more than one year of secondary-school preparation. RUS 114 must be taken first.

**RUS 211-212 Second Year Oral Russian (1 each)**

A two-semester sequence of practice in listening to and speaking Russian, including supervised laboratory work and drill sessions. To be taken in conjunction with 214-215 only. Required of majors.

**RUS 214-215 Second Year Russian (4 each)**

A two-semester sequence continuing the work of RUS 114-115, with

the addition of cultural and literary readings. RUS 214 must be taken first.

Prerequisite: RUS 114-115.

**RUS 216 Basic Russian Conversation (2)**

Designed to develop the student's ability to organize and express ideas in Russian with a minimum of inhibition.

Prerequisite: RUS 115.

**RUS 290 Directed Readings in Russian (2 or 4)**

A reading course for nonmajors interested in research in a particular area. Approximately 50 hours of reading per credit; one conference weekly with the instructor.

Prerequisite: RUS 215.

**RUS 314 Russian Grammar Review (2)**

Review of Russian grammar. Offered fall semester.

Prerequisite: RUS 215.

**RUS 316 Intermediate Russian Conversation (2)**

Provides a transition between the carefully structured drills of other intermediate courses and free manipulation of the spoken language. Offered winter semester.

Prerequisite: RUS 215.

**RUS 318 Russian Composition (2)**

Practice in written composition. Techniques of textual analysis and exposition are introduced. Offered winter semester.

Prerequisite: RUS 314.

**RUS 320 Applied Linguistics of Russian (4)**

Treats the essential linguistic principles which affect foreign language learning: phonological, morphological, and syntactic interference; sound/spelling correspondences; and language learning, error analysis, and remediation. Language-specific drills and exercises included. Identical with ALS 320. Offered in alternate years.

Prerequisite: RUS 215.

**RUS 355 Translating Russian (4)**

Translation from Russian to English of a wide variety of materials, ranging from commercial and technical to literary. Individual students may choose the areas they wish to emphasize. Study of both languages will facilitate the conversion of Russian into accurate, idiomatic English. Offered winter semester.

Prerequisite: RUS 314.

**RUS 370 Introduction to Russian Literature (4)**

A sampling of critical approaches to the study of some masterpieces of Russian literature. Conducted in Russian. Offered fall semester.

Prerequisite: RUS 215.

**RUS 380 Survey of Russian Literature (4)**

A survey of the highlights of Russian literature. Intended to supplement the work of RUS 370. Conducted in Russian. Offered winter semester.

Prerequisite: RUS 370.

**RUS 400 Special Topics in Language (4)**

Special problems or topics selected by the instructor. May be repeated for credit.

Prerequisite: RUS 318, or 370 and 380.

**RUS 408 Advanced Oral Practice in Russian (2)**

Practice in speaking at an advanced level, which may include style and delivery appropriate to formal and informal speaking situations. Course work may include oral presentations, self-recording, and critique.

Prerequisite: RUS 316.

**RUS 416 The 19th Century: First Half (4)**

A study of works in all genres by leading Russian authors of the period, including Pushkin, Lermontov, and Gogol. Conducted in Russian.

Prerequisite: RUS 370 and 380.

**RUS 417 The 19th Century: Second Half (4)**

A study of works in all genres by leading Russian authors of the period, including Tolstoy, Dostoevsky, and Chekhov. Conducted in Russian.

Prerequisite: RUS 370 and 380.

**RUS 418 The 20th Century (4)**

A study of works in all genres by Russian authors of the period, including Bunin, Lamiatin, and Solzhenitsin. Conducted in Russian.

Prerequisite: RUS 370 and 380.

**RUS 455 Translation into Russian (4)**

Translation from English into Russian of a wide variety of materials ranging from commercial and technical to literary. Individual students may emphasize area of interest. Offered fall semester.

Prerequisite: RUS 314, 318, and 355.

**RUS 480 Seminar in Russian Literature (4)**

Study of individual authors, selected themes, or critical problems.

Prerequisite: Permission of department.

**RUS 490 Independent Reading and Research (2, 4, or 8)**

Directed individual research and reading for advanced Russian majors.

May be repeated for a total of 8 credits.

Prerequisite: Permission of department.

**RUS 491 Independent Translation Project (4 or 8)**

Directed annotated translation from Russian into English of a major work in the student's field. May not be counted toward the major.

Prerequisite: RUS 355 and 455 and permission of department.

**SPANISH LANGUAGE AND LITERATURE**

**SPN 105-106 Spanish for Doctors and Nurses (2 each)**

A two-semester sequence to prepare students in the medical field to communicate more effectively with Spanish-speaking patients. Basic rules of the language, practical phrases, and technical vocabulary are taught. SPN 105 must be taken first.

**SPN 111-112 Supplementary Oral Practice in Spanish (1 each)**

A two-semester sequence of practice in listening to and speaking Spanish, including supervised laboratory work and drill sessions. To be taken only in conjunction with SPN 114-115. Required of majors.

**SPN 114-115 Introduction to Spanish (4 each)**

A two-semester sequence in the fundamentals of Spanish. A beginning course for students who have had no more than one year of secondary-school preparation. SPN 114 must be taken first.

**SPN 211-212 Second Year Oral Spanish (1 each)**

A two-semester sequence of practice in listening to and speaking Spanish, including supervised laboratory work and drill sessions. To be taken in conjunction with 214-215 only. Required of majors.

**SPN 214-215 Second Year Spanish (4 each)**

A two-semester sequence continuing the work of SPN 114-115, with the addition of cultural and literary readings. SPN 214 must be taken first.

Prerequisite: SPN 114-115.

**SPN 216 Basic Spanish Conversation (2)**

Designed to develop the student's ability to organize and express ideas in Spanish with a minimum of inhibition.

Prerequisite: SPN 115.

**SPN 290 Directed Readings in Spanish (2 or 4)**

A reading course for nonmajors interested in research in a particular area. Approximately 50 hours of reading per credit; one conference weekly with the instructor.

Prerequisite: SPN 215.

**SPN 300 Composition and Conversation (4)**

Part of overseas study program only. Third- or fourth-year level, depending on student preparation.

Prerequisite: SPN 215.

**SPN 313 Spanish Phonetics (2)**

Group and individual practice in the sound system of Spanish, with specific reference to interference from English. Both written and laboratory work required.

Prerequisite: SPN 215.

**SPN 314 Spanish Grammar (4)**

A detailed study of Spanish grammar, with emphasis on syntax.

Prerequisite: SPN 215.

**SPN 316 Intermediate Spanish Conversation (2)**

Provides a transition between the carefully structured drills of other intermediate courses and free manipulation of the spoken language. Offered winter semester.

Prerequisite: SPN 215.

**SPN 318 Spanish Composition (2)**

Practice in written composition. Techniques of textual analysis and exposition are introduced. Offered winter semester.

Prerequisite: SPN 314.

## 54/MODERN LANGUAGES (ARTS AND SCIENCES)

### **SPN 350 Spanish Theatre (2 or 4)**

The study and presentation of Spanish plays with intensive drill in pronunciation and intonation.  
Prerequisite: Permission of instructor.

### **SPN 351 Spanish Civilization (4)**

Historical approach to Spanish culture and civilization, with emphasis on geography, social structure, philosophical thought, music, art, and architecture. Part of overseas study program only.  
Prerequisite: Sophomore standing.

### **SPN 355 Translating Spanish (4)**

Translation from Spanish into English of a wide variety of materials in fiction and nonfiction. Offered winter semester.  
Prerequisite: SPN 314.

### **SPN 370 Introduction to Spanish Literature (4)**

A sampling of critical approaches to the study of some masterpieces of Spanish literature. Conducted in Spanish. Offered fall semester.  
Prerequisite: SPN 215.

### **SPN 380 Survey of Spanish Literature (4)**

A survey of the highlights of Spanish literature. Intended to supplement the work of SPN 370. Conducted in Spanish. Offered winter semester.  
Prerequisite: SPN 370.

### **SPN 408 Advanced Oral Practice in Spanish (2)**

Practice in speaking at an advanced level, which may include style and delivery appropriate to formal and informal speaking situations. Course work may include oral presentations, self-recording, and critique.  
Prerequisite: SPN 316.

### **SPN 411 Golden Age Drama (4)**

Reading and critical consideration of selected dramatic works of Lope, Tirso, Calderón, and Alarcón.  
Prerequisite: SPN 370 and 380.

### **SPN 412 The Quixote (4)**

Detailed study of Cervantes' masterpiece.  
Prerequisite: SPN 370 and 380.

### **SPN 417 The 19th Century (4)**

A study of works in all genres by leading Spanish authors, including Galdós, Zorrilla, Bécquer. Conducted in Spanish.  
Prerequisite: SPN 370 and 380.

### **SPN 418 The 20th Century (4)**

A study of works in all genres by leading Spanish authors, including Unamuno, Machado, Lorca, Cela. Conducted in Spanish.  
Prerequisite: SPN 370 and 380.

### **SPN 421 Spanish-American Literature (4)**

Masterworks of 20th-century Spanish-American literature, including Fuentes, Asturias, Neruda. Conducted in Spanish.  
Prerequisite: SPN 370 and 380.

### **SPN 455 Translation into Spanish (4)**

Translation from English into Spanish of a wide variety of materials ranging from commercial and technical to literary. Individual students may emphasize areas of interest. Offered fall semester.  
Prerequisite: SPN 314, 318, and 355.

### **SPN 480 Seminar in Spanish Literature (4)**

Study of individual authors, selected themes, or critical problems.  
Prerequisite: Permission of department.

### **SPN 490 Independent Reading and Research (2 or 4)**

Directed individual research and reading for advanced Spanish majors. May be repeated for a total of 8 credits.  
Prerequisite: Any 400-level Spanish literature course and permission of department.

### **SPN 491 Independent Translation Project (4 or 8)**

Directed annotated translation from Spanish into English of a major work in the student's field. May not be counted toward the major.  
Prerequisite: SPN 355 and 455 and permission of department.

## **MODERN LITERATURES IN TRANSLATION**

### **LIT 170 Introduction to Comparative Literature (4)**

Introduction to the purposes and methods of comparative literature. Systematic study of literary masterpieces according to form, content, and historical period.

### **LIT 251 Topics in Continental European Film (4)**

A study of film as a mirror of European culture and civilization.

Topics to be selected by the instructor.

### **LIT 281 Continental European Literature in Translation I (4)**

A study of the main literary currents as reflected in European masterpieces up to 1850. All works read in English translations.

### **LIT 282 Continental European Literature in Translation II (4)**

A study of the main literary currents as reflected in European masterpieces from 1850 to the present. All works read in English translations.

### **LIT 319 "Third World" Literature of European Expression (4)**

A survey of literature in a European language (in translation) of a non-European area from colonial to modern times. Areas treated, e.g. Francophone Africa, French Canada, Brazil, Hispanic America, Anglophone India, will vary on a regular basis. May be repeated once for credit with permission of the department. See also SPN 421.

### **LIT 341 Topics in World Drama (4)**

Studies in world drama in English translation. Topics to be selected by the instructor. May be repeated for credit with permission of the department. Identical with THA 341.

### **LIT 342 Continental European Drama I (4)**

A study of dramatic literature from the Middle Ages through the 18th century. Topics include morality play, Renaissance drama of Italy, Spanish baroque theatre, French classical drama, the theatre of the Enlightenment, and Romantic drama. Identical with THA 342.

### **LIT 343 Continental European Drama II (4)**

A study of dramatic literature in the 19th and 20th centuries. Topics include drama in the periods of Realism, Naturalism, Symbolism, and Expressionism, as well as recent trends in dramatic literature from Existentialism and the Theatre of the Absurd to the present. Identical with THA 343.

### **LIT 346 Non-Western Theatre and Dramatic Literature (4)**

A study of classical and modern theatre and dramatic literature from one or more areas: China, India, Japan. Identical with THA 346.

### **LIT 385 Topics in World Literature (4)**

A theme of humanistic interest as it has been treated in different literary forms throughout the world and throughout the ages.

### **LIT 480 Seminar in Comparative Literature (4)**

Analysis of theories of comparative literature; application of theory to specific literary problems.  
Prerequisite: Permission of instructor.

## **MODERN LANGUAGE**

### **ML 191-192 Tutorial in Foreign Language (4 each)**

Instruction in the elements of a spoken or written foreign language such as Arabic, Bengali, Czech, Sanskrit, Catalan, etc. for which no regular course sequence exists here. May be repeated for credit in a different language each time.  
Prerequisite: Permission of instructor.

### **ML 211 Diction for Singers, First Semester (4)**

A basic course to instruct voice students in the techniques of pronouncing foreign languages. Extensive work with the International Phonetic Alphabet, tapes, and native speakers. Italian and Latin will be stressed.

### **ML 212 Diction for Singers, Second Semester (4)**

A continuation of ML 211 with emphasis on German and French. Extensive work with transcription techniques, tapes, and native speakers.  
Prerequisite: ML 211.

### **ML 290 Topics Related to Foreign Language Study (2 or 4)**

Topics will be explored in areas not normally a part of regular offerings in language or literature. May be repeated for a total of 8 credits.  
Prerequisite: Permission of instructor.

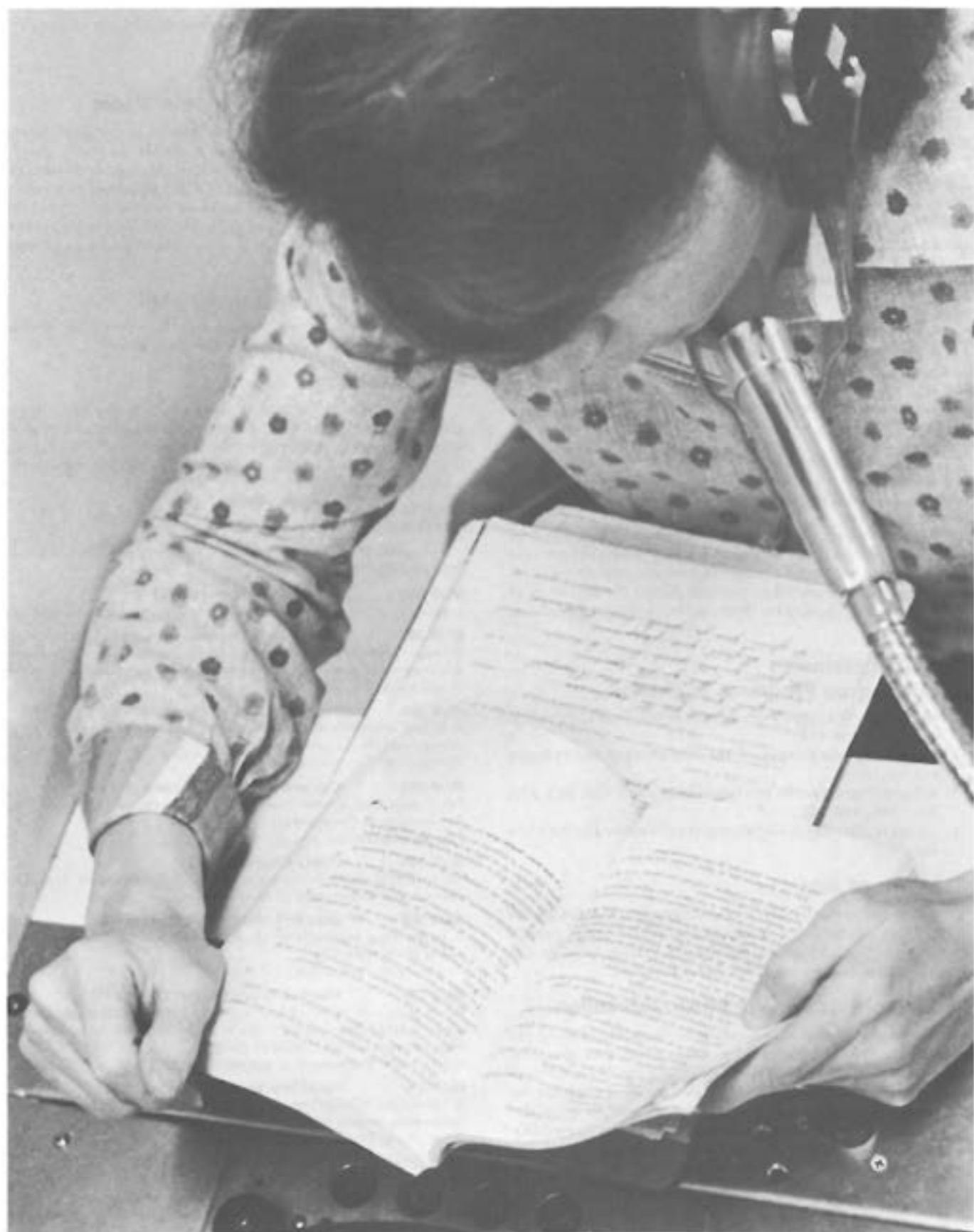
### **ML 291-292 Intermediate Tutorial in Foreign Language (4 each)**

Intermediate work in a language and literature not normally taught at Oakland University. May be repeated for credit.  
Prerequisite: Permission of instructor.



**ML 391-392**     **Advanced Tutorial in Foreign Language (4 each)**  
Advanced work in a language not normally taught at Oakland University. May be repeated for credit.

**ML 497**     **Apprentice College Teaching (2 or 4)**  
Supervised participation in teaching an undergraduate course in language or literature, together with discussion of teaching objectives and methods. Does not carry credit toward departmental major. Prerequisite: Permission of department.



## DEPARTMENT OF MUSIC

**CHAIRPERSON:** *Raynold Allvin*

**ASSOCIATE PROFESSORS:** *Raynold Allvin, David Daniels, David DiChiera, Robert Facko, Lyle Nordstrom*

**ASSISTANT PROFESSORS:** *James Dawson, Stanley Hollingsworth, Flavio Varani*

**SPECIAL INSTRUCTORS:** *John Dotaras, Alice Engram, Marvin Holladay*

**LECTURERS:** *Joyce Adelson, Janice Albright, Chris Birg, Charles Boles, Ronald English, Arlene Koenig, Beverly Labuta, Samuel Sanders, Peter Wenger, Herbert Williams*

**APPLIED MUSIC INSTRUCTORS:** *Joyce Adelson (piano), Janice Albright (voice), James Allen (jazz drums), Donald Baker (oboe), Mary Bartlett (harp), Chris Birg (classical guitar), Charles Boles (jazz piano), Steven Carryer (jazz guitar), Douglas Cornelsen (clarinet), Penny Crawford (harpsichord), James Dawson (saxophone), Ronald English (jazz guitar), Ray Ferguson (harpsichord), Derek Francis (violin-violin), Robert Gladstone (string bass), Constance Grubaugh (voice), Arlene Koenig (voice), Lyell Lindsey (bassoon), Kent McDonald (piano-organ), Lyle Nordstrom (recorder), Robert Pangborn (percussion), Robert Patrick (flute), Edward Pickens (jazz string bass), Samuel Sanders (jazz saxophone), Joseph Skrzynski (trombone-tuba), Enid Sutherland (viola da gamba), John Smith (trumpet), Charles Wenter (French horn), Barbara Williams (voice), Herbert Williams (jazz trumpet)*

The Department of Music offers major programs leading to a Bachelor of Arts, Bachelor of Science with a major in music, Bachelor of Science with a major in music education, and a Master of Music.

Prospective music majors must read the *Music Handbook* (available from the music office), and consult with a department adviser before beginning a music degree program. In addition, new students are expected to audition during the first week of classes in order to qualify for their chosen performing medium.

### Core Requirements for All Degree Programs in Music

1. MUT 211-212, plus 8 credits from MUT 311, 312, 314, 410, 412, and 414.
2. Successful completion of the department ear training examination.
3. MUS 320 and two of the following: MUS 330, 332, 333, 334, 345, and 347.
4. Concert attendance requirement as described in the *Music Handbook*.

### Bachelor of Arts

48 credits in music, with corequisites in art, theatre, and/or dance. This degree is for students who wish a broad general education without a high degree of specialization in music. For specific course requirements see *Music Handbook*.

### Bachelor of Science in Music Education

For students who wish to teach in the public schools; the degree carries Michigan teaching certification. Specializations are possible in instrumental music education (72 credits of music, plus 24 in education) or choral music education (63 credits of music, plus 24 in education). Each specialization also requires a secondary teaching minor, and the choral specialization requires 8 credits of Singers' Diction (ML 211-212). For specific requirements, see the *Music Handbook*.

### Bachelor of Science

For students who wish preprofessional specialization in a par-

ticular area. Specializations are available in performance, early music, theory, composition, jazz, and commercial music. Up to 80 credits in music required, depending on specialization, plus various corequisites in other departments. For specific requirements, see the *Music Handbook*.

### Requirements for the Secondary Teaching Minor in Music

The student must complete 28 credits in the Department of Music distributed as follows: 8 credits in music theory (MUT); 8 credits in applied music (MUA); four semesters (at least 4 credits) in music ensembles (MUE); a planned program of 8 credits (to be approved by a music adviser) selected from the following: MUS 149, 250, 295, 320, 350, 395, 401, 402, 441, 494, 495, 496. At least 14 of the 28 credits must be in courses numbered 300 or above.

### Foreign Language Requirement

Most music degrees require a foreign language. For requirements for each degree, see the *Music Handbook*.

### Major Standing

Prospective music majors must apply to the department after completing 48 total college credits, at Oakland or elsewhere. Normally, transfer students should apply during the first semester at Oakland University. For details, consult the *Music Handbook*.

### COURSE OFFERINGS ENSEMBLES

Ensembles are open to all students by audition. May be repeated for credit.

**MUE 301 University Chorus (1 or 2)**  
Performance of the large choral masterpieces from all music periods.

**MUE 302 University Community Chorus (1 or 2)**  
A festival-type mixed chorus for citizens of the surrounding communities who possess vocal experience. Performances of varied choral literature. Meets in the evening.

**MUE 303 "Treble" Chorus (1 or 2)**  
A choral ensemble of "treble" voices performing literature of all periods including contemporary.  
Prerequisite: Permission of instructor.

**MUE 304 Oakland University Singers (2)**  
Performance of a wide range of choral chamber repertoire from Renaissance to the present.  
Prerequisite: Permission of instructor.

**MUE 305 Opera Chorus (1 or 2)**  
An ensemble which performs with the Michigan Opera Theatre.  
Prerequisite: Permission of instructor.

**MUE 306 Jazz and Show Choir (1, 2, or 3)**  
A performing ensemble emphasizing commercial, jazz, show, and swing choir repertoire.  
Prerequisite: Permission of instructor.

**MUE 309 Meadow Brook Festival Chorus (1)**  
Performance of major choral masterpieces from all music periods under world-famous conductors at Meadow Brook Music Festival. May be repeated for a total of 8 credits.  
Prerequisite: Permission of instructor.

**MUE 310 Vocal Improvisation Workshop (2)**  
A laboratory in vocal improvisation designed to increase skills in performing commercial and popular music.  
Prerequisite: Permission of instructor.

**MUE 320 University Orchestra (1 or 2)**  
Orchestral performance of repertoire from the 18th, 19th, and 20th centuries. Several concerts per year, on and off campus. Accompaniments for solo concertos and university choral groups. Membership by audition.

**MUE 330 Wind Ensemble (1 or 2)**  
An exploration of the literature written for wind ensembles of various instrumentation. Membership by audition.

**MUE 331 Concert Band (1 or 2)**  
An ensemble of wind instruments performing standard concert band literature.  
Prerequisite: Permission of instructor.

**MUE 340 Afram Lab Band (1 or 2)**  
A study of traditional and contemporary literature for large jazz ensembles within the Afro-American cultural context. Both conceptualization of the material and improvisational techniques will be explored and defined.

**MUE 341 Jazz Improvisation Workshop (2)**  
A performance practice laboratory designed to increase improvisational skills indigenous to jazz performance and to identify systematically and use stylistic characteristics of various jazz subcategories.

**MUE 350 Opera Workshop (1, 2, or 3)**  
Study and experience in various forms of musical theatre.  
Prerequisite: Permission of instructor.

**MUE 360 Collegium Musicum (1 or 2)**  
Performance of Medieval, Renaissance, and Baroque music. Present groups include the Renaissance Band, Collegium Singers, Renaissance Ensemble, and Baroque Ensemble.  
Prerequisite: Permission of instructor.

**MUE 370 Guitar Ensemble (1 or 2)**  
Performance practice and techniques of classical guitar literature involving two or more players.

**MUE 371 Saxophone Ensemble (1 or 2)**  
Ensembles of three or more saxophones performing appropriate literature.  
Prerequisite: Permission of instructor.

**MUE 372 Trombone Ensemble (1 or 2)**  
An ensemble which performs the wide variety of trombone choir literature.  
Prerequisite: Permission of instructor.

**MUE 380 Chamber Music (2)**  
Performing ensemble of various instrumentations. A spectrum of appropriate music literature, Medieval through contemporary.

**MUE 390 Accompaniment Practicum (1 or 2)**  
Experience in piano accompaniment of solo and/or ensembles, vocal and instrumental. May be repeated once for credit.  
Prerequisite: MUA 370.

#### APPLIED MUSIC

The following courses each have four course number designations. Music majors are to enroll using the number which corresponds to the year in school—freshmen, 100 level; sophomores, 200 level; juniors, 300 level; seniors, 400 level.

Music faculty may adjust course numbers at the time of the entering audition, or after the first lesson.

Beginners must use the 100-level designation regardless of year in school. Students who have previously studied, either privately or in a college or university, should consult the *Music Handbook* to determine the appropriate course number. May be repeated for credit except where indicated.

The following courses are individual lessons and involve an applied music fee (see page 8).

MUA 100, 200, 300, 400	Voice (2)
MUA 101, 201, 301, 401	Piano (2)
MUA 102, 202, 302, 402	Organ (2)
MUA 103, 203, 303, 403	Harp/Chord (2)
MUA 104, 204, 304, 404	Violin (2)
MUA 105, 205, 305, 405	Viola (2)
MUA 106, 206, 306, 406	Violoncello (2)
MUA 107, 207, 307, 407	String Bass (2)
MUA 108, 208, 308, 408	Flute (2)
MUA 109, 209, 309, 409	Oboe (2)
MUA 110, 210, 310, 410	Clarinet (2)
MUA 111, 211, 311, 411	Bassoon (2)
MUA 112, 212, 312, 412	French Horn (2)
MUA 113, 213, 313, 413	Trumpet (2)
MUA 114, 214, 314, 414	Trombone (2)

MUA 115, 215, 315, 415	Tuba (2)
MUA 116, 216, 316, 416	Timpani (2)
MUA 117, 217, 317, 417	Percussion (2)
MUA 118, 218, 318, 418	Harp (2)
MUA 119, 219, 319, 419	Guitar (classical) (2)
MUA 120, 220, 320, 420	Renaissance Winds (2)
MUA 121, 221, 321, 421	Viola da Gamba (2)
MUA 122, 222, 322, 422	Lute (2)
MUA 123, 223, 323, 423	Recorder (2)
MUA 124, 224, 324, 424	Saxophone (2)
MUA 130, 230, 330, 430	Piano (Jazz) (2)
MUA 131, 231, 331, 431	Guitar (Jazz) (2)
MUA 132, 232, 332, 432	Trumpet (Jazz) (2)
MUA 133, 233, 333, 433	Saxophone (Jazz) (2)
MUA 134, 234, 334, 434	Percussion (Jazz) (2)
MUA 135, 235, 335, 435	Double Bass (Jazz) (2)

**MUA 149, 249, 349, 449 Applied Music (2)**  
May be used to increase the number of private lessons in the student's major or minor performing medium. Must be taken with one of the applied music courses.

**MUA 150, 250, 350, 450 Performance Honors (2 or 4)**  
Intensive study on the student's major instrument. May only be taken concurrently with one of the individually taught applied music courses.  
Prerequisite: Permission of department.

The following music courses are group lessons and involve an applied music fee (see page 8).

**MUA 171, 271, 371, 471 Keyboard Technique (2 each)**  
Designed to develop the basic keyboard facility essential to the equipment of any musician and to acquaint him/her with keyboard literature. Music majors planning to register for this course should notify the Department of Music when they first register at the university. May not be repeated for credit.  
Prerequisite: Permission of instructor.

MUA 251	Beginning Violin Class (1)
MUA 252	Beginning Violoncello Class (1)
MUA 253	Beginning Flute Class (1)
MUA 254	Beginning Clarinet Class (1)
MUA 255	Beginning Double Reed Class (1)
MUA 256	Beginning Trumpet Class (1)
MUA 257	Beginning Trombone Class (1)
MUA 258	Beginning Percussion Class (1)
MUA 259	Beginning Guitar Class (1)

**MUA 260 Class Voice (2)**  
Elementary aspects of singing, including diction, breath control, projection, and repertoire.

MUA 265	Class Recorder (2)
MUA 266	Class Viola da Gamba (2)
MUA 267	Class Lute (2)
MUA 268	Class Renaissance Winds (2)

**MUA 361-362 Vocal Literature I and II (2 each)**  
A survey of literature for the voice with emphasis on historical style. MUA 361 covers the Middle Ages through the 19th century, with emphasis on German song. MUA 362 continues through the 19th and 20th centuries, emphasizing French, British, and American.  
Prerequisite: ML 212 (may be taken concurrently) and permission of instructor.

**MUA 363 American Musical Theatre (2)**  
A practical approach to the problems and performance practices of American musical theatre beginning with a historical survey and culminating in public performances of selections from musical comedy.  
Prerequisite: Permission of instructor.

**MUA 370 Accompanying (1 or 2)**  
To help the pianist acquire knowledge of the basic skills required in the ensemble situation. Representative vocal and instrumental compositions are studied; emphasis is on rehearsal techniques and performance.

**MUA 375 Keyboard Ensemble Technique (2)**  
Class instruction in performance and repertory of multiple keyboard literature.  
Prerequisite: Permission of instructor.

**MUA 376, 377, 476, 477 Jazz Keyboard Practices (2)**

Development of basic jazz keyboard techniques and skill including jazz chord and rhythm reading, melodic development, and voice leading. May not be repeated for credit.

Prerequisite: Keyboard proficiency demonstrated by audition.

**MUA 390 Beginning String Class (1 or 2)**

Beginning class instruction for all string instruments.

**MUA 391 Beginning Woodwinds Class (1 or 2)**

Beginning class instruction for all woodwind instruments.

**MUA 392 Beginning Brass Instrument Class (1 or 2)**

Beginning class instruction for all brass and percussion instruments.

**MUA 395 Chamber Music Techniques (2)**

Group instruction and coaching of performance of chamber music.

Prerequisite: Permission of instructor.

**THEORY AND COMPOSITION****MUT 111 Beginning Musicianship (4)**

An introduction to the techniques of reading and writing music, notation, pitch, and rhythmic organization, elementary sight singing, dictation, and keyboard familiarity. An elective for nonmusic majors.

**MUT 205 Ear Training Preparation (1)**

A required course for all full-time music majors who have not satisfied the ear training preparation. Course includes a series of ear training tests. See *Music Handbook*. May be repeated for a maximum of 4 credits.

Prerequisite: MUT 211.

**MUT 211 Harmony I (4)**

Beginning ear training and rudiments of tonal harmony. The harmonic practice of late 18th and early 19th centuries; composition and analysis in this style.

**MUT 212 Harmony II (4)**

Harmonic practice of the late 19th and early 20th centuries; composition and analysis in this style.

**MUT 311 Techniques of Musical Analysis (4)**

Techniques of analyzing works of various styles and periods, with emphasis on tonal music.

Prerequisite: MUT 211.

**MUT 312 Tonal Counterpoint (4)**

The contrapuntal style of the 18th century; composition and analysis. Prerequisite: MUT 211.

**MUT 314 Jazz Theory (4)**

Techniques of reading and writing music notation—pitch and rhythmic organization in the jazz idiom. Basic compositional and arranging procedures are studied.

Prerequisite: MUT 212.

**MUT 315 Composition (4)**

Private lessons in composition and composition laboratory. Studies, exercises, and projects concerning creativity and craft in music composition. For freshmen and sophomores. May be repeated for credit.

Prerequisite: Permission of instructor.

**MUT 410 20th-Century Techniques (4)**

Compositional practices in the 20th century; composition and analysis. Prerequisite: MUT 212.

**MUT 411 Orchestration (4)**

A study of the orchestral instruments and their use in various combinations, including full orchestra and band. MUS 380, 383, 404, and MUT 410 are related courses.

Prerequisite: MUT 212.

**MUT 412 Modal Counterpoint (4)**

The contrapuntal style of the 16th century. Analysis and composition in this style. Offered in alternate years.

Prerequisite: MUT 211.

**MUT 414 Jazz Composition and Arranging (4)**

Composition and arranging technique for jazz ensembles. Includes study of jazz notational systems, idiomatic jazz practice, standard jazz forms, and orchestration for instruments and voice as used in jazz ensembles.

Prerequisite: MUT 314.

**MUT 415 Advanced Theory/Composition (4)**

Private lessons in composition and composition laboratory; studies,

exercises, and projects concerning creativity and craft in composing music. For juniors and seniors. May be repeated for credit.

Prerequisite: Permission of instructor.

**MUSIC HISTORY, LITERATURE, AND APPRECIATION****MUS 100 Introduction to Music (4)**

An introduction to the techniques of listening to great music, and a study of its elements, forms, and styles. Begins at the level of the student lacking previous musical experience. An elective for non-music majors.

**MUS 250 World Music Survey I (4)**

An introduction to selected music cultures to acquaint the student with a variety of musical functions and styles at various places and times. Emphasis is on demonstrations via live performances by visiting lecturers and guest artists. May be taken twice for a total of 8 credits.

**MUS 251 African through Afro-Caribbean Music (4)**

A study of African music and its transmutation into Afro-Caribbean music. The concentration in African traditions will be predominantly those of the West African cultures directly related to the transplantation into the Western Hemisphere through slavery.

**MUS 252 Afro-American Music (4)**

A study of the evolution and development of the music culture of Afro-American people in the U.S. Investigation into the origins and cultural roots of music of Afro-Americans and other American music.

**MUS 300 Advanced Music Appreciation (4)**

Further development of the technique of listening to great music; methods of criticism in areas of performance and of music literature. Prerequisite: MUS 100 or a music theory course.

**MUS 320 Survey of Music History and Literature (4)**

A survey of music from Medieval through modern contemporary, primarily for music majors.

Prerequisite: MUT 212.

**MUS 328 Music of the Baroque Period (2)**

Music history and literature of the Baroque period.

Prerequisite: MUS 320.

**MUS 329 Music of the Classical Period (2)**

Music history and literature of the Classical period.

Prerequisite: MUS 320.

**MUS 330 Music of the Renaissance (2)**

Music history and literature of the Renaissance period.

Prerequisite: MUS 320.

**MUS 331 Opera and Music Drama (4)**

A study of music drama from the lyric drama of the ancient Greeks to the present. Suggested as an elective for nonmusic majors.

Prerequisite: MUT 211.

**MUS 334 Music of the Romantic Period (2)**

Music history and literature of the Romantic period.

Prerequisite: MUS 320.

**MUS 340 Piano Master Class (2)**

Class study of piano literature for stylistic characteristics and technical considerations for proper performance.

Prerequisite: Permission of instructor.

**MUS 345 20th-Century Music (2)**

A study of significant styles and composers from Debussy to the present. Suggested as an elective for nonmusic majors.

Prerequisite: MUT 212.

**MUS 346 The Music of Black Americans (4)**

Contributions of the black race to the development of music in the U.S. Investigation of the elements of African musical style in Afro-American music. What is black musical idiom? Folksong—secular and sacred. Formal composition. Popular forms of music. Recommended as an elective for nonmusic majors as well as music majors.

**MUS 347 History of Jazz (2)**

A survey and historical study of the development of jazz, including significant periods and trends, stylistic analysis, and aesthetic foundations.

**MUS 348 Advanced Jazz History (2)**

An intensive study and stylistic analysis of the more recent trends of jazz and commercial music.

Prerequisite: MUS 347.

**MUS 350 World Music Survey II (4)**  
Continuation of MUS 250. A study of selected cultures designed to find relationships between musical styles and functions in the society. Emphasis is on demonstrations through live performances of visiting lecturers and guest artists.

**MUS 421 Advanced Studies in Music History and Literature to 1750 (4)**  
Advanced study of history and literature through the Baroque period of music. The aesthetic values of music of each period will be studied to determine related social and technical concepts.  
Prerequisite: MUT 211.

**MUS 423 Performance Practices of Music before 1600 (2)**  
Investigation of source materials and basic performance practice problems of music from the Middle Ages and the Renaissance. The course will deal with cantus firmus and related composition techniques, improvisation, ornamentation, dances and dance forms, musica ficta, musical symbolism, and editorial problems. A different stylistic period will be covered each semester. May be repeated a total of three times for credit with permission of instructor.  
Prerequisite: Permission of instructor.

**MUS 490 Introduction to Music Bibliography (2 or 4)**  
An introduction to basic research materials and methods in musicology primarily for the music history and literature major.  
Prerequisite: MUS 320 and a 400-level theory course.

**MUS 491 Directed Research in Music History (4)**  
Directed individual reading and research for advanced music history majors.  
Prerequisite: MUS 320 and a 400-level theory course.

#### MUSIC EDUCATION

**MUS 149 Music as an Art and as an Elementary School Subject (5)**  
Introduction to the techniques of listening to music and of teaching music in the elementary school. Begins at a level for the student lacking previous musical experience.

**MUS 230 Studies in Choral Music (2 or 3)**  
Seminar, independent study, and performance of choral music including vocal production techniques, performance practices, and historical foundations. Offered summer session.

**MUS 231 Studies in Orchestral Music (2 or 3)**  
Seminars, independent study, and performance of orchestral music, including study of performance practices, theory, history, and chamber music of various periods. Offered summer session.

**MUS 232 Studies in Piano Performance and Literature (2 or 3)**  
Master class in performance of selected piano works including historical performance practices, and technical considerations. Offered summer session.

**MUS 233 Studies in Musical Expression through Movement (2 or 3)**  
Seminars in music theory and composition and in various forms of movement which express sound. Eurhythmics and chironomy are studied as well as standard dance forms. Offered summer session.

**MUS 245 Field Studies in Music Teaching and Learning (4)**  
The pedagogical foundations of teaching and learning music via lectures, discussions, simulations, games, and observations. Application of pedagogical theory to develop learning/teaching strategies appropriate to group and individual music instruction.

**MUS 380 Instrumental Methods (Strings) (2)**  
Provides the teacher with basic facilities and pedagogical techniques for the string family.

**MUS 383 Instrumental Wind Methods (2)**  
Provides the teacher with basic facilities and pedagogical techniques for the woodwind, brass, and percussion families.

**MUS 395 Conducting (4)**  
Basic techniques of conducting, including instrumental and choral. Participants elect to emphasize either instrumental or choral technique and will be assigned at least one hour per week as assistants in university performing groups or public school ensembles.  
Prerequisite: MUT 211 and a 300-level theory course.

**MUS 401 Teaching Music in Elementary Schools (4)**  
Organization and content of the general vocal music class in kinder-

garten through sixth grade. The development of musicality in the child through singing, playing instruments, listening to music, and participating in rhythmic activities. Emphasis on teaching music reading and ear training to young children.  
Prerequisite: MUT 211 and a 300-level theory course.

**MUS 402 Teaching Music in Secondary Schools (2)**  
The content and organization of the complete secondary school curriculum and the role music assumes in it, including place and function of performing groups, general music, music appreciation, music theory, and musical production. Coordination of the music program with other subject areas such as English, social studies, and drama. Selection of appropriate repertoire and development of the school music library.  
Prerequisite: MUT 211 and a 300-level theory course.

**MUS 403 Conducting Choral Music in Secondary Schools (2 or 4)**  
The organization and conducting of choral music in junior and senior high schools. The development of the adolescent and young adult voice. Problems of repertoire selection. The selected choir, mixed chorus, glee club, madrigal group, and other small vocal ensembles. Historical style in choral singing, choral festivals, and contests.  
Prerequisite: MUT 211 and a 300-level theory course.

**MUS 404 Conducting Instrumental Music in Secondary Schools (2)**  
The organization and conducting of instrumental music in junior and senior high schools. Repertoire, materials, and techniques of secondary school orchestras, bands, stage bands, and ensembles. Pedagogical principles appropriate to individual or group instruction.  
Prerequisite: MUT 211 and a 300-level theory course.

**MUS 441-442 Music Pedagogy (4 each)**  
Principles of music instruction for the studio teacher. The first semester will be devoted to a survey of the field and to observation. The second semester will be devoted to supervised teaching.

**MUS 445 Music Criticism (4)**  
A study of the techniques of evaluating musical performances and making appropriate verbal and written comments. Includes techniques of writing program notes.

**MUS 480 Advanced Studies in Choral Conducting and Literature (1, 2, 3, or 4)**  
Independent and seminar work in advanced choral conducting. Emphasis is on interpretation of choral literature through research. Opportunities are provided for conducting experience in choral lab groups. Offered summer session.  
Prerequisite: Choral conducting experience and one music history class.

**MUS 481 Advanced Studies in Orchestral Conducting and Literature (1, 2, or 3)**  
Independent and seminar work in advanced orchestral conducting. Emphasis is on interpretation of orchestral literature through research. Opportunities are provided for conducting experience in a laboratory orchestra. Offered summer session.  
Prerequisite: Conducting experience, music history.

**MUS 494 Directed Research in Music Education (2 or 4)**  
Directed individual reading and research in technology of, innovation in, and psychology of music instruction.  
Prerequisite: Two courses from MUS 401, 402, 403, and 404.

**MUS 496 Innovations in Music Instruction (2, 3, or 4)**  
Innovative patterns of music instruction. Materials, methods, and curricula appropriate to changing demands made on the public school music teachers. Offered summer session.  
Prerequisite: Permission of instructor.

**MUS 499 Special Topics in Music (1, 2, 3, or 4)**  
Current topics and issues in music performance and literature.  
Prerequisite: Permission of instructor.

#### INDEPENDENT STUDY

**MUS 295 Independent Study (1, 2, or 4)**  
Normally for freshmen and sophomores.  
Prerequisite: Permission of department.

**MUS 296 Problems in Applied Music (2)**  
Independent study in technique and literature of the student's major performing area.  
Prerequisite: Permission of department chairperson.

**MUS 495**      **Independent Study (1, 2, or 4)**

Normally for juniors and seniors.  
Prerequisite: Permission of department.

**MUS 497**      **Apprentice College Teaching (2)**

Supervised participation in teaching an undergraduate course in music, together with discussion of teaching methods and objectives.  
Prerequisite: Permission of department.



# DEPARTMENT OF PHILOSOPHY

**CHAIRPERSON:** *Richard J. Burke*

**PROFESSOR:** *Richard J. Burke*

**ASSOCIATE PROFESSOR:** *Richard W. Brooks*

**ASSISTANT PROFESSORS:** *Jack Cumber, Jr., J. Clark Heston, Christopher Holliday, Robert J. J. Wargo*

**ADJUNCT PROFESSOR AND LECTURER:** *Charles E. Morton*

Philosophy is one of the oldest, often one of the least understood of the liberal arts. The philosopher is interested in all aspects of human life, searching for the greatest possible clarity concerning the most fundamental questions. There is no one kind of philosophy; there are many kinds, each with its own value. Philosophy has always served two functions: the first is speculative, the attempt to formulate illuminating generalizations about science, art, religion, nature, society, and any other important topic; the second is critical, the unsparing examination of its own generalizations and those of others to uncover unfounded assumptions, faulty thinking, hidden implications, and inconsistencies. The study of philosophy is designed to encourage a spirit of curiosity, a sensitivity toward the uses of words, a sense of objective assessment toward oneself as well as others. Competence in philosophy is solid training for advanced study in such fields as law, government, and public administration, as well as the ministry and teaching.

The Department of Philosophy offers programs of study leading to the degree of Bachelor of Arts with a major in philosophy, modified major in philosophy with concentration in linguistics, area studies, or religious studies, and minor in philosophy.

## Requirements for a Liberal Arts Degree with a Major in Philosophy

The major requires 40 credits in philosophy, including:

1. One semester of logic (PHL 102, 170, or 370).
2. One semester of ethics (PHL 103, 317, or 318).
3. Two semesters in history of Western philosophy (PHL 204; PHL 307-8; PHL 204 and 206 are recommended).
4. One semester of Eastern philosophy (PHL 250, 351, 352, or 353).
5. At least 20 credits in courses numbered 300 or above.

A student may substitute other courses for any of the above with permission of the department chairperson. Students planning to apply for graduate work in philosophy should discuss with faculty which courses to take in addition to the above.

## Modified Majors

1. Requirements for the major in philosophy with a concentration in East Asian studies or South Asian studies: 24 credits in philosophy, including PHL 351 or 353 (for East Asian studies) or 352 (for South Asian studies). For requirements in area studies, see page 79 and 80.
2. Requirements for the major in philosophy with a concentration in linguistics: 24 credits in philosophy, including PHL 370 and 475. For requirements in linguistics, see page 44.
3. Requirements for the major in philosophy with a concentration in religious studies: 24 credits in philosophy, including PHL 225. For requirements in religious studies, see page 85.

## Requirements for a Liberal Arts Minor in Philosophy

20 credits in philosophy, including:

1. One semester of logic (PHL 102, 170, or 370).

2. One semester of ethics (PHL 103, 317, or 318).
3. One semester of metaphysics/epistemology (PHL 204, 205, 206, 308, 329, 333, or 340).
4. At least 8 credits in courses numbered 300 or above.

## Department Honors

Students who think they might qualify for department honors should submit an example of their philosophical writing to the chairperson early in the semester before they expect to graduate. This should normally be a substantial paper written in PHL 395, but two or three papers written in other courses will be acceptable. If this work is judged to be of sufficiently high quality, it will be read by the rest of the department, and a conference to discuss it with the student will be arranged. Departmental honors are thus based upon written and oral achievement in philosophy, as well as general performance in courses.

## Department Course Prerequisites

In general, 100-level courses presuppose no prior college experience, 200-level courses presuppose some 300-level courses require some prior philosophy courses or related courses in other fields, and 400-level courses are primarily for philosophy majors. However, strict prerequisites have been kept to a minimum to encourage nonmajors to take philosophy courses as electives.

## COURSE OFFERINGS

### PHL 100 Topics in Philosophy (4)

A study of one philosophic topic or problem, to be announced in the schedule of classes each semester.

### PHL 101 Introduction to Philosophical Thinking (4)

Fundamental skills and questions in philosophy, including: how to read and write philosophy; what an argument is, and how to assess one; practice in clarifying concepts, such as absolute and relative, subjective and objective; similarities or differences between philosophy and other activities, such as science, religion, psychology, debating, and bull sessions. Offered every semester.

### PHL 102 Introduction to Logic (4)

The relationship between conclusions and statements given in support of them; emphasizes inductive logic. Topics may include analysis of ordinary arguments (such as might occur in a newspaper), hypothesis formulation and testing, elementary probability and statistical concepts, argument by analogy, and informal fallacies. Offered every year.

### PHL 103 Introduction to Ethics (4)

Systematic reading and discussion of major ethical analyses of the distinction between right and wrong, good and evil. Appeals to custom, theology, happiness, reason, and human nature will be examined as offering viable criteria for judgments on contemporary issues of moral concern. Offered every year.

### PHL 170 Introduction to Formal Logic (4)

Formal or symbolic logic is a study of what makes deductive arguments valid, employing symbols to represent sentences, words, phrases, etc. in order to reveal the formal structure of the arguments. Offered every year.

### PHL 204, 205, 206 History of Western Philosophy (4 each)

The development of systematic philosophical thought in the Western world from its beginning in the Mediterranean region to 1800 A.D., with extensive readings in the works of major philosophers. The three courses are: PHL 204, Classical Greek Philosophy (beginnings to Aristotle), PHL 205, Hellenistic and Medieval Philosophy (Stoics to the Renaissance); and PHL 206, Early Modern Philosophy (Galileo to Kant). Each course may be taken separately, although together they present a continuous development. Offered in sequence, so that each course is offered every other year.

### PHL 221 Theories of Justice, Power, and Freedom (4)

The meanings of central concepts in political philosophy, together

with several closely related concepts such as those of law, authority, and the like, are examined and analyzed through intensive readings in classic writings of political philosophers and through study of especially crucial problems. Offered every other year.

**PHL 225 Philosophy of Religion (4)**

Examination of arguments for and against the existence of God, the nature of religious language, and the relations between religion and philosophy. Offered every other year. Identical with REL 225.

**PHL 250 Philosophies and Religions of Asia (4)**

A study of the major religions of India, China, and Japan with emphasis on their philosophical significance. The course will cover Hinduism, Jainism, Confucianism, Taoism, and Buddhism (with special reference to Ch'an or Zen), and will deal with both the ancient traditions and some modern developments. Offered every year. Identical with REL 250.

**PHL 260 American Philosophy (4)**

An historical survey of American philosophy, from its beginnings in New England puritanism to the present day. Emphasis on Peirce, James, and Dewey. Offered every other year.

**PHL 307 European Philosophy since Kant (4)**

Among the major philosophers included are Hegel, Marx, Kierkegaard, Nietzsche, and Sartre. Several types of Marxism and existentialism will be distinguished, and their influence in this country will be discussed. Offered every two years.

Prerequisite: One philosophy course.

**PHL 308 British and American Philosophy since Kant (4)**

A study of 19th- and 20th-century philosophy in the U.S. and Britain. The course will trace the history that has led Americans and Britons to look at philosophy in a new scientific way and will present some unsolved contemporary problems.

Prerequisite: One philosophy course; PHL 206 recommended.

**PHL 310 Philosophy of Rhetoric (4)**

The problem of "objectivity," philosophical justifications for distinction between persuasion and proof, between propaganda and information, etc., and the consequences of denying such a distinction. Readings include Plato's *Gorgias*, Aristotle's *Rhetoric*, and recent documents on reasoning and communication. Offered every other year. Identical with SCN 310.

Prerequisite: One philosophy course, or SCN 201 or 301.

**PHL 312 Aesthetics (4)**

Systematic examination of the nature of aesthetic experience and aesthetic judgment in the appreciation of nature and art. Critical analysis of major theories, of the creation and structure of works of art, the psychology of aesthetic perception, and the logic and semantics of aesthetic judgment. Offered every other year.

Prerequisite: One philosophy course, or a course in art, music, or literature.

**PHL 317 Recent Theories of Ethics (4)**

Theories of ethics and meta-ethics of the 20th century, with emphasis on the analysis of ethical statements. Typical problems considered include the possibility of supporting ethical claims; the place of reason, emotion, and persuasion in ethics; and ethical relativism. Offered every other year. PHL 103 is strongly recommended as preparation.

**PHL 318 Ethics and the Health Sciences (4)**

Examination of central ethical issues in modern health care and research. Included are the distribution and allocation of health resources, the right to life and death, human experimentation, "informed consent," eugenics, and the ethics of behavioral control. Offered every year.

Recommended: PHL 103.

**PHL 319 Philosophy of Law (4)**

The nature of law and legal obligation, with emphasis on the relation of law, coercion, and morality. Attention will also be given to such issues as the nature of legal reasoning, the legal enforcement of morality, the justifiability of civil disobedience and conscientious refusal, and the justification of punishment. Offered every year. PHL 103 or PS 241 recommended as preparation.

**PHL 329 Philosophy of Science (4)**

The philosophical problems arising from critical reflection on the sciences. Typical topics: the structure of scientific explanation, the nature of scientific laws and theories, causality, and confirmation. Offered every other year.

Prerequisite: At least one course in philosophy and one in physical

science, either in high school or college. PHL 170 is strongly recommended.

**PHL 333 Theories of Knowledge (4)**

Critical examination of knowledge claims and of the types of justification given in their support. Typical topics: skepticism; empiricism; rationalism; the relations between sensations, images, and concepts; meaning and truth; believing and knowing; intuition; and limits of knowledge. Offered every other year.

Prerequisite: One philosophy course; PHL 206 or 308 recommended.

**PHL 340 Metaphysics (4)**

Study of selected influential attempts to characterize the basic features of the world. Emphasis on reformulations of metaphysical problems, such as the relation between nature and mind, in the light of modern advances in scientific knowledge and sophistication. Offered every other year.

Prerequisite: One philosophy course.

**PHL 351 Chinese Philosophy (4)**

Systematic study of the rise and development of Chinese philosophy with emphasis on the classical (Chou) period, especially Confucianism and Taoism. The impact of Buddhism on Chinese philosophical thinking will be examined. Reference to modern developments as time permits.

Prerequisite: PHL 250 or AS 210.

**PHL 352 Indian Philosophy (4)**

An examination of the presuppositions and doctrines of India's major philosophic systems. Both Indian logic and metaphysical speculation will be covered. Realistic, idealistic, pluralistic, dualistic, and monistic systems will be considered, with some reference to contemporary developments. Offered every other year.

Prerequisite: PHL 250 or AS 240.

**PHL 353 Japanese Philosophy (4)**

An examination of Japan's major philosophical and religious systems including Shinto, Pure Land and Zen Buddhism, and Confucianism in the premodern era. The latter half of the course will study the impact of European philosophical thought on the tradition and the emergence of a creative synthesis in the philosophy of Nishida Kitaro.

Prerequisite: PHL 250 or AS 220.

**PHL 370 Symbolic Logic (4)**

Study of standard first-order symbolic logic, emphasizing quantification theory and including identity theory and logical semantics, and possibly including an introduction to set theory and formal meta-theory. The logical system is approached both as a formal system and as a theoretical analysis of human reasoning. Offered every year.

Prerequisite: PHL 170, CIS 180, or MTH 103 or equivalent.

**PHL 395 Independent Study in Philosophy (2 or 4)**

Tutorial on a topic not included in regular courses, primarily (but not exclusively) for majors. Students should consult with the department chairperson before approaching a faculty member with a topic. Two credits graded S/N; 4 credits graded numerically. For 4 credits, in addition to reading and consultation, the student will write a substantial term paper.

Prerequisite: One philosophy course at Oakland and permission of instructor.

**PHL 401 Study of a Major Philosopher (4)**

A study of the works of one major philosopher. The specific philosopher will vary, but courses on Plato, Aristotle, Kant, and Wittgenstein will be offered every few years. May be repeated for credit. Prerequisite: One philosophy course; PHL 204, 205, 206, 307, or 308 recommended, whichever is relevant.

**PHL 437 Philosophy of Mind (4)**

An examination of selected topics or works in the philosophical literature about mind. Some topics are: the nature of psychological explanation, the relation of mind and body, thinking, emotions, concepts, consciousness, and remembering. Offered every other year.

Prerequisite: PSY 100 and one philosophy course; PHL 308 is recommended.

**PHL 440 Contemporary Issues in Metaphysics (4)**

A study of one or more current issues in metaphysics. The analytic tools of contemporary thinkers will be used in trying to resolve these perennial issues.

Prerequisite: PHL 170. PHL 340 recommended. Additional prerequisites or recommendations may be announced in the schedule of classes.



**PHL 470 Philosophical Logic (4)**

Logic as a tool of philosophical clarification, the role of logic in analyzing concepts such as knowledge, belief, obligation, causal necessity, time, or the subjunctive conditional; related issues in metaphysics, epistemology, and language theory.  
Prerequisite: PHL 370.

**PHL 475 Philosophy of Language (4)**

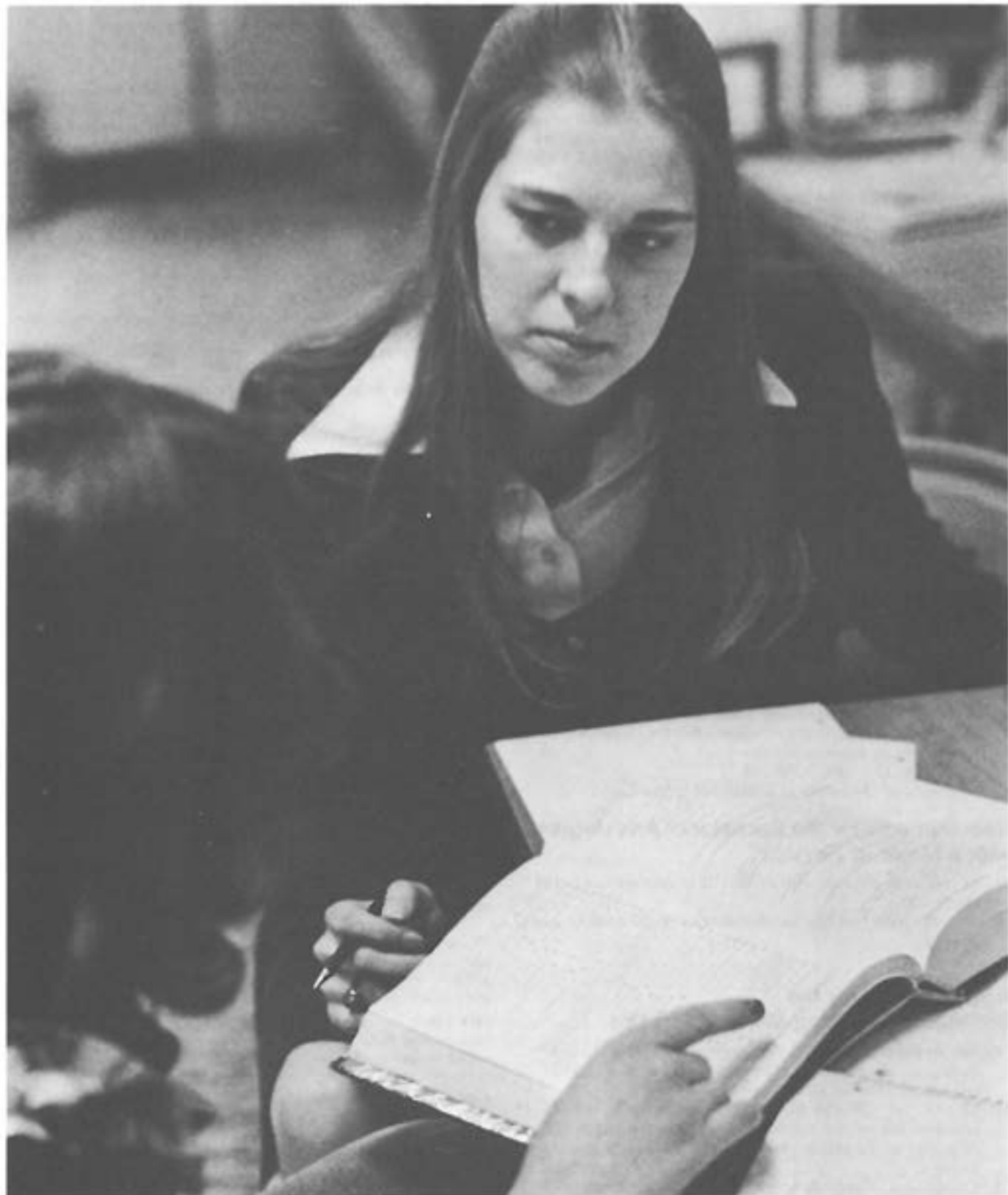
An inquiry into problems concerning the philosophical theories of natural language structure. Emphasis on views about what meaning

is and how we are to explain our ability to communicate with one another.

Prerequisite: PHL 102 or 170, or LIN 207. PHL 308 is recommended.

**PHL 497 Apprentice College Teaching (4)**

Open to any well-qualified philosophy student who obtains consent of a faculty member to assist in a regular college course. The apprentice should be capable of assuming limited teaching duties.  
Prerequisite: Permission of instructor.



## DEPARTMENT OF PHYSICS

**CHAIRPERSON:** *Abraham R. Liboff*

**PROFESSORS:** *Abraham R. Liboff, John M. McKinley, Ralph C. Mobley, Norman Tepley, Paul A. Tipler, Robert M. Williamson*

**ASSOCIATE PROFESSOR:** *W. D. Wallace*

**ASSISTANT PROFESSORS:** *Beverly Berger, Michael Chopp, Paul M. Doherty*

**ADJUNCT PROFESSOR:** *Gifford G. Scott*

**ADJUNCT ASSOCIATE PROFESSOR:** *Norman H. Horwitz (William Beaumont Hospital)*

Courses are grouped into two categories—preprofessional career programs and experiences in science for students with broad interests in contemporary human culture. The latter are strongly recommended for students planning any of a wide range of careers, including law, business, criminology, art history, music, government, education, and journalism.

Programs of study lead to the degrees of Bachelor of Science, Bachelor of Arts, and Master of Science.

The Bachelor of Science degree in physics is for students who plan to become professional scientists. It qualifies them for graduate studies in physical sciences or research positions in government and industry. Students pursuing this degree may discuss with faculty different specialties. Advisers in these fields are professors Berger (astronomy), Doherty (geophysics), Chopp (medical physics), Liboff (physics and public policy), and Mobley (industrial physics-electronics). Independent research projects are available in each area.

A limited number of upper-level internships are available both in medical physics and in physics and public policy. Majors wishing to take a hospital internship (medical physics) or an internship in Washington or Lansing (physics and public policy) are urged to declare their intentions as early as possible.

The Bachelor of Arts degree in physics is primarily for students who desire a broader, less professionally specialized background in physics.

### Requirements for the Bachelor of Science Degree with a Major in Physics

- 20 required credits in physics: PHY 151, 152, 158 or 159, 317, 351, 371.
- 22 elective credits in physics, at or above the 200 level, including at least 2 credits of laboratory course work. PHY 361 and 381 are strongly recommended for students planning graduate work in physics.
- MTH 154, 155, 254, APM 255.
- 10 credits of chemistry at a level not below CHM 114.

### Requirements for the Bachelor of Arts Degree with a Major in Physics

- 32 credits in physics, with at least 22 in courses numbered above 200.
- 20 additional credits in chemistry, mathematics, and physics.

### Requirements for the Secondary Teaching Major in Physics

- Fulfillment of B.A. or B.S. degree requirements in physics. Each program must have the approval of Professor Williamson by the end of the sophomore year.
- ED 344, 345, 428, 455. ED 428 *must* be taken in the winter semester before the internship, which is normally in fall or winter of the senior year. PSY 130 is strongly recommended.
- Completion of secondary teaching minor. Mathematics,

chemistry, biology, science, and physical education are recommended.

### Requirements for the Secondary Teaching Minor in Physics

Twenty credits in physics approved by department adviser for secondary teaching majors.

### Programs in Medical Physics

Students interested in medical physics may earn either the B.S. in medical physics or the B.S. major in physics with a specialty in medical physics. Requirements are described on page 125.

#### COURSE OFFERINGS

##### PHY 101 General Physics I (4)

Mechanics, fluids, thermodynamics. Calculus is not required. Offered each fall and winter.

Prerequisite: High school algebra and trigonometry or equivalent.

##### PHY 102 General Physics II (4)

Sound, light, electricity and magnetism, atomic and nuclear physics. Offered each fall and winter.

Prerequisite: PHY 101.

Each of the following courses is designed for nonscience majors.

##### PHY 104 Classical Astronomy (4)

Early theories. The universe of Ptolemy and Copernicus, concepts of Brahe, Kepler, and Newton. Light, optical instruments. The earth in the universe. Time and seasons. The moon, its composition, motion, eclipses. Exploration of the solar system. Offered fall only.

Prerequisite: High school algebra, some trigonometry desirable.

##### PHY 105 Modern Astronomy (4)

Stellar astronomy, energy production in the sun and stars. Properties of starlight; classification of stars; radio astronomy; stellar evolution; gravitational collapse; new astronomical objects (quasars, pulsars, radio galaxies); the primeval fireball; and cosmology: origin, history, and future of the universe. Offered winter only.

Prerequisite: High school algebra with some trigonometry desirable.

##### PHY 106 Earth Sciences I (4)

The earth as a planet. Topics include: origin, history, orbit, gravity, rocks and minerals, earthquakes, the interior, and the theory of continental drift. Offered fall only.

##### PHY 107 Earth Sciences II (4)

The surface of the earth, including the atmosphere and oceans. Topics include: climate, meteorology, continental evolution, weathering, glaciers, wind, and the energy resources of the earth. Offered winter only.

##### PHY 115 Energy (4)

Basic physical principles of energy, sources, transmission, and distribution. Political, economic, and ecological considerations.

##### PHY 121 Introduction to the Physics of Sensory Systems (4)

The senses as systems which allow us to respond to external stimuli. The senses as detectors or transducers. Emphasis on visual and auditory systems. Speech production and its acoustic characteristic and recognition.

##### PHY 125 The Physics of Music (4)

Lectures and demonstrations on the nature of vibrations, waves, and sound as applied to musical instruments and scales, voice, hearing, room acoustics, and electronic music. Offered fall only.

##### PHY 127 Human Aspects of Physical Science (4)

Primarily for the student wishing to explore the interaction of the physical and social sciences. Format varies to reflect the impact of physics on contemporary life, particularly on politics, economics, and behavior, as well as environment and well-being. Offered winter only.

**PHY 141 The Physics of Health Care (4)**  
Introduction to the physical principles of health-care delivery. Scientific systems and method. Data-collecting measurements, problem-solving, applications, physical hazards, radiation dosimetry, and electrical safety. Offered winter and spring.

**PHY 169 Physics in Science Fiction (4)**  
Physical principles as revealed by the extent to which science fiction authors observe or violate them. Selected readings, discussions, and written papers. No mathematics required beyond algebra. Graded S/N.  
Prerequisite: High school algebra.

The following courses are designed primarily for the physics major and for majors in the other sciences and engineering.

**PHY 150 Perspective and Method in Contemporary Physics (4)**  
A survey of contemporary physics; e.g. pulsars, neutron stars, black holes, quarks, gravitational radiation. Methods in physics and techniques of problem solving. Offered fall only.  
Prerequisite: High school algebra.

**PHY 151 Introductory Physics I (4)**  
Classical mechanics and thermodynamics. For science, mathematics, and engineering students. Offered fall, winter, and spring.  
Prerequisite: MTH 154 or PHY 150 with corequisite MTH 154.

**PHY 152 Introductory Physics II (4)**  
Sound, light, electricity, and magnetism. Offered fall, winter, and summer.  
Prerequisite: PHY 151. Corequisite: MTH 155.

**PHY 158 General Physics Laboratory (2)**  
Elementary experiments in mechanics, heat, sound, electricity, and optics for students with little high school physics laboratory experience. Offered fall, winter, spring, and summer.  
Prerequisite: PHY 101 or 151. Corequisite: PHY 102 or 152.

**PHY 159 Introductory Physics Laboratory (2)**  
Extended experiments and projects for introductory physics. Students with high school physics laboratory (or PHY 158) are encouraged to do open-ended experiments chosen with instructor. Offered fall and winter.  
Prerequisite: PHY 101 or 151 and one year high school physics laboratory. Corequisite: PHY 102 or 152.

**PHY 241 Introductory Electronics for Scientists I (2)**  
D.C. circuits, voltage, and current generation and measurement.

**PHY 242 Introductory Electronics for Scientists II (2)**  
Digital circuits. (PHY 241 is not a prerequisite.)

**PHY 243 Introductory Electronics for Scientists III (2)**  
A.C. circuits.  
Prerequisite: PHY 241 or equivalent.

**PHY 247 Introduction to Scientific Instrumentation (4)**  
Lecture and laboratory in the use of various devices and techniques used in scientific research. Oscilloscopes, integrated circuits, operational amplifiers, recorders, scintillation detectors, counters, and scalars. Laboratory experiments relate to health sciences: EKG, EEG, nerve transmission, blood pressure, and radioisotope labeling.  
Prerequisite: PHY 101-102 or 151-152 and one laboratory course in any science.

**PHY 290 Introduction to Research (2 or 4)**  
Independent study and/or research in physics for students with no research experience.  
Prerequisite: Permission of instructor.

**PHY 304 Astrophysics I (4)**  
Observed properties of stars, stellar dynamics, galactic structures. Offered every other year in fall only.  
Prerequisite: PHY 351 or 361.

**PHY 305 Astrophysics II (4)**  
Stellar structure and evolution, interstellar medium, galaxies, cosmology. Offered every other year in winter only.  
Prerequisite: PHY 304.

**PHY 306 Observational Astronomy (2)**  
A lecture/laboratory course using the Oakland Observatory and providing basic training in astronomical techniques.  
Prerequisite: PHY 158 or 159.

**PHY 307 Geophysics (4)**  
The application of physics concepts to the study of the earth, gravity and its anomalies, geomagnetism, earth-sun energy, geochronology, and seismic wave propagation. Offered every other year in fall only.  
Prerequisite: PHY 151-152. PHY 106 highly recommended.

**PHY 308 Physical Oceanography (4)**  
Physical oceanography and meteorology; composition and structure of the atmosphere and oceans. Interactions of sea water with the atmosphere, the continents, and man. Offered every other year.  
Prerequisite: PHY 151-152. PHY 107 highly recommended.

**PHY 317 Modern Physics Laboratory (2)**  
Optics and atomic physics experiments. Offered fall only.  
Prerequisite: PHY 158 or 159. Corequisite: PHY 371.

**PHY 318 Nuclear Physics Laboratory (2)**  
Nuclear physics experiments. Offered winter only.  
Prerequisite: PHY 158 or 159. Corequisite: PHY 372.

**PHY 325 Biophysical Science I (4)**  
Lecture course emphasizing the physics of living systems: thermodynamics in biology, information theory, theories of aging, biomolecular structure, nerve conduction, radiation biology. Offered fall only.  
Prerequisite: PHY 102 or 152, and MTH 155.

**PHY 326 Biophysical Science II (4)**  
Lecture course presenting application of the physical laws to operation of modern biophysical instruments; the electron microprobe, ultracentrifuge, spectrometer, laser light scattering, optical and X-ray diffraction, and acoustic probe. Offered winter only.  
Prerequisite: PHY 102 or 152, and MTH 155.

**PHY 331 Optics (4)**  
Geometrical optics, optical instruments, wave theory of reflection, refraction, interference, diffraction, and polarization of light. Offered winter only.  
Prerequisite: PHY 152 and MTH 155.

**PHY 341 Electronics (4)**  
Electronics for scientists, circuit theory, transistors, power supplies, linear amplifiers, oscillators. Offered winter only.  
Prerequisite: PHY 152 and PHY 158 or 159.

**PHY 347 Electronics Laboratory (2)**  
Circuits and electronics experiments. Offered winter only.  
Corequisite: PHY 341.

**PHY 351 Intermediate Theoretical Physics (4)**  
Topics and techniques common to intermediate physics courses. Includes analytical and numerical (computer) solution techniques, DIV, GRAD, CURL, and Fourier analysis. Offered fall only.  
Prerequisite: PHY 152.

**PHY 361 Mechanics I (4)**  
Applications of Newton's laws to particles, systems of particles, harmonic oscillators, central forces, accelerated reference frames, and rigid bodies.  
Prerequisite: PHY 152. Corequisite: MTH 254.

**PHY 371 Modern Physics (4)**  
Introduction to relativity, kinetic theory, quantization, and atomic physics. Additional topics chosen from physics of molecules, solids, nuclei, and elementary particles. Offered fall only.  
Prerequisite: PHY 152 and MTH 155.

**PHY 372 Nuclear Physics (4)**  
Radioactivity, interaction of radiations with matter, accelerators, nuclear reactions, fission, and fusion. Offered winter only.  
Prerequisite: PHY 102 or 152, and MTH 155; concurrent enrollment in PHY 318 is recommended.

**PHY 381 Electricity and Magnetism I (4)**  
Maxwell's equations and the experimental laws of electricity and magnetism. Potential theory, boundary conditions on the electromagnetic field vectors, field energy. Dielectrics, conductors, and magnetic materials. Offered fall only.  
Prerequisite: PHY 351 and MTH 254. APM 255 desirable.

**PHY 400 Undergraduate Seminar (1)**

**PHY 405 Special Topics (2, 4, or 6)**  
Prerequisite: Permission of department.

**PHY 417 Advanced Laboratory (2)**  
Methods of experimental physics. Experiments and projects in all

areas of classical and modern physics, with emphasis on research techniques and detailed analysis of experimental data.  
Prerequisite: PHY 317, 318, 341, and 347.

**PHY 418 Modern Optics Laboratory (2)**

Laboratory studies employing modern, sophisticated laser, spectrometer, and photon counting techniques and equipment including atomic absorption spectroscopy, intensity fluctuation spectroscopy, atomic and molecular fluorescence, and Brillouin scattering. Offered winter only.

Prerequisite: PHY 371, PHY 158 or 159.

**PHY 421 Thermodynamics (4)**

The zeroth, first, and second laws of thermodynamics with applications to pure substances. Introduction to the kinetic theory of gases and to statistical mechanics. Offered fall only.

Prerequisite: PHY 361 and APM 255.

**PHY 441 Physics of Radiology I (2)**

Physical principles underlying the practice of radiology. Offered fall only.

Prerequisite: Department approval and PHY 371, 381, and either PHY 247 or 347.

**PHY 442 Physics of Radiology II (2)**

A continuation of PHY 441. Offered winter only.

Prerequisite: PHY 441.

**PHY 443 Physics of Nuclear Medicine I (2)**

Physical principles of diagnostic and therapeutic applications of radio-nuclides. Offered fall only.

Prerequisite: Approval of department, PHY 371, 381, and either PHY 247 or 347.

**PHY 444 Physics of Nuclear Medicine II (2)**

A continuation of PHY 443. Offered winter only.

Prerequisite: PHY 443.

**PHY 445 Medical Instrumentation (2)**

Detailed examination of the scientific instrumentation used in modern medical diagnostic and therapeutic practice. Offered winter only.

Prerequisite: Approval of department, PHY 371, 381, and either PHY 247 or 347.

**PHY 470 Relativity (4)**

Special relativity in mechanics and electromagnetism. Introduction to general relativity and gravitation. Offered winter only.

Prerequisite: PHY 361 or 371 or 381.

**PHY 472 Quantum Mechanics I (4)**

Principles of nonrelativistic quantum mechanics. Schrodinger wave equation, expectation values of energy, position, momentum and angular-momentum operators, spin, perturbation theory, identical particles. With applications to atomic systems. Offered fall only.

Prerequisite: PHY 351, 361, 371, and APM 255.

**PHY 482 Electricity and Magnetism II (4)**

Multipole fields, solutions of Laplace and Poisson equations, electromagnetic waves in insulators and conductors, radiation, and the derivation of the laws of optics from Maxwell's equations. Offered winter only.

Prerequisite: PHY 381 and APM 255.

**PHY 490 Independent Study and Research (2, 4, or 6)**

Prerequisite: Permission of department.

**PHY 497 Apprentice College Teaching (2)**

Directed participation in teaching selected undergraduate physics courses. May be repeated for a maximum of 4 credits. Graded S/N.

Prerequisite: Permission of instructor.



# DEPARTMENT OF POLITICAL SCIENCE

**CHAIRPERSON:** *Edward J. Heubel*

**PROFESSORS:** *Sheldon Appleton, Thomas W. Casstevens, Edward J. Heubel, Roger H. Marz, Carl R. Vann (Political Science and Behavioral Sciences)*

**ASSOCIATE PROFESSOR:** *James R. Ozinga*

**ASSISTANT PROFESSORS:** *Thomas W. Church, Brian Coyer, Lawrence T. Farley, Robert J. Goldstein, Vincent Khapoya, Claude Rowland, Don Schwerin*

**VISITING INSTRUCTOR:** *Brenda Beckman*

Political science offers a concentrated and systematic study of politics at all levels of government and in many different cultural and national settings. Policy-making, law, political behavior, administration, international politics, foreign governments, and theories and philosophies of government are among the many topics explicated by these courses. The general educational aim is to increase the student's awareness and understanding of the broad realm of politics and government. Many students electing this major wish to prepare for careers in public service, law, practical politics, or the teaching of government and social studies.

The Bachelor of Arts degree with a major in political science is the department's broadest degree program and is appropriate for the student with interest in public affairs or who intends to enter law school or graduate school. The department also offers a major in public administration leading to the Bachelor of Science degree. The program provides appropriate analytical skills for professionals and attempts to prepare students either for direct entry into public service or for specialized graduate programs in public administration and public policy.

## Requirements for the Bachelor of Arts Degree with a Major in Political Science

The major requires 40 credits in political science including PS 100, 131, and 222. No more than 4 credits of PS 110 and no more than 12 credits of independent study and internships (PS 390, 458, and 490) may be offered toward satisfaction of the major requirements.

## Requirements for the Bachelor of Science Degree with a Major in Public Administration and Public Policy

In addition to the general requirements for a Bachelor of Science degree, described on page 19, students must maintain a 2.50 average in required major and cognate courses.

The following major courses are required: PS 100, 131, 222, 350, 353, 453, and 454. Students are advised to enroll in PS 458, Public Affairs Internship (8 credits), in the spring session of the senior year. For students who complete the internship, 4 credits must be chosen from the following list to complete the major: PS 305, 307, 450, 451, 452, 455, 456. For students who do not take the internship, an additional 12 credits from the preceding are required.

The following corequisite courses are required:

1. MTH 121 and 122 (or 8 credits of mathematics at a higher level)
2. ECN 200 and 201 (8 credits)
3. MGT 200 (5 credits)
4. Either MGT 203 or CIS 120 (2 credits)

Political science majors may be advised by anyone in the department. For entry into the public administration program, consult any of the following: Edward J. Heubel, chairperson; Brian W. Coyer; Roger H. Marz.

## Concentration in Public Management

The Department of Political Science, in cooperation with the School of Economics and Management, offers a concentration in public management. Students majoring in political science may satisfy the requirements for both the major and the concentration by completing:

1. PS 100, 131, 222, 305, 350, 353, 453, and two other PS courses.
2. ECN 200, 201, and 301.
3. MGT 200 and MGT 436/PS 456.
4. MTH 121 and 122.

## Other Concentrations and Options

Students in political science may pursue a regular major in political science with a number of interdepartmental concentrations described on page 83.

For students who wish to emphasize political science and pursue a secondary education career in social studies, see program information on page 78.

## Department Honors and Independent Research

Department honors are conferred upon graduates who successfully complete a PS 490 project and paper at the honors level during the senior year. The student seeking honors should obtain department permission before registering for a 490 project. There are opportunities for advanced students to undertake independent readings and research under the PS 390 and PS 490 numbers; these also require pre-enrollment in the department office.

## COURSE OFFERINGS

### PS 100 Introduction to American Politics (4)

The decision-making process in the American national government and the ways in which parties, groups, and individuals work to produce public policy in Congress, the Presidency, and the courts.

### PS 103 Black Politics (4)

Analysis of Afro-Americans and their relationship to the American political system. Emphasis is on black political ideologies and thought, political organizations and strategies, and forms of political participation, both electoral and nonelectoral.

### PS 110 Contemporary Political Issues (4)

Selected topics dealing with current political issues or public policy problems. The particular topic will be announced at the time of offering. Designed for the general student. May be repeated for credit with different topics.

### PS 115 U.S. Foreign Policy (4)

Foreign policy issues and challenges confronting the U.S. in the nuclear age in light of the historical evolution of American diplomacy and in light of the limitations imposed upon foreign policy makers by public opinion and the exigencies of domestic politics.

### PS 131 Foreign Political Systems (4)

Analysis of contemporary politics and governmental systems of selected countries; types chosen range from established constitutional democracies and totalitarian systems to movements and regimes of new developing nations. Offered fall and winter.

### PS 213 International Politics (4)

Interdisciplinary study of concepts and hypotheses basic to understanding and analysis of relations among nations. The class may engage in a simulation exercise in international conflict and in analysis of a number of actual cases to gain experience in the application of the hypotheses studied. Offered fall or winter.

### PS 222 Measurement and Methodology (4)

A study of research design, measurement of political variables, and data analysis.

Prerequisite: One course in political science.

**PS 241 Law and Politics (4)**

A broad survey of the function of law and legal systems in the political order. The student will be exposed to the classic jurisprudential, historical, anthropological, and comparative treatments of the subject. Offered fall and winter.

**PS 301 American Presidency and the Executive Process (4)**

A study of presidential politics, decision-making, and leadership in the American political system. Offered winter semester.

Prerequisite: PS 100.

**PS 302 Legislative Process and Public Policy (4)**

A study of legislative behavior and decision-making, emphasizing the problems of public policy development in the American political system. Offered fall semester.

Prerequisite: PS 100.

**PS 305 Politics of the Local Community (4)**

Study of local governments, political forces, trends in metropolitan and suburban politics, and problems of planning in an age of urbanization. Offered fall semester.

Prerequisite: PS 100.

**PS 307 State Politics (4)**

Comparative analysis of the variations and similarities of the political systems of the 50 states; the policy-making structures; political participation; and contemporary public policy issues. Offered winter semester.

Prerequisite: PS 100.

**PS 313 International Law (4)**

An examination of the principles and organization of modern international law. Attention is given to the growing field of ocean resource, outer space, environmental protection, and information law.

Prerequisite: PS 213.

**PS 318 Foreign Policies of Communist Systems (4)**

Relations since 1945 between communist states, such as Russia and China; relations between those states and the communist parties of other countries. Offered winter semester.

Prerequisite: PS 131.

**PS 320 Laboratory in Empirical Methods (4)**

An examination of and training in empirical methodology. Topics include social science data management, two or three batch and conversational statistical packages, some computer programming, some statistics not covered in PS 222, and different modes of empirical political science research.

Prerequisite: PS 222.

**PS 321 Systematic Political Analysis (4)**

A study of formal models in political science. Offered once a year.

**PS 323 The American People and Their Presidents (4)**

Study of the relationships among public attitudes toward the Presidency and the political system, voting behavior in Presidential elections, and Presidential policies and leadership.

Prerequisite: PS 100.

**PS 324 Electoral Processes (4)**

The study of electoral systems, political parties, and the voting behavior of individuals and groups, with special attention to U.S. political experience.

Prerequisite: PS 100.

**PS 329 European Political Systems (4)**

An analysis of politics within and between nations in Europe. Selected institutions and processes are examined in detail. A comparative point of view is emphasized.

Prerequisite: PS 131.

**PS 330 Comparative Political Theory (4)**

An examination of the various approaches and theories used in comparative political research, including theories of development and modernization.

Prerequisite: PS 131 and 222.

**PS 331 The Political Systems of Britain and Canada (4)**

An analysis and comparison of British and Canadian politics, parties, parliament, politicking, and public policy.

Prerequisite: PS 131.

**PS 332 Politics of the Middle East and North Africa (4)**

Examination of the politics of the Middle East and North Africa. The cultural and historical factors that influence contemporary politics of

the area will be emphasized. Topics include religion, social structures, economic problems, the impact of the West, and the Arab-Israeli conflict.

Prerequisite: PS 131.

**PS 333 African Politics (4)**

Examination of politics of selected African states. Primary focus is on political development. Attention is given to traditional and colonial politics as well as to individuals, groups, and institutions that make up the present political process. Offered winter semester.

Prerequisite: PS 131.

**PS 334 Political Systems of Southern Asia (4)**

Examination of the elements of political life in India, Bangladesh, and Pakistan. The cultural, historical, social, and economic factors that influence contemporary political institutions; and the issues and processes by which political conflicts are resolved will be studied. Politics in Ceylon, Nepal, and Himalayan border kingdoms also may be considered.

Prerequisite: PS 131.

**PS 335 Politics of Latin America (4)**

Analysis of Latin American political systems and the historical, social, and economic factors underlying them. The major countries are studied intensively, and a comparative approach is used to examine the variations from democracy to dictatorship and the political instability that characterizes the area. Offered fall semester.

Prerequisite: PS 131.

**PS 337 The Soviet Political System (4)**

A descriptive analysis of the Soviet society as a political system: its origins, institutions, and political behavior. Trends and developments in the system will be assessed, and comparisons with other political systems will be undertaken. Offered winter semester.

Prerequisite: PS 131.

**PS 338 Modern Chinese Politics (4)**

An analysis of the rise of social movements in China after the breakdown of the traditional order; the emergence of the Nationalist and Communist regimes and the triumph of the Communists; and the political processes of the People's Republic of China, emphasizing the role of elites in policy formation, ideology, mass support, and the exercise of central power. Offered fall semester.

Prerequisite: PS 131.

**PS 342 American Legal System I: Principles and Processes (4)**

A study of the various institutions of the American legal system with emphasis on the specific policy-making tools of the judicial process.

Prerequisite: PS 100.

**PS 343 American Legal System II: Constitutional Law and Civil Liberties (4)**

A broad survey of American constitutional law with emphasis on civil rights and liberties in America as defined and protected by the judiciary. Primary emphasis on U. S. Supreme Court decisions dealing with freedoms of speech, religion, and privacy; rights of the accused; racial, ethnic, and sexual discrimination. Offered winter semester.

Prerequisite: PS 241 or 342.

**PS 350 Public Administration (4)**

Study of government in action, with special attention to policy formulation, organization, personnel administration, supervision, coordination, administrative control, and accountability. Offered winter semester.

Prerequisite: PS 100.

**PS 353 Public Policy Analysis (4)**

Examines the political, economic, and social factors in development, implementation, and impact of public policies; the roles of interest groups, political parties, bureaucratic institutions, and legislative bodies in the policy process at federal, state, and local governmental levels; and policy issues such as health, transportation, land-use, education, and welfare.

Prerequisite: PS 100.

**PS 371 American Political Thought (4)**

The writings of prominent American thinkers and statesmen whose ideas have influenced the development of the American polity will be considered. Selected texts by European thinkers may also be examined with a view to their influence on America.

Prerequisite: PS 100.

**PS 372, 373 Western Political Thought (4 each)**

A two-semester survey of Western political philosophy. Each major philosopher, from Plato to Marx, is placed in his/her political setting to show the interrelationships between a philosopher's environment and his/her ideas. Offered fall and winter semesters.

**PS 377 Communism (4)**

The development of revolutionary socialism from early Marxism to the present. The course analyzes the relevance of Marxism to a variety of contemporary revolutionary situations. Offered fall semester.

**PS 390\* Independent Study (2 or 4)**

Readings not normally covered in existing course offerings. Directed on an individual basis.

Prerequisite: Permission of department and instructor.

**PS 452 Comparative Public Administration (4)**

The role of public administrative systems in the context of diverse national environments, various levels of political development, and different stages of modernization.

Prerequisite: PS 131 and 350.

**PS 453 Public Budgeting (4)**

The budgeting process in complex institutions, with special reference to various modern budgetary systems. Stresses use of control over flow of funds as an instrument in policy control.

Prerequisite: PS 350.

**PS 454 Public Personnel Administration (4)**

Study of the procedures, techniques, and problems of personnel administration in public agencies; evolution of the modern civil service system, merit principle, and responses to collective bargaining and equal opportunity programs.

Prerequisite: PS 350.

**PS 455 Public Policy Evaluation (4)**

Analysis of public policy-making, evaluation techniques, uses of relevant information, and ethical implications of such studies. Offered fall 1978.

Prerequisite: PS 222 or a statistics course and PS 353.

**PS 456 Public Administration Strategies and Policies (4)**

The application of the management tools of economics, political

science, statistics, accounting, and organizational behavior to the systematic analysis of case studies drawn from experience in the governmental sector or other not-for-profit enterprises.

Prerequisite: Senior standing and permission of department.

**PS 457 Public Administration Career Orientation (2)**

Prospects, problems, and ethics of public administration as a profession. Examples and practical problems from agency work, jointly presented by professional administrators and department faculty.

Prerequisite: PS 350 and permission of department.

**PS 458\* Public Affairs Internship (4 or 8)**

Supervised student internships with governmental, political, and other public agencies; reports and analyses relating to agency required. Applicants must seek departmental approval at the beginning of the semester prior to that of the internship. Graded S/N.

Prerequisite: Permission of department.

From time to time, the department offers advanced seminars in which a topic or problem is studied in depth, and in which significant individual student research is presented for analysis and criticism. The seminar titles refer to the broad fields of political science within which the problem falls; the precise problems to be studied will be announced by the department when the seminars are offered. All seminars require permission of the department before registration. Offered every semester.

PS 402, 403 Seminar in American Politics (4 each)

PS 410, 411 Seminar in International Relations (4 each)

PS 420, 421 Seminar in Political Behavior (4 each)

PS 430, 431 Seminar in the Comparative Study of Political Systems (4 each)

PS 440, 441 Seminar in Public Law (4 each)

PS 450, 451 Seminar in Public Policy (4 each)

PS 480, 481 Seminar in Political Theory (4 each)

PS 490\* Special Topics or Directed Research (2, 4, or 8)

\*Students are limited to 8 credits of independent study (PS 390, 458, or 490) in any one semester, and may offer no more than 12 credits toward fulfillment of major requirements.

# DEPARTMENT OF PSYCHOLOGY

**ACTING CHAIRPERSON:** David G. Lowy

**PROFESSORS:** Edward A. Bantel, David C. Beardslee, Jean S. Braun, Harvey Burdick, Donald C. Hildum, Boaz Kahana, Donald D. O'Dowd

**ASSOCIATE PROFESSORS:** Daniel N. Braunstein, Max Brill, Kenneth H. Coffman, Algen O. Harrison, Lawrence G. Lilliston, David G. Lowy, Virginia E. O'Leary, Ralph Schillace, David W. Shantz, Irving Torgoff

**ASSISTANT PROFESSORS:** Maria S. Brand, Robert S. Fink, Ronald D. Hansen, I. Theodore Landau, Dean G. Purcell, Keith E. Stanovich, David M. Stonner, Harold Zepelin

**ADJUNCT ASSOCIATE PROFESSOR:** F. Edward Rice

**VISITING ASSISTANT PROFESSOR:** Sam Rakover

The Department of Psychology offers undergraduate programs leading to the Bachelor of Arts degree. The Department of Psychology curriculum is structured to meet the needs of four types of students interested in majoring in psychology: the student who plans to find employment after obtaining his/her bachelor's degree, rather than continuing formal education; the student who plans to go to graduate school in psychology; the student who plans to enter a field other than psychology that requires further formal training; and the student who has a general interest in psychology. A pamphlet, *Majoring in Psychology at Oakland University*, is available in the department office. The student planning to major in psychology should obtain a copy of this pamphlet, which offers suggested programs of study.

## Requirements for the Liberal Arts Major in Psychology

For students entering fall semester 1978 and after, the requirement is 36 credits in psychology, including PSY 100, 250, and four courses at the 350 level or above. Students who plan to attend graduate school should take statistics (PSY 357) and one of the experimental courses (PSY 400, 410, or 411).

The department currently offers applied practicum courses in areas of specialization such as gerontology and community psychology.

## Modified Majors and Other Options

A modified major in psychology with a concentration in linguistics is available. The linguistics concentration requires 24 credits in psychology, including PSY 100, 250, and at least two 300-level courses.

The department also offers Master of Arts degrees in clinical psychology and developmental psychology. For details, see the *Oakland University Graduate Study Catalog*.

## Honors Program in Psychology

Department honors are conferred upon graduates who have taken at least six psychology courses at Oakland University, including PSY 357 and a 400-level experimental course, and achieved a grade point average of 3.50 or higher in psychology courses. The student must also do honors-level work in PSY 494 or 495.

## COURSE OFFERINGS

Courses at the 500 level are generally available to qualified upper-level undergraduates. Consult the *Graduate Study Catalog* for further information.

### PSY 100 Foundations of Contemporary Psychology (4)

An introduction both to basic principles and recent formulations in psychology. Topics include the central psychological processes of attending, perceiving, learning, thinking, remembering, and study of social behavior and the development and organization of personality. Required of psychology majors.

### PSY 130 Psychology and Society (4)

Examination of relationships among people and the effects of these relationships upon them. Analysis of social functions and roles; development and change of attitudes, beliefs, and values; and development of personality in relation to the social milieu.

### PSY 200 through 209 Topics in Psychology (4 each)

Offered occasionally on special topics of current interest that are not listed among regular offerings.

### PSY 220 Abnormal Psychology (4)

The psychodynamics of abnormal behavior, clinical types, methods of investigation, and principles of psychotherapy. Prerequisite: PSY 100 or 130.

### PSY 235 Social Psychology (4)

Overview of traditional and current trends in social psychology. Attention is given to developing theoretical approaches to attitudes, interpersonal processes, and social perception. Prerequisite: PSY 100 or 130.

### PSY 250 Introduction to Research Design (4)

General introduction to design, function, and interpretation of research in the social sciences. Aimed at providing necessary preparation to evaluate the empirically based content of psychology. Required of psychology majors. Prerequisite: PSY 100 or 130.

### PSY 271 Child Development (4)

Theory and principles of child development from birth to puberty. Selected topics include: maturational processes, learning and motivation, intelligence, self concept, and child-rearing practices. Prerequisite: PSY 100 or 130.

### PSY 300 through 309 Topics in Psychology (2 or 4 each)

Offered occasionally by faculty wishing to explore topics of current interest not listed among regular offerings, either on their own initiative or at the request of a group of students. Prerequisite: Permission of instructor.

### PSY 310 Coping Strategies in the Normal Personality (4)

Characteristics of healthy personality in the following dimensions: need gratification, reality contact, interpersonal relationships, and growth. Prerequisite: PSY 100 or 130.

### PSY 311 Tests and Measurement (4)

Theories of measurement and evaluation. Examination of construction and interpretation of tests of ability, achievement, interests, and special attitudes. Objective tests of personality. Prerequisite: PSY 100 or 130.

### PSY 312 Psychopathology of Childhood (4)

The psychopathology of children and adolescents, emphasizing dynamic and cognitive-perceptual-motor variables. Prerequisite: PSY 100 or 130.

### PSY 315 Individual Differences (4)

Intellectual, motivational, and personality differences associated with age, social roles, sex, ethnic and racial groups, and social class. Prerequisite: PSY 100 or 130.

### PSY 316 Applied Psychology (4)

The areas in which psychology has been used, such as child-rearing, teaching and training methods, personality and aptitude testing, sensitivity training, human engineering, environmental design, and animal behavior. Prerequisite: PSY 100 or 130.

### PSY 322 The Psychology of Crime and Delinquency (4)

The nature of criminal behavior. Various psychological theories about the origins of delinquency and alternative approaches to dealing constructively with criminal behavior. Prerequisite: PSY 100 or 130, and 220.

### PSY 323 Community Psychology (4)

Historical antecedents, contemporary roots, and basic concepts of the community psychology movement. Community approach to problems of emotional disorder, suicide, poverty, community organization, and community education will be examined. Prerequisite: PSY 100 or 130, and 220.



**PSY 324 Dehumanization (4)**  
Survey of research and literature on the effects of removing an individual's responsibility for the outcome of personal behavior. Topics include bystander apathy, over-obedience, conformity, etc. Prerequisite: PSY 100 or 130.

**PSY 325 Psychology of Women (4)**  
Psychological variables that repeatedly differentiate women from men; topics include sex differences in personality and learning ability, dependence, passivity, identification, role conflict, and achievement motivation. Prerequisite: PSY 100 or 130.

**PSY 326 The Psychology of Social Issues (4)**  
Psychology's contribution to understanding selected issues of current social concern such as urban areas, jury selection, effects of television on violence, etc. Prerequisite: PSY 100 or 130.

**PSY 331 Psychology of Adulthood and Aging (4)**  
Psychological change, from young adulthood to death; topics include potentials for psychological growth and sources of crisis, changes in intellectual processes, attitudes toward aging, retirement, and the needs of the aged. Prerequisite: PSY 100 or 130.

**PSY 333 Organizational Behavior I (4)**  
Identical with MGT 330.

**PSY 334 Organizational Behavior II (4)**  
Identical with MGT 331.

**PSY 335 Psycholinguistics (4)**  
Identical with ALS 335.

**PSY 336 Psychology of Adolescence and Youth (4)**  
The adolescent experience and the transition to adulthood, as influenced by physiological change, intellectual growth, and social attitudes. Topics include the quest for identity, juvenile delinquency, drug use, the youth culture, relationships between generations, and vocational choice. Prerequisite: PSY 100 or 130.

**PSY 337 Group Behavior (4)**  
Group structure, function, and process. Focus on how individuals affect the behavior of people in groups; how the group, in turn, affects the behavior of the individual. Topics include leadership, cohesion, group therapy, crowds, and mobs. Prerequisite: PSY 100 or 130, and 235.

**PSY 345 Psychological and Field Studies in Education (4)**  
Identical with ED 345. Prerequisite: PSY 100 or 130.

**PSY 350 Motivation (4)**  
The nature of physiological and behavioral mechanisms that control an organism's reaction to the demands of its environment. Prerequisite: PSY 100.

**PSY 351 Learning, Memory, and Thinking (4)**  
Approaches to learning, memory, and thinking processes. Includes conditioning, problem solving, verbal behavior, storage systems, and organization. Prerequisite: PSY 100.

**PSY 352 Sensation and Perception (4)**  
Approaches to the basic sensory systems and perceptual processes. Prerequisite: PSY 100.

**PSY 353 Cognitive Psychology (4)**  
Information processing, selective attention, short- and long-term memory models, theories of forgetting, verbal learning, and psycholinguistics. Prerequisite: PSY 100.

**PSY 354 Animal Behavior (4)**  
Methods of observing, measuring, and recording the behavior of animals, including man. Theories of the ethologist are contrasted with views and techniques of contemporary comparative psychologists. Focuses on animal aggression, territoriality, communication, and social behavior, primarily from an evolutionary viewpoint. Prerequisite: PSY 100.

**PSY 355 Physiological Psychology (4)**  
Anatomy of the human nervous system and techniques to discover relationships between brain and behavior. The physiological bases of

emotion, motivation, sleep, learning, and sensory processes as well as pathology of the human central nervous system and the effects of human psychosurgery. Prerequisite: PSY 100.

**PSY 357 Statistics and Research Design (4)**  
The principal statistical procedures commonly employed in social science research. Emphasis is on design of experimental studies, problems of sampling and control of variables, and psychological measurement. Two years of high school mathematics are recommended. Prerequisite: PSY 100 and 250.

**PSY 358 History and Systems of Psychology (4)**  
How psychology came to be as it is. The beginning to the great experiments and the schools of psychology; the schools to World War II; World War II to the present. Men, experiments, theories. Prerequisite: PSY 100 and two psychology courses other than PSY 357.

**PSY 360 Attitudes and Opinions (4)**  
Nature and function of attitudes, relations between attitudes and personality, and attitudes and behavior. Attitude measurement, formation, and change processes. Prerequisite: PSY 357.

**PSY 371 Work with the Elderly I (2 or 4)**  
Introduction to community and institutional work with the elderly. Field placement is combined with readings and lectures on psychosocial services for the elderly. Prerequisite: PSY 331 (may be taken concurrently with instructor's consent).

**PSY 372 Work with the Elderly II (2 or 4)**  
Field work is combined with independent readings in gerontology. Prerequisite: PSY 371 and 250 or its equivalent, and instructor's consent.

**PSY 376 Socialization in the Family (4)**  
Some areas of research and theory on socialization processes. Areas of focus: attachment and separation, conscience development, sex-role identity, ego-identity, etc. Role of principal agents, e.g., family, peers, school. Prerequisite: PSY 271, 331, or 336.

**PSY 380 Theories of Personality (4)**  
Major theories of human personality development and principles of personality theory building. Prerequisite: PSY 100 and two other psychology courses.

**PSY 391 through 399 Advanced Topics in Psychology (2 or 4)**  
These courses will be offered occasionally by faculty wishing to explore special topics of current interest not listed among regular offerings, either on their own initiative or at the request of a group of students. Especially for majors, but qualified nonmajors will be admitted. Prerequisite: PSY 100, 250, and permission of instructor.

**PSY 400 Experimental Psychopathology (4)**  
Basic philosophy of science; issues in design and methodology of psychological research with application to abnormal behavior. Experience in data collection. Prerequisite: PSY 220 and 357.

**PSY 410 Experimental Social Psychology (4)**  
Theory and techniques of survey research, field experiments, laboratory experiments, and field studies. Experience in data collection; independent project required. Prerequisite: PSY 235 and 357.

**PSY 411 Experiments in the Basic Processes (4)**  
Issues in learning, perception, thinking, physiological psychology, and animal behavior with independent research project. Prerequisite: PSY 357, and 351, 352, or 353.

**PSY 430 Advanced Social Psychology (4)**  
Critical study of selected areas in social psychology such as attribution theory. Prerequisite: Permission of instructor.

**PSY 441 Advanced General Psychology (4)**  
Current frontiers of knowledge and new methodology in the range of psychology. For senior majors who plan to attend graduate school. Prerequisite: Permission of instructor.

**PSY 470      Apprentice College Teaching (4)**

Supervised participation in teaching undergraduate psychology courses. Discussion of teaching objectives and methods. May be repeated for a total of 8 credits. Only 4 credits may be offered to fulfill major requirements.

Prerequisite: Permission of instructor.

**PSY 480 through 485      Readings and Research Projects (2 or 4 each)**

Individual readings or laboratory research on a topic agreed upon by a student and a member of the psychology faculty. (Course numbers will be rotated from one semester to another.)

Prerequisite: Permission of instructor.

**PSY 494, 495      Honors Independent Studies (4 each)**

Independent honors research projects in clinical, developmental, experimental, and social psychology, respectively.

Prerequisite: Permission of instructor.

**PSY 496      Senior Honors Seminar (4)**

Basic concepts and issues in the field of psychology, with representative topics such as mind-body, heredity-environment, learning-instinct, theories, models and paradigms, the nature of verification and measurement, and the politics of psychology.

Prerequisite: PSY 357 and two 300-level psychology courses and a grade point average of 3.50 in psychology.



# DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

**CHAIRPERSON:** Donald I. Warren

**PROFESSORS:** Nahum Z. Medalia, Jesse R. Pitts, Philip Singer

**ASSOCIATE PROFESSORS:** Peter J. Bertocci, William Bezdek, Judith K. Brown, James W. Dow, Harry Gold, Jacqueline R. Scherer, Donald I. Warren

**ASSISTANT PROFESSORS:** A. Gary Shepherd, Richard B. Stamps

**ASSOCIATED FACULTY:** Assistant Professor Gayle H. Partmann (Linguistics)

The Department of Sociology and Anthropology participates in several degree programs, each designed to provide a maximum of flexibility to serve the student's interest while also providing the substantive background required to prepare the student for a career in his/her chosen field. These programs lead to the Bachelor of Arts degree.

## Requirements for Majors in Sociology and Anthropology

1. **Major in sociology:** SOC 100 and 36 other credits in sociology. Of these, 8 may be taken in anthropology.
2. **Major in anthropology:** AN 101, 102, and 32 other credits in anthropology. Of these, 8 may be taken in sociology. LIN 301 may be substituted for one departmental course.
3. **Major in sociology and anthropology:** SOC 100, AN 101, AN 102, 16 additional credits in sociology, and 12 additional credits in anthropology.

Note: No more than 8 credits may be taken in SOC or AN 190, 480, or 490.

## Requirements for Modified Majors

1. **Modified major in anthropology with concentration in area studies:** 24 credits in anthropology, including AN 101 and 102, and 20 credits in an area studies concentration.
2. **Modified major in anthropology with concentration in linguistics:** AN 101 and 102, 12 additional credits in anthropology, and 20 credits in linguistics. For linguistics requirements, see page 44.
3. **Modified major in sociology with concentration in linguistics:** 24 credits in sociology, including SOC 100 and 412, and 20 credits in linguistics. AN 204 may be substituted for one course in sociology. For linguistics requirements, see page 44.

## COURSE OFFERINGS IN ANTHROPOLOGY

**AN 101 Evolution of Man and Culture (4)**  
Introduction to physical anthropology and archaeology as applied to the evolution of man and culture. Stress placed on man's development in adaptation to the environment.

**AN 102 Man in Culture and Society (4)**  
Introduction to cultural and social anthropology with emphasis on the continuing adaptation of man to the environment and especially the interactions among culture, society, and natural environment.

**AN 190 Current Issues in Anthropology (4)**  
Designed for the general student, this course examines issues of current interest in anthropology. Topic will be announced at the time of offering.

**AN 200 Social Anthropology (4)**  
Examines social structure and social organization in anthropological perspective. Entails the study of economic, political, religious, and kinship systems in the social life of man.  
Prerequisite: AN 102.

**AN 204 Communication, Ethology, and Man (4)**  
The course will cover such topics as verbal and nonverbal communication, culture or tradition, spatial relationships, sexuality, ritual, group structure, and the definition of social situations.

**AN 251 Peasant Society and Culture (4)**  
The peasant as a social type; the peasant's role in the making of great civilizations; and forces for change in peasant societies, especially in the non-Western world.  
Prerequisite: AN 102.

**AN 271 Magic, Witchcraft, and Religion (4)**  
Anthropological theories of magic, witchcraft, and religion: human interaction with beings, creatures, and forces that manifest extraordinary powers; folk beliefs of nonliterate people; and transformation of social systems by religious movements. Identical with REL 271.  
Prerequisite: AN 102 or sophomore standing.

**AN 282 The Prehistoric Origins of Civilization (4)**  
The development and spread of culture in the period before written history, using archaeological evidence from Neolithic Old World and New World sites. Cultural evolution from early farming and settlement to the rise of complex civilization.  
Prerequisite: AN 101.

**AN 305 Child Rearing in Cross-Cultural Perspective (4)**  
Child-rearing practices and their educational role, the rearing of nonhuman primate young, and socialization practices of certain Western subcultures and non-Western societies.  
Prerequisite: AN 102.

**AN 310 Culture and Personality (4)**  
Theories of psychological anthropology on culture and personality and psychological phenomena viewed in relationship to culture and from a cross-cultural perspective.  
Prerequisite: AN 102.

**AN 322 Subsistence and Technology in Nonindustrial Society (4)**  
Technologies of different cultures and their implications for the individual, society, and general cultural survival; the ecology of tribal, peasant, and industrial cultures with emphasis on the subsistence technology of non-Western cultures or on a comparative study of cultural adaptation. Identical with ENV 322.  
Prerequisite: AN 102.

**AN 336 Sex Roles (4)**  
Comparative analysis of sex roles and status in tribal and class societies. Modern anthropological and sociological theories on sex role and status differences.  
Prerequisite: SOC 100 or AN 102.

**AN 340 Culture and Personality in Indian Society (4)**  
Personality in Indian culture; the persistence of basic Hindu personality and cultural communities.  
Prerequisite: AN 310.

**AN 341 Peoples and Cultures of the Mediterranean (4)**  
A comparative study of several rural communities around the Mediterranean basin in terms of certain key concepts such as "honor and shame," "cult of saints," "evil eye," and the "folk-urban dichotomy." These themes will be discussed within their national and modern contexts.  
Prerequisite: AN 102.

**AN 352 Survey of African Peoples and Cultures (4)**  
A general survey of the geography, history, economy, society, religions, and political systems of selected indigenous peoples of Africa. Part of the course will cover the events of the period of European contact.  
Prerequisite: AN 102.

**AN 353 Anthropology of North Africa and the Middle East (4)**  
The Arab peoples and their neighbors, emphasizing socio-cultural systems, group relations, social change, and the role of Islam as a cultural unifier.  
Prerequisite: AN 102.

**AN 361 Peoples and Cultures of India (4)**  
A survey of contemporary society and culture on the Indian subcontinent, with focus on India, Pakistan, and Bangladesh; emphasis on social structure, folk religion, and the problems of socio-cultural change.  
Prerequisite: AN 102 or AS 240.

**AN 362 Peoples and Cultures of China (4)**

An anthropological study of China, stressing the variety of cultural and ecological adaptations characteristic of that complex society.  
Prerequisite: AS 210.

**AN 370 Archaeology of Mesoamerica (4)**

The pre-Hispanic culture of Mexico and Guatemala, the Aztecs and Mayas, and their neighboring and derivative cultures. Detailed discussion of the major archaeological sites.  
Prerequisite: AN 101 and 102.

**AN 371 Cultures of Mesoamerica (4)**

Anthropological studies of Indian and Mestizo societies in Mexico and Guatemala, including their separate socio-economic patterns and their integration into a dualistic social system.  
Prerequisite: AN 102.

**AN 372 Indians of South America (4)**

A survey of the native South Americans. Includes warriors of the jungles, peasants and herders of the mountains, nomads of the plains and forests, and subsistence fishermen of the southern coasts.  
Prerequisite: AN 102.

**AN 375 Language in Culture (4)**

Identical with ALS 375.

**AN 380 Archaeology of North America (4)**

The evolution of native North American cultures (including Mesoamerica) from 50,000 B.C. to 1500 A.D., with emphasis on the ecological factors in the development of culture areas.  
Prerequisite: AN 101.

**AN 381 Indigenous Peoples of North America (4)**

The culture of certain North American Indian societies and Eskimo societies and their adaptation to Western contact.  
Prerequisite: AN 102.

**AN 382 Advanced Physical Anthropology (4)**

The emergence and diversification of the human species in relation to the morphology and ecology of both modern and fossil man, including physical and physiological variation (sex, race, and age), climatic adaptation, and population genetics.  
Prerequisite: AN 101.

**AN 383 Methods in Anthropological Archaeology (4)**

Instruction and field research, including site location, excavation and artifact analysis, and conservation. May be repeated once for credit.  
Prerequisite: AN 101.

**AN 391 Primate Behavior (4)**

Various bio-social factors which aid the nonhuman primates in their adaptation to the environment, implications for human behavior, classroom discussions, and field studies.  
Prerequisite: AN 101.

**AN 400 History of Anthropological Theory (4)**

The historical development of theory in anthropology; emphasis on recurring problems of theoretical and empirical import to the growth of the discipline as a whole.  
Prerequisite: AN 200.

**AN 415 Cognitive Anthropology (4)**

Study of culture as perceived by the people who live it, rather than by an outside observer. Includes ethnohistory, ethnographic semantics, and systematic ethnography. Involves work with symbolic systems.  
Prerequisite: AN 102.

**AN 420 Ethnopsychiatry (4)**

The socio-cultural context of mental illness and the forms of its institutional and medical care; relation between family relationships, child-rearing practices, and mental illness; and the physician-patient and indigenous healer-patient relationship.  
Prerequisite: Three sociology or anthropology courses.

**AN 430 Systems of Wealth and Power in Anthropological Perspective (4)**

Concepts and methods of political and economic anthropology, emphasizing the interrelated state of political and economic phenomena, with particular reference to preindustrial, non-Western societies.  
Prerequisite: AN 102.

**AN 440 Anthropology of Law (4)**

The mechanisms of social control and legal institutions in non-Western, preliterate societies. Topics include the varying types of moral order and the problem of legal enforcement in stateless

societies.

Prerequisite: AN 102 or 200.

**AN 450 Internship in Anthropology (4 or 8)**

Field placement and supervision of students in museums, specialized laboratories, or institutions related to anthropology; reports and analyses of experience required. Applicants must seek approval in the semester before the internship.  
Prerequisite: Permission of supervising instructor.

**AN 460 Problems of Social and Economic Change in Developing Societies (4)**

The role of anthropology in programs of socio-economic development in non-Western areas. Review of U.N. activities and national governments.  
Prerequisite: AN 102.

**AN 480 Independent Study and Research (2 or 4)**

A tutorial in which the student will pursue a course of reading and research with the instructor. May be repeated only once for credit.  
Prerequisite: Permission of instructor.

**AN 490 Current Problems in Anthropology (2 or 4)**

An advanced seminar in which a topic or problem is studied in depth. Each seminar requires independent readings and writing.  
Prerequisite: Permission of instructor.

**AN 497 Apprentice College Teaching (2 or 4)**

Supervised participation in teaching an undergraduate course in anthropology, combined with readings and discussion of teaching objectives and methods appropriate for anthropological presentation. May be taken only once for credit toward a major.  
Prerequisite: Senior anthropology major and permission of instructor.

**COURSE OFFERINGS IN SOCIOLOGY****SOC 100 Introduction to Sociology (4)**

Introduction to the basic principles, concepts, and theories of sociology relating to the study of man as a participant in group life. Particular attention is given to social structure, cultural processes and patterns, socialization and personality development, and social stratification.

**SOC 190 Current Issues in Sociology (4)**

Designed for the general student, this course will examine issues of current interest in sociology. The topic will be announced at the time of the offering.

**SOC 200 Introduction to Sociology of Education (4)**

The public school system in contemporary life, emphasizing unionization, bureaucratic structure and informal organizations within the school, and special problems of minority groups. Primarily for secondary teaching majors.

**SOC 202 Introduction to Methods of Social Research (4)**

The collection, organization, analysis, and interpretation of social data; elementary techniques of understanding and using quantitative evidence in sociological research.  
Prerequisite: SOC 100.

**SOC 203 Social Statistics (4)**

The interpretation of social data by quantification and statistical reasoning. Considers basic descriptive techniques such as percentages, correlations, and measures of dispersion; basic ideas of statistical inference; basic properties of the binomial and normal distributions; and the more common nonparametric statistics used in analyzing survey data.  
Prerequisite: Two years of high school mathematics.

**SOC 205 Sociology of Social Problems (4)**

An introductory survey of social problems in areas such as race relations, poverty, delinquency, and crime. Comparison of sociological with journalistic, theological, and political-legal approaches to social problems.  
Prerequisite: SOC 100.

**SOC 300 Social Stratification in Cross-Cultural Perspective (4)**

The concepts of class, caste, and race in relation to social conflict and social integration. Students will study these problems in a cross-cultural perspective, emphasizing comparative materials.  
Prerequisite: SOC 100.

**SOC 305 Sociology of Religion (4)**

An analysis of changing relationship between social structure and

religion in preindustrial societies, Europe during the Protestant Reformation, and the contemporary U.S. Identical with REL 305.  
Prerequisite: SOC 100.

**SOC 306 Sociology of Science (4)**

A sociological view of the natural and life sciences. Topics include: training and socializing young scientists; organizations in scientific fields, such as industrial laboratories, university departments, and "invisible colleges"; and inequalities in science.  
Prerequisite: SOC 100 or major standing in a physical or life science.

**SOC 307 Advanced Methods of Social Research (4)**

Problems and techniques of measurement in contemporary sociological research; the diversity of research methods; and the relationship between social research and social theory.  
Prerequisite: SOC 100 and 202.

**SOC 310 The Social Context of Social Work (4)**

An introduction to the social work profession and the social context of welfare policies; the relationships between social structure and the development of social work practice, and public and private welfare organizations.

**SOC 311 Classical Sociological Theories (4)**

Study of classical sociological theory stressing the works of Comte, Marx, Durkheim, Pareto, Weber, Simmel, and Freud.  
Prerequisite: SOC 100 or a 300- or 400-level course in any social science.

**SOC 320 Sociology of Crime and Punishment (4)**

Study of the various forms of criminal deviance, the sociological theories developed to explain the phenomenon of crime, and modes of control from hospitals to penitentiaries.  
Prerequisite: SOC 100.

**SOC 323 Juvenile Delinquency and Its Social Control (4)**

Nature and types of juvenile delinquency; the relation of juvenile delinquency to the stress of adolescence and the specific social situation; methods of preventing delinquency or its recurrence.  
Prerequisite: SOC 320.

**SOC 327 Police and Society (4)**

A study of police techniques and problems, of deviant citizen-police relations, and of social control in a field where power is high and visibility is relatively low. Topics include the defenses against corruption and the containment concept of police.  
Prerequisite: SOC 320.

**SOC 331 Racial and Cultural Relations (4)**

A study of racial, national, and religious groups, particularly those of the U.S., emphasizing their historical development, problems of adjustment and assimilation, and contemporary problems and trends.  
Prerequisite: SOC 100.

**SOC 335 The Family (4)**

A comparative and historical study of the family.  
Prerequisite: SOC 100.

**SOC 336 Sex Roles in Modern Society (4)**

The impact of ideological and technological change on the statuses, occupations, and relationships of males and females.  
Prerequisite: SOC 100.

**SOC 337 Character and Social Structure (4)**

A study of the impact of society upon the individual.  
Prerequisite: SOC 100.

**SOC 340 Urban Sociology (4)**

The social structure, culture, and ecology of early and contemporary urban communities; institutional responses to the problems of modern urban life.  
Prerequisite: SOC 100.

**SOC 357 Industrial Sociology (4)**

The relationship between industrial and business organizations and the community, the history of industrial sociology, the study of occupations, the social structure of business and industrial organizations, labor unions, informal work groups, and the character of American occupational life.  
Prerequisite: SOC 100.

**SOC 368 Sociology of Medical Practice (4)**

The structure of the medical profession from "black-bag" practice to group and hospital-centered practice; medical training, induction into practice and collegiality; related professionals such as chiropractors, optometrists, nurses, and paramedics.  
Prerequisite: SOC 100.

**SOC 370 Communities (4)**

Community is examined in both empirical and theoretical contexts, with emphasis on contemporary experiments, recent political and social interpretations of community development, and changing patterns of communal interaction.  
Prerequisite: SOC 100.

**SOC 371 Forms and Effects of Mass Communication (4)**

Analysis of the objectives and techniques of disseminating ideas and information through the mass media; evaluation of the influence of the media on the values and policy preferences of individuals, social groups, and institutions; design and application of research methods and models for the study of mass communication. Identical with SCN 371.

Prerequisite: SOC 100 or sophomore standing.

**SOC 376 Sociolinguistics (4)**

Identical with ALS 376.

**SOC 381 Sociology of Modern Organizations (4)**

A study of organizations, especially nonindustrial organizations such as labor unions, ethnic associations, religious congregations, and social service agencies. Topics include: analysis of bureaucracies, features of organizations such as goal-setting and communication and effects of organizations on American culture.  
Prerequisite: SOC 100.

**SOC 400 Higher Education as a Socializing Institution (4)**

Discussion of concepts and research methods developed in the study of socializing institutions with particular reference to higher education.

Prerequisite: SOC 100 and 200.

**SOC 402 Small Groups (4)**

The study of small group relations and the informal understandings, codes, and conventions which they generate. Considers dynamics of individuality, leadership, conformity, and esprit de corps in a group setting. Identical with SCN 402.

Prerequisite: SOC 100.

**SOC 404 Sociology of Poverty and Social Welfare (4)**

Survey of the development of social welfare programs in the U.S. Procedures developed to deal with problems of poverty, such as case work, community organization, and agency programming; analysis and evaluation of current policy debates on welfare programs.

Prerequisite: SOC 100 or 310.

**SOC 408 Population Theory and Problems (4)**

Historical analysis of world population growth, focusing on relationships among population size, population policy, and social and economic development.

Prerequisite: SOC 100.

**SOC 412 Contemporary Sociological Theory (4)**

Contemporary sociological theory from Veblen, Mead, and Thomas to the present, including Merton, Parsons, Lipset, Goode, and Eisenstadt.

Prerequisite: SOC 311.

**SOC 425 Corrective and Rehabilitative Institutions (4)**

Correctional institutions according to levels of security, and levels and types of resocialization pressures; problems of interaction within the institution are analyzed, e.g. between inmate, guard, supervisor, and rehabilitation specialist; development of inmate subcultures; dynamics of crisis (e.g. riots); and equilibrium.

Prerequisite: SOC 320.

**SOC 430 Internship in Social Justice and Corrections (4 or 8)**

Field placement and supervision of students in police, prison, and parole organizations and agencies.

Prerequisite: Enrollment in social justice and corrections concentration and written permission of instructor.

**SOC 437 Sociology of the Courts (4)**

The roles of judges, court officers, jury, and attorneys are described and analyzed in the context of their professional matrix.

Prerequisite: SOC 100 and 320.

**SOC 440 The Sociology of Youth (4)**

A cross-cultural analysis of the emerging youth culture in industrial societies: the economic, social, and political consequences.

Prerequisite: SOC 100 and junior standing or above.

**SOC 441 Social Change (4)**

The prediction and explanation of social change; change mechanisms such as crowds, publics, mass or social movements, and revolutions; and implications for social action.

Prerequisite: SOC 100 and junior standing or above.

**SOC 444 The Neighborhood (4)**

Social patterns of neighborhood life and the individual, the basis of ecological and cultural differentiation in central city, suburban and rural fringe areas. Investigation methods include observation, theoretical, and applied aspects of research.

Prerequisite: SOC 100 or AN 101, and SOC 340 or 370.

**SOC 455 Sociology of Occupations and Professions (4)**

The structure of major occupations and professions in terms of their publics, mandates, clients, and the career lines they offer, with comparisons between "incomplete professions," such as nursing and undertaking, and full-fledged professions.

Prerequisite: SOC 100.

**SOC 460 Political Sociology (4)**

Sociological factors which influence distribution of power within a society; political communication, maintenance of consensus, the revolution process, the structure of political parties, and the emergence of new states.

Prerequisite: SOC 100.

**SOC 465 Sociological Perspectives on Aging (4)**

The most significant recent sociological perspectives on aging; theories of aging and modernization; societal disengagement; age stratification. Topics include comparative status of the aged in developing and industrial societies; status of persons approaching and past retirement age in the U.S.; family and community roles and relations; and occupational and political participation.

Prerequisite: SOC 100 and junior standing or above.

**SOC 470 Field Studies in Sociology: Urban Workshop (4)**

Emphasis on sociological analysis and interpretation as participant-observers in Detroit metropolitan social service organizations. Four to eight hours per week of field activity and written reports of the field study are required. Field placements and class meetings to be arranged by instructor.

Prerequisite: SOC 100 or 310.

**SOC 473 Social Control of Mass Media (4)**

The major sociological factors which control the informational content of the mass media; differences between the structures and processes or control in the print and electronic sectors of the media. Identical with SCN 373.

Prerequisite: SOC 371.

**SOC 477 Survey Research (4)**

Theory and procedures of research surveys; research design, types of questions, and sampling techniques; includes field interviewing.

Prerequisite: SOC 100 and 203.

**SOC 480 Independent Study and Research (2 or 4)**

Directed individual reading and research.

Prerequisite: Permission of instructor.

**SOC 490 Special Topics in Sociology (2 or 4)**

Seminar on a special topic or problem requiring independent reading and writing.

Prerequisite: Permission of instructor.

**SOC 497 Apprentice College Teaching (2 or 4)**

Supervised participation in teaching an undergraduate course in sociology, combined with readings and discussion of teaching objectives and methods appropriate for sociological presentation. May be taken only once for credit toward a major.

Prerequisite: Senior sociology major and permission of instructor.



# ENVIRONMENTAL HEALTH PROGRAM

**DIRECTOR:** Paul Tomboulis (Chemistry)

This program leads to the Bachelor of Science degree and requires 128 credits. It prepares students for a wide variety of professional opportunities in government and industry. Graduates of the program should be able to identify, evaluate, and offer technical solutions to the broad range of environmental problems affecting human health and well-being. These studies include such areas as health and safety in the work place, air resources, land resources, and environmental planning. The program is a multidisciplinary approach using problem-solving methods, decision-making programs, and benefit-risk analyses.

## Requirements for the Bachelor of Science Degree

1. An introductory core program of 38 credits including BIO 190; CHM 144, 145, 147, 148, 303, and 304; PHY 101, 102 (or for students considering graduate education, PHY 151 and 152); MTH 123, STA 225 (MTH 154, 155 recommended for those considering graduate school).
2. An intermediate core program of 30 credits, including such courses as BIO 301, 303, 311, 312, 319, 443; CHM 453; PHY 106, 107, 158, 372; ECN 200, 201; PHL 318; and STA 226.
3. At least 20 credits of advanced courses, including such courses as ENV 353, 362, 370, 372, 373, and 481; or coursework in the options listed below.
4. Admission to major standing and filing an approved program of study must occur at least three semesters before graduation.

## Option in Occupational Health and Safety

The curriculum is a combination of coursework and laboratories designed as preprofessional training for careers relating human health and safety factors to working conditions, with emphasis on toxic substances. Students learn to recognize and evaluate actual and potential environmental hazards. This is followed by training in sampling, monitoring, and controlling harmful agents. Finally, students learn to control or eliminate undesirable occupational health and safety conditions and practices. Emphasis is on air and water pollutants, noise, radiation hazards, and disease vectors. Techniques of assessing actual and potential risks of exposure to environmental hazards are evaluated, along with philosophies, methodologies, and applications of tolerances, thresholds, and limits.

## Option in Environmental and Resource Management

This option emphasizes the wise use of resources, especially as they affect human health and well-being. Opportunities for study include toxic substances, air pollution, water pollution, demography, land resource management, control applications, and planning functions. Program options offer training for a variety of opportunities in industry and government, including planning, natural resource management, environmental protection, and public health.

Advanced course offerings may include BIO 301, 303; PHY 106, 107, 308; ENV 353, 362, 370, 372, 373, 481; PS 302, 305, 350; and ECN 208.



## SECONDARY TEACHING SOCIAL STUDIES PROGRAM

The secondary teaching social studies program offers either a baccalaureate program with a major in social studies or a separate social studies minor. Students seeking the Bachelor of Arts degree with a major in social studies will take a minor in sociology, psychology, history, or political science to achieve secondary teacher certification. The Michigan secondary provisional certificate is valid for teaching all subjects in grades 7 and 8, and in subject matter areas in grades 9 to 12 in which the student has completed a major or minor. (See page 99 for a listing of teacher certification requirements.) In general education, a social science distribution field is satisfied by the major; students must fulfill the history, philosophy, and area studies field with one course (4 credits) in area studies selected from AS 210, 220, 230, 240, 250, or 260.

### Bachelor of Arts with Teaching Major in Social Studies

To complete the degree program the student must fulfill all requirements set by the College of Arts and Sciences for B.A. candidates (see page 19).

The social studies program requires a core of social science courses with concentrated study in three social science content areas. The student must:

1. Complete a total of 40 credits in social studies and the social sciences, including:
  - a. SS 100 and 200 (prerequisite for ED 455, Internship).
  - b. 16 credits in political science, evenly distributed between American politics and non-American/comparative politics.
  - c. 16 credits in history, evenly distributed between American history and world history.
2. Complete a minor of at least 20 credits in one of the following social sciences: sociology, psychology, history, or political science. If a student minors in either political science or history, 16 credits in another social science or from an interdisciplinary social science group must be substituted in the major.
3. Complete a professional component of 36 credits:
  - a. ED 100 and 200 must be taken concurrently.
  - b. ED 100 and 200, 370, and 428 must be taken sequen-

tially in three semesters and are each prerequisites to ED 454 and 455.

- c. ED 454 must be taken concurrently with ED 455.
- d. ED 344 and 345 may be taken any time in the student's program before ED 455.

Students may enroll in ED 455 (Internship) only if their grade point average in professional courses (ED 100, 200, 370, 428) is 2.50 or higher, with no grades below 2.0; and if their grade point average in the courses in their major is 2.50 or higher, with no grades below 2.0.

### Secondary Teaching Minor in Social Studies

A teaching minor in social studies requires completion of SS 100 and 20 additional credits in the social sciences. At least three courses must be taken at the 200 level or higher. Students should concentrate in two of the social sciences, earning at least 8 credits in each. Students intending to minor in social studies must see their secondary social studies academic adviser upon entry into a teacher certification program to agree upon the social sciences concentration and distribution. This minor may not be taken by students majoring in secondary social studies; it is open to any other student with a secondary teaching major.

#### COURSE OFFERINGS

##### SS 100 Introduction to Social Studies (4)

This introduction to an interdisciplinary social science program provides an overview of the philosophical and historical development of individual social science disciplines (psychology, sociology, anthropology, political science, history, economics, and geography). Students may examine key concepts, methods, and scholarly literature in these fields and apply their work to selected current issues through interdisciplinary models. Required of all social studies majors and minors.

##### SS 200 Inquiry Skills for the Social Scientist (4)

Continues the interdisciplinary focus begun in SS 100. Current issues form its content. Students are expected to apply interdisciplinary investigative models to these issues to solve problems. Required of all social studies majors before student teaching. Prerequisite: SS 100.

For social studies course offerings in elementary education, see page 107.





# AREA STUDIES PROGRAMS

**CHAIRPERSON:** Carlo Coppola (*Modern Languages-Linguistics — South Asia*)

**AREA STUDIES COMMITTEE:** Carlo Coppola (*Modern Languages — Graduate Coordinator*), De Witt S. Dykes (*History — Afro-American Studies*), Kathryn M. McArdle-Pigott (*Modern Languages — Latin America*), Lawrence D. Orton (*History — Russia*), Gayle H. Partmann (*Linguistics-Sociology and Anthropology — Africa*), Amitendranath Tagore (*Modern Languages*), Richard Tucker (*History — South Asia*), Robert J. Wargo (*Philosophy — China*)

Drawing on faculty from its various disciplines, the College of Arts and Sciences sponsors a distinctive offering of area studies programs. The programs are dedicated to the understanding of living civilizations whose various aspects — art, government, history, language, literature, music, and social organization — are studied in the traditional departments of the university. A concentration in one of the areas offered might be considered by a student who, from intellectual curiosity, seeks an integrated view of a civilization as well as by a student who looks forward to a career in government service, journalism, teaching, residence or work abroad, or to graduate study with an area emphasis.

Oakland offers area programs in African studies, Afro-American studies, East Asian studies (China and Japan), Latin American studies, Slavic studies (Russia and Eastern Europe), and South Asian studies (India, Pakistan, and Bangladesh). Courses labeled "AS" are described at the end of this section. All other courses applicable to area studies programs are offered by college departments, and descriptions of those courses are found in the respective department listings.

## African Studies Program

**COORDINATOR:** Gayle H. Partmann (*Linguistics-Sociology and Anthropology*)

**FACULTY:** Cordell W. Black (*Learning Skills*), Lawrence T. Farley (*Political Science*), William C. Forbes (*Biological Sciences*), James D. Graham (*History*), Karl D. Gregory (*Economics and Management*), Marvin D. Holladay (*Music*), James W. Hughes (*Education*), David Jaymes (*French*), Mary Karasch (*History*), Vincent B. Khapoya (*Political Science*)

The concentration in African studies, which consists of 40 credits, is offered in conjunction with a full major in any department. Course requirements are AS 230, four semesters of Swahili or Arabic, and AS 384.

\*Until Oakland offers Swahili or Arabic on a regular basis, this requirement may be met by completing 20 hours of French or other courses approved by the African studies staff.

### COURSE OFFERINGS

AN 352	Survey of African Peoples and Cultures
BIO 309	Parasitology
BIO 365	Medical Parasitology
ECN 327	African Economic Development
HST 286-287	Survey of African History
HST 365	Response to European Colonialism
LIN 410	Studies in the Structure of a Language: African Languages
MUS 251	African through Afro-Caribbean Music
NCC 101	Topic: African Music as Oral Culture
PS 332	Politics of the Middle East and North Africa
PS 333	African Politics
AS 230	Introduction to Africa
AS 300	Special Topics in Area Studies
AS 384	Seminar in African Studies
AS 390	Directed Readings in Area Studies
AS 490	Directed Research in Area Studies

## Afro-American Studies Program

**COORDINATOR:** De Witt S. Dykes (*History*)

**FACULTY:** Johnetta Brazzell (*Urban Affairs*), Robert L. Donald (*English*), James D. Graham (*History*), Karl D. Gregory (*Economics and Management*), Marvin D. Holladay (*Music*), Mary Karasch (*History*), Vincent B. Khapoya (*Political Science*), Nahum Medalia (*Sociology and Anthropology*), Carl Osthaus (*History*), Colin A. Palmer (*History*), John Tower (*Economics and Management*)

The concentration in Afro-American studies, which consists of 28 credits, is offered in conjunction with a full major in any department. Required courses are AS 230, HST 291, HST 292, AS 380, and one course from each of the following groups:

1. ENG 342, or MUS 346.
2. PS 103, ECN 221, or SOC 331.
3. AS 300, AS 390, HST 319, HST 323, HST 366, or MUS 347.

### COURSE OFFERINGS

ECN 221	Economics of the Afro-American Experience
ENG 342	Black American Writers
HST 291, 292	History of the Afro-American People
HST 319	History of the American South
HST 323	Topics in Afro-American History
HST 366	Slavery and Race Relations in the New World
MUS 346	The Music of Black Americans
MUS 347	History of Jazz
PS 103	Black Politics
SOC 331	Racial and Cultural Relations
AS 300	Special Topics in Area Studies (Field Studies in the Afro-American Experience)
AS 380	Seminar in Afro-American Studies
AS 390	Directed Readings in Area Studies
AS 490	Directed Research in Area Studies

## East Asian Studies Program

**COORDINATOR:** Robert J. Wargo (*Philosophy*)

**FACULTY:** Sheldon L. Appleton (*Political Science*), Robert C. Howes (*History*), Janet Krompart (*East Asian librarian*), John Marney (*Chinese Language and Literature*), Paul M. Michaud (*History*), Richard B. Stamps (*Anthropology*), Amitendranath Tagore (*Chinese Language and Literature*)

The concentration in East Asian studies is offered in combination with a modified department major in anthropology, art and art history, history, political science, or philosophy. Admission to the concentration requires successful completion of AS 210 or 220 and two semesters of Chinese. Concentration requirements are 24 credits in the major department, four semesters of Chinese language, and 20 additional credits from the following list including AS 490.

Students interested in East Asian studies may also major in Chinese language and civilization. The major, sponsored by the Department of Modern Languages, requires 16 credits in Chinese beyond CHE 216 and 20 credits from the following list, including AS 490.

Students wishing to study in Japan may do so through an exchange program between Oakland University and Nanzan University, Nagoya, Japan.



**COURSE OFFERINGS**

AH 104	Introduction to Asian Art
AH 300	Chinese Art
AH 301	Japanese Art
AN 362	Peoples and Cultures of China
HST 277, 278	Survey of Japanese History
HST 370	China: Beginnings through Han, to 220 A.D.
HST 371	China: From the Three Kingdoms through Ming, 220-1644
HST 373	China: The Final (Ch'ing) Imperial Phase, 1644-1912
HST 374	China: The Nationalist Republican Period, 1912-1949
HST 375	Topics in Chinese Intellectual History
HST 376	History of Chinese Communism, 1921-Present
PHL 250	Philosophies and Religions of Asia
PHL 351	Chinese Philosophy
PHL 353	Japanese Philosophy
PS 318	Foreign Policies of Communist Systems
PS 338	Modern Chinese Politics
AS 210	Introduction to China
AS 220	Introduction to Japan
AS 300	Special Topics in Area Studies
AS 381	Seminar in East Asian Studies
AS 390	Directed Readings in Area Studies
AS 490	Directed Research in Area Studies

**South Asian Studies Program****COORDINATOR:** Richard P. Tucker (History)

**FACULTY:** Peter J. Bertoci (Sociology and Anthropology), Richard W. Brooks (Philosophy), Carlo Coppola (Modern Languages — Linguistics), Brian W. Coyer (Political Science), Bruce Harker (Education), Paul M. Michaud (History), Munibur Rahman (Modern Languages), Amitendranath Tagore (Modern Languages)

The concentration in South Asian studies is offered in combination with a modified department major in anthropology, art and art history, history, political science, or philosophy. The requirements are 24 credits in the major department, four semesters of an Indian language\*, and 20 credits from the following list, including AS 490.

Formal admission to the concentration requires completion of AS 240 and two semesters of an Indian language. Interested students should consult with the coordinator of South Asian studies as early in their college careers as possible.

\*In special cases, Sanskrit or Bengali may constitute an alternative to Hindi-Urdu, with consent of the coordinator.

**COURSE OFFERINGS**

AH 104	Introduction to Asian Art
AN 361	The Peoples and Cultures of India
HST 381	History of Early India
HST 383	British Imperialism and Hindu Nationalism in India, 1740-1947
PHL 250	Philosophies and Religions of Asia
PHL 352	Indian Philosophy
PS 334	Political Systems of Southern Asia
SOC 300	Social Stratification in Cross-Cultural Perspective
AS 240	Introduction to India
AS 300	Special Topics in Area Studies
AS 382	Seminar in South Asian Studies
AS 390	Directed Readings in Area Studies
AS 490	Directed Research in Area Studies

**Slavic Studies Program****COORDINATOR:** Alice Gorlin (Economics)

**FACULTY:** Robert C. Howes (History), Dmytro Ijewlito (Russian Language and Literature), Helen Kovach-Tarakanov (Russian Language and Literature), Lawrence D. Orton (History), James R. Ozings (Political Science)

The concentration in Slavic studies is offered in combination with a modified major in anthropology, history, or political science. The requirements are 24 credits in the major

department, four semesters of Russian language, AS 260, and 20 credits from the following list of Slavic studies courses, including AS 490. Admission to the program requires completion of AS 260 and two semesters of Russian. Interested students should consult the program coordinator as early in their college careers as possible.

Students interested in Slavic studies may also major in Russian language and civilization. The major, sponsored by the Department of Modern Languages, requires 16 credits in Russian beyond RUS 216 and 20 credits selected from the list of Slavic studies courses, including AS 490.

**COURSE OFFERINGS**

ECN 251	The Soviet Economy
HST 250	Introduction to Russian History
HST 254	Eastern European History
HST 352	Kiev and Muscovy
HST 353	Imperial Russia
HST 354	Soviet Russia
HST 359	Russian Intellectual History to Peter the Great
HST 360	Russian Intellectual History since Peter the Great
PS 318	Foreign Policies of Communist Systems
PS 337	The Soviet Political System
PS 377	Communism
AS 260	Introduction to the Slavic World
AS 300	Special Topics in Area Studies
AS 383	Seminar in Slavic Studies
AS 386	Slavic Folk Studies
AS 390	Directed Readings in Area Studies
AS 490	Directed Research in Area Studies

**Latin American Studies****COORDINATOR:** Kathryn McArdle-Pigott (Spanish)

**FACULTY:** William C. Bryant (Spanish), James W. Dow (Anthropology), Edward J. Heubel (Political Science), Mary C. Karasch (History), Richard Mazzara (French, Portuguese), Colin A. Palmer (History)

The concentration in Latin American studies is offered in combination with a modified major in anthropology, art and art history, history, or political science. The requirements are 24 credits in the major department, four semesters of Spanish language, AS 250, and 20 credits from the following list, including AS 490. Admission to the program requires completion of AS 250, and two semesters of Spanish, Portuguese, or French. Interested students should consult with the program coordinator as early as possible in their college careers.

Students interested in Latin American studies may also major in Latin American languages and civilization. The major, sponsored by the Department of Modern Languages, requires 24 credits in Spanish beyond SPN 216 and 20 credits selected from the following list, including AS 490. For alternative language requirements, see the Modern Languages entry.

**COURSE OFFERINGS**

AN 370	Archaeology of Mesoamerica
AN 371	Cultures of Mesoamerica
AN 372	Indians of South America
HST 261, 262	Introduction to Latin American History
HST 363	History of Southern South America
HST 365	The Response to European Colonialism
HST 366	Slavery and Race Relations in the New World
HST 367	History of Mexico
PS 335	Politics of Latin America
AS 250	Introduction to Latin America
AS 300	Special Topics in Area Studies
AS 368	Summer Program in Mexican Studies
AS 385	Seminar in Latin American Studies
AS 390	Directed Readings in Area Studies
AS 490	Directed Research in Area Studies

**AREA STUDIES COURSE OFFERINGS**

**AS 210 Introduction to China (4)**  
A study of the traditional civilization and modern development of

China. Topics include history, philosophy and religion, literature and the arts, government, and social organization.

**AS 220 Introduction to Japan (4)**

A study of the traditional civilization and modern development of Japan. Topics include history, philosophy and religion, literature and the arts, government, and social organization.

**AS 230 Introduction to Africa (4)**

Introduction to the geography and ecology of Africa and the history and cultures of African peoples, with attention to social organization; economic, political, and religious systems; and problems of social change.

**AS 240 Introduction to India (4)**

A study of the traditional civilization and modern development of the Indian subcontinent. Topics include philosophy and religion, literature and the arts, history, political structure, and social organization.

**AS 250 Introduction to Latin America (4)**

A study of the traditional and modern forces in Latin America; the cultures of Indian, European, and African peoples; and a survey of contemporary social and political problems of the area.

**AS 260 Introduction to the Slavic World (4)**

A study of the traditional civilization and modern development of the Slavic peoples with special emphasis on the Russians. Topics include ethnography, history, literature and the arts, political organization, and the role of the Soviet bloc in the modern world.

**AS 300 Special Topics in Area Studies (4)**

Interdisciplinary study of a foreign area, or a particular aspect of a foreign area, for which no regular course offerings exist. May be repeated once for a total of 8 credits.

Prerequisite: Appropriate AS introductory course.

**AS 368 Summer Program in Mexican Studies (8)**

Oakland faculty cooperate with Mexican faculty to present a set of summer courses focusing on Mexican culture: history, art, political and social problems, folk arts, archaeology, Chicano studies, intensive language, and Mexican literature. Emphasizes comparisons with U.S. culture and field work. Courses conducted in both Spanish and English. May be repeated once for additional credits with consent of the Latin American studies coordinator.

**AS 380 Seminar in Afro-American Studies (4)**

Supplements departmental area courses. Selected topics dealing with

the Afro-American experience. May be taken more than once.

Prerequisite: Permission of instructor.

**AS 381 Seminar in East Asian Studies (4)**

Supplements departmental area courses. A study of selected topics dealing with East Asia. May be taken more than once.

Prerequisite: AS 210 or 220 and permission of instructor.

**AS 382 Seminar in South Asian Studies (4)**

Supplements departmental area courses. A study of selected topics dealing with South Asia. May be taken more than once.

Prerequisite: AS 240 and permission of instructor.

**AS 383 Seminar in Slavic Studies (4)**

Supplements departmental area courses. A study of selected topics dealing with the Slavic area. May be taken more than once.

Prerequisite: AS 260 and permission of instructor.

**AS 384 Seminar in African Studies (4)**

Supplements departmental area studies. A study of selected topics dealing with Africa. May be taken more than once.

Prerequisite: AS 230 and permission of instructor.

**AS 385 Seminar in Latin American Studies (4)**

Supplements departmental area courses. A study of selected topics dealing with Latin America. May be taken more than once.

Prerequisite: AS 250 and permission of instructor.

**AS 386 Slavic Folk Studies (2)**

An intensive survey of the traditional music, songs, dances, and costumes of selected Slavic cultures. Includes participation in the Slavic Folk Ensemble. May be repeated once for a total of 4 credits. Graded S/N.

**AS 390 Directed Readings in Area Studies (2, 4, 6, or 8)**

Readings from diverse disciplines with focus on a student's area of specialization. Conducted as a tutorial by an instructor chosen by the student.

Prerequisite: Appropriate AS introductory course and permission of department and instructor.

**AS 490 Directed Research in Area Studies (2, 4, 6, or 8)**

Research relating to the student's area of specialization including a senior essay or research paper. May be offered as a seminar or tutorial. Supervised by an area studies instructor.

Prerequisite: Senior standing, admission to an area concentration, and permission of department and instructor.



# HONORS COLLEGE

**DIRECTOR:** *Melvin Chernov (History)*

**COUNCIL:** *Sheldon Appleton (Political Science), Charles B. Lindemann (Biological Sciences), Lewis N. Pino (Chemistry), Norman Susskind (Modern Languages and Literatures)*

The Honors College has been established by the faculty of Arts and Sciences for highly motivated students who wish an unusually challenging undergraduate education. It provides a specially designed general education and additional requirements in conjunction with a departmental major in the College of Arts and Sciences or in one of the professional schools. Students currently admitted to or enrolled at Oakland may apply directly to the Honors College for admission; others must apply for admission to Oakland University as well. Application forms are available at the Honors College office. Courses with the HC prefix are open only to students who have been accepted into the Honors College.

## REQUIREMENTS AND PROCEDURES

### The Departmental Major

1. The student must complete a department major in the College of Arts and Sciences or a prescribed course of study in the School of Economics and Management, School of Education, School of Engineering, or School of Nursing.
2. Honors college students must follow specially designated honors tracks in departments where they exist.
3. The Honors College Council will accept a student who is not pursuing a standard major (for example, a student with an independent major) if it deems that student's program to be of sufficient breadth, depth, and coherence.

### The Honors College General Education Requirements

1. The student must successfully complete the four Honors College core courses (HC 201, 202, 203, 204).
2. The student must successfully complete at least one 300-level course in each of three broad areas outside of his/her major. The four areas are: I. Literature and the Arts (Art, Communication Arts, English, Linguistics, Modern Languages and Literatures, Music); II. History, Philosophy, and Area Studies; III. Social Sciences; IV. Natural Sciences and Mathematics. In area IV, the course may be any introductory course normally taken by departmental majors.
3. The student must successfully complete a senior colloquium (HC 401).
4. The student must attain second-year foreign language proficiency.

### Advanced Standing

1. The student (normally at the end of the sophomore year) will apply for advanced standing in the Honors College and will either be admitted (after approval of his/her independent project) or asked to transfer to the university at large.
2. No student with a grade point average below 3.30 will be considered for advanced standing.

### The Independent Project

1. The student must successfully complete a major creative or scholarly work, under the supervision of a faculty member in the College of Arts and Sciences (or one of the professional schools when appropriate), after approval of the project by the Honors College Council. The request for approval normally takes place at the end of the student's sophomore year.
2. The student may receive departmental or Honors College



independent study credit for all or part of this work.

3. This is to be an independently designed and completed project.

### The Oral Examination

Soon after beginning the senior year, the student must pass an oral examination arranged by the Honors College Council. The examination will cover the student's independent project, knowledge of his/her major field, and general knowledge. The student's project supervisor will be present, as well as other members of the major department, instructors of Honors College core courses, and members of the Honors College Council, as appropriate.

### Graduation Grade Point Average and Graduation Honors

1. A grade point average of at least 3.30 is required for graduation.
2. The Honors College student may receive departmental and university graduation honors.

### HONORS COLLEGE COURSE OFFERINGS

**HC 201, 202, 203, 204 Honors College Core Courses (4 each)**  
Introductions to a range of ways of thinking characteristic of a modern university. Instructors for HC 201 will be drawn from art, communication arts, English, linguistics, modern languages and literatures, or music. Instructors for HC 202 will be drawn from the history or philosophy departments or from the area studies program. Instructors for HC 203 will be drawn from the departments of economics, political science, psychology, or sociology/anthropology. Instructors for HC 204 will be drawn from the departments of biological sciences, chemistry, mathematical sciences, or physics. Offered annually.

**HC 401 Honors College Senior Colloquium (4)**  
Discussion of a broad topic of traditional concern or an issue of particular current significance. Offered annually.

**HC 490 Independent Study (4)**  
Supervised instruction in the Honors College independent project. May be repeated for credit. Offered each semester.

## OTHER CONCENTRATIONS AND OPTIONS

In addition to the programs listed above and the concentrations detailed in departmental listings (such as linguistics and theatre arts), the College of Arts and Sciences sponsors a number of other interdepartmental offerings. The college and other academic units sponsor some of these programs jointly.

### CONCENTRATION IN AMERICAN STUDIES

**COORDINATOR:** Jane Eberwein (*English*)

**COMMITTEE:** Sheldon Appleton (*Political Science*), Richard Stamps (*Sociology-Anthropology*), Patrick Strauss (*History*), William White (*Communication Arts/Journalism*)

The American studies concentration provides both a broad understanding of the American experience and an introduction to the practice of focused interdisciplinary study. The concentration is taken in addition to a departmental major. By electing departmental courses with an American focus in two or three areas outside the major and framing the concentration with two interdisciplinary American studies courses, the student may expect to gain a coherent sense of the national experience and to appreciate the various contributions of different academic disciplines to understanding this complex topic. Although not a vocationally directed program, the American studies concentration should be of particular interest to students preparing for careers in law, government, or journalism and to those planning graduate work in American studies or any of its contributing disciplines.

This concentration requires 24 credits in American studies, including AMS 100, 400, and four departmental electives, from the list below. All four electives must be taken outside the student's major department.

#### AMERICAN STUDIES COURSE OFFERINGS

##### AMS 100 Introduction to American Studies (4)

A multi-disciplinary examination of one important topic in the American experience. Students enroll in one of several sections taught by instructors in several different departments. Sections will meet separately for about half the classes and together for the other half. Joint meetings will include guest lecturers, films, etc.

##### AMS 400 American Studies Colloquium (4)

Examination of one topic in American studies. Course will include participation by faculty in several departments. Should be taken in junior or senior year.  
Prerequisite: AMS 100.

### Departmental Electives

Art and Art History: AH 350.

English: ENG 224, 225, 317, 320, 322, 324, 332, 341, 342.

History: HST 214, 215, 220, 291, 292, 302, 306, 307, 310, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 323.

Linguistics: LIN 303.

Music: MUS 347.

Philosophy: PHL 260.

Political Science: PS 100, 103, 115, 301, 305, 342, 343, 371.

Sociology-Anthropology: SOC 205, 300, 331, 340, 357, 404, 455; AN 380, 381.

### CONCENTRATION IN ARCHAEOLOGY

**COORDINATOR:** Gottfried Brieger (*Chemistry*)

**COMMITTEE:** Carl Barnes (*Art History and Archaeology*), Richard Stamps (*Sociology/Anthropology*)

This concentration prepares students for graduate study in archaeology. It is also useful for students interested in an interdisciplinary approach to human cultural development viewed from historical, aesthetic, and scientific perspectives.

There are 28 credits required for this program:

1. Core: AH 100 and AN 101.

2. 8 credits in old world archaeology: AH 216 and AN 392.
3. 4 credits in new world archaeology: AN 370, 371, 380; HST 306 or 367.
4. 8 credits in methods and field term: AN 383.

In addition to the required courses, a number of other courses are recommended for those interested in further expanding their background. These include AH 312 and 314, AN 450, HST 261, PHY 107.

### CONCENTRATION IN COMPARATIVE LITERATURE

**COORDINATOR:** Richard Mazzara (*Modern Languages and Literatures*)

**COMMITTEE:** Helen Schwartz (*English*)

The concentration in comparative literature may be taken in conjunction with any major. Comparative literature is concerned with the systematic principles and methods by which the masterworks of world literature may be analyzed in relation to each other, using such organizing concepts as theme, genre, historical period, or the relationship between Eastern and Western literature.

Students who wish to take the concentration must apply for admission and must develop a program in consultation with a concentration committee member.

The concentration requires 24 credits in literature courses and foreign language competence. Requirements are:

1. LIT 170 and 480 (see Modern Languages and Literatures course offerings, page 54).
2. 16 credits in departmental courses, distributed among the fields of theme, genre, period, and East-West under the following conditions:
  - a. at least one period course,
  - b. two courses in one field,
  - c. and no more than two courses in one literature (English, French, etc.).
3. Foreign language competence through third-year level, including a foreign language course numbered 355 (Translation into English).

### CONCENTRATION IN COMPUTER AND INFORMATION SCIENCE

**COORDINATOR:** Glenn A. Jackson (*Engineering*)

The concentration in computer science is offered by the School of Engineering and is available on a joint basis to students within a department of the College of Arts and Sciences or the School of Economics and Management as well as to students in the School of Engineering. Many combinations are feasible.

With a major in mathematics, physics, chemistry, biology, or economics, a student may wish to emphasize numerical and scientific computing aspects of computer science. With a major in English, modern languages, history, philosophy, psychology, sociology, or anthropology, a student may wish to take courses in the computer science concentration that emphasize non-numerical and symbolic data processing, language translation, and list processing. With a major in economics or management, a student may wish to take courses oriented toward application of computers in management data processing.

Admission to the concentration in computer science requires completion of 32 credits, including at least one CIS course. The student must also obtain approval of an authorized adviser for the computer and information science concentration by completing the application forms available in 248 Dodge Hall. The student's program will then be developed jointly by the student, the departmental adviser, and the committee.

The computer and information science committee has established the minimal requirement for the concentration of 16 credits in CIS courses. Exceptions to this requirement as specified by participating schools and departments are listed in their separate sections of this catalog.

The course offerings in computer and information science are listed on page 114.

## CONCENTRATION IN ENVIRONMENTAL STUDIES

**COORDINATOR:** *Paul Tomboulis (Chemistry)*

The environmental studies program introduces students to modes of thought and action relative to environmental issues. Students learn to identify and evaluate alternative solutions to environmental problems. Short- and long-range implications of human activities are analyzed, as they affect resources and public policy.

Four broad areas of inquiry are included in these studies: application of science and technology to environmental quality and resources; impact of human settlements on ecosystems and human welfare; implications of human life support activities, including food, transportation and planning; and use, reuse, and depletion of physical and biological resources.

The program does not offer a major, but concentrations are available in conjunction with existing majors in cooperating departments. Requirements for the concentration are 24 credits in ENV and related courses, to be selected in consultation with the program coordinator.

Related courses in many departments are often suitable for an environmental studies concentration. These include, but are not limited to: AN 102, AH 363, BIO 301, BIO 311, BIO 443, ECN 225, ECN 308, ECN 309, SOC 370, SOC 408, EGR 415, HST 316, 317, HST 350, 351, PHL 318, PHY 106, and PHY 107. Consult the program coordinator for details.

### COURSE OFFERINGS

#### ENV 301 Introduction to Environmental Studies (4)

General introduction to selected social and political aspects of typical environmental issues. Topics chosen from current literature and taught predominantly by social science faculty.

#### ENV 308 Introduction to Environmental Studies (4)

General introduction to selected scientific and technical aspects of a broad range of environmental issues; topics chosen from current literature. Especially for nonscience majors; science majors should take ENV 370.

Prerequisite: Sophomore standing.

#### ENV 309 Introductory Environmental Topics (4)

A complement to ENV 308, emphasizing selected areas of resource use and management. Content varies each semester.

Prerequisite: Sophomore standing.

#### ENV 312 Energy and the Environment (4)

Basic facts of energy: sources, forms, the roles it plays, and its ultimate sinks. Includes study of laws limiting energy utilization, energy flow patterns, effects of energy use on the environment, and analyses of current energy-related problems.

Prerequisite: ENV 308. Two years of high school mathematics desirable.

#### ENV 322 Subsistence and Technology in Nonindustrial Society (4)

Identical with AN 322.

#### ENV 333 Food and Nutrition (4)

Introduction to the science of nutrition, with applications to the human diet. Includes study of foods, nutritional requirements, and the relationships of agriculture and geography to nutrition.

Prerequisite: Sophomore standing.

#### ENV 353 Problems of Energy and Environment (4)

Methods of determining environmental costs of energy consumption in agriculture, electric power generation, nuclear waste disposal, transportation, and industry. Advantages and disadvantages of alternative energy sources, consumption patterns, and conservation

efforts are examined.

Prerequisite: CHM 145 or PHY 152.

#### ENV 362 Impact of Urbanization (3)

A scientifically based environmental impact analysis of urbanization. Includes consideration of climate, hydrology, soils, physiography, and ecological relationships in suburban, urban, and metropolitan areas.

Prerequisite: Junior standing. Experience in metropolitan studies desirable.

#### ENV 370 Environmental Science (4)

Technical introduction to the scientific issues and principles of contemporary environmental issues. Especially for science, mathematics, and engineering majors.

Prerequisite: Sophomore standing and one year of college-level science.

#### ENV 372 Air Chemistry (3)

Technical evaluation of the nature and composition of the earth's atmosphere, both in its natural state and as it has been affected by man. Some discussion of air pollution control will be included. Identical with CHM 372.

Prerequisite: CHM 303 and 441.

#### ENV 373 Water Resources (3)

Analysis of natural water systems, introductory hydrology, the chemistry of eutrophication, and wastewater systems. Emphasis is on applications, including water pollution abatement and management strategies. Identical with CHM 373.

Prerequisite: CHM 303 and junior standing.

#### ENV 390 Selected Topics (1, 2, 4, 6, or 8)

Studies in special areas, often individually arranged. May be repeated for credit. Preparation of study plan and instructor's approval are required before registration. Graded S/N.

#### ENV 481 Toxicology of Environmental Pollutants (3)

Technical analysis of relationships between environmental pollutants and human health. Includes sources of pollutants and modes of action, occupational hazards, low level effects, and corrective procedures.

Prerequisite: Junior standing and permission of instructor.

## CONCENTRATION IN FILM AESTHETICS AND HISTORY

**COORDINATOR:** *Robert T. Ebersole (English)*

**COMMITTEE:** *Dolores Burdick (Modern Languages); Donald Hildum (Communication Arts); Brian Murphy (English); Charlotte Stokes (Art and Art History)*

The interdisciplinary concentration in film aesthetics and history, sponsored by the departments of English, modern languages and literatures, art and art history, and communication arts, offers multiple perspectives for examining theoretical and critical issues of film as art and communication. The film history courses examine narrative and technical developments with emphasis on major directors, genres, and trends. Of particular concern are the uniqueness of film, its relation to other forms of verbal and plastic arts, and special approaches needed for analysis and enjoyment.

Twenty-eight credits are required, distributed as follows:

1. Introduction: ENG 250 and LIT 251 (see Modern Languages and Literatures).
2. History: Any two of CIN 300, 301, 302.
3. Theory: SCN 303, AH 310, ENG 392.

### COURSE OFFERINGS

#### CIN 300 History of Film: The Silent Era (4)

Survey of directors and films important in shaping film history: Griffith, Eisenstein, Chaplin, Murnau, Pabst, Lang, and others.

#### CIN 301 History of Film: The Sound Era to 1958 (4)

Examination of significant directors, genres and movements: Welles, Hitchcock, Renoir, DeSica and others; the western, gangster film, musical; neorealism, film noir.

#### CIN 302 History of Film: The New Wave and Beyond (4)

Study of film since 1959: New Wave directors such as Truffaut, Godard, Resnais; major artists such as Fellini, Bergman, Kubrick; experimental films and new developments.

## CONCENTRATION IN PREPROFESSIONAL STUDIES IN MEDICINE, DENTISTRY, AND OPTOMETRY

**COORDINATOR:** Moon J. Pak (*Health Sciences*)

**COMMITTEE:** Gottfried Brieger (*Chemistry*), Egbert W. Henry (*Biological Sciences*), John R. Reddan (*Biological Sciences*), Robert L. Stern (*Chemistry*), Nalin J. Unakar (*Biological Sciences*), Barry S. Winkler (*Biological Sciences*)

Students intending to pursue careers in the medical, osteopathic, or dental professions are expected to complete a concentration consisting of the following:

1. Biology, 20 credits, including laboratories
2. Chemistry, 20 credits, including laboratories
3. Mathematics, 8 credits
4. Physics, 10 credits, including laboratories

In chemistry, mathematics, and physics courses, students should opt for the sequences that are more rigorous in academic context.

These are the minimum requirements for admission to the various medical, osteopathic, and dental schools in Michigan and elsewhere. The committee strongly recommends following additional courses for better preparation for the Medical College Aptitude Test (MCAT) as well as the medical school curriculum:

1. Science: genetics (BIO 341, 342), developmental biology (BIO 323, 324), biochemistry (BIO 407, 408, or CHM 453, 454, 457, 458)
2. Humanities: vocabulary and etymology (CLS 102), Latin (LTN 114-115)

Students intending to pursue a career in the optometric profession are advised to take the following courses:

1. Biology, 20 credits, including laboratory
2. Chemistry, 20 credits, including laboratory
3. Mathematics, 12 credits, including calculus (MTH 154, 155)
4. Physics, 10 credits, including laboratory
5. Introductory psychology (4 credits), English (8 credits), social science (8 credits)

This concentration does not constitute a major. Students must elect a major from those offered by the university. Interested students must consult the advisory committee for counseling and assistance in planning their academic programs (Health Science Advising Office, 169 Dodge Hall).

## CONCENTRATION IN PUBLIC MANAGEMENT

**COORDINATORS:** Roger Marz (*Political Science*) and Karl Gregory (*Economics and Management*)

The Department of Political Science, in cooperation with the School of Economics and Management, offers a concentration in public management. By meshing appropriate courses in political science, economics, management, and mathematics, the student will acquire skills essential to administrative responsibilities in government and other public and community agencies. The requirements are: PS 100, 305, 350, and 453; ECN 200, 201, and 301; MGT 200 and 436; and MTH 121 and 122.

## CONCENTRATION IN RELIGIOUS STUDIES

**COORDINATOR:** Leonardas V. Gerulaitis (*History*)

The religious studies program offers a series of courses on religion, both Western and Eastern, traditional and contemporary. These courses do not seek to confirm or attack any particular religious point of view; they are taught in the same scholarly and objective spirit as other university courses and aim at understanding a pervasive human phenomenon. They

are grouped into two types: historical studies and systematic studies.

At present, the program offers a concentration in religious studies consisting of at least 20 credits in religion, which may be taken jointly with a modified major (24 credits) in philosophy, or with a full major in any other department of the College of Arts and Sciences.

Students wishing to make religion the focus of an independent major will receive the support of the Committee on Religious Studies. Interested students should see the concentration chairperson for further information.

In addition to the religion courses, several collateral courses are suggested: CLS/ENG 312, HST 325, and PHL 205.

Courses with REL 200 numbers require only sophomore standing; courses with REL 300 numbers require one previous course in religious studies at Oakland, unless identical with department courses having different prerequisites.

### COURSE OFFERINGS

#### HISTORICAL STUDIES

**REL 200 Topics in the Historical Study of Religion (4)**  
The topic varies. Samples include: the New Testament, medieval mysticism, early Buddhism, the Protestant Reformation, Christ and Caesar, 18th- and 19th-century attacks on religion. May be repeated for credit.

**REL 202 The Jewish Tradition (4)**  
Selected ideas and institutions in the development of Judaism from its pre-exilic roots to the present.

**REL 203 The Christian Tradition (4)**  
Study of the most important Christian ideas and institutions from Jesus to the present.

**REL 211 The Bible as Literature (4)**  
Identical with CLS/ENG 211.

**REL 250 Philosophies and Religions of Asia (4)**  
Identical with PHL 250.

**REL 295 Contemporary Religious Movements (4)**  
Begins with a review of institutional religion in America, then surveys underground church movements, Zen, Yoga, TM, and others. Field work possible.

**REL 304 The Islamic Tradition (4)**  
Selected ideas and institutions in the history of Islam.

**REL 307 American Religious History (4)**  
Identical with HST 307.

#### SYSTEMATIC STUDIES

**REL 220 Topics in the Systematic Study of Religion (4)**  
The topic varies. Samples include: mythology, psychoanalysis and religion, religion and education, types of religious communities, shamanism, the hero. May be repeated for credit.

**REL 225 Philosophy of Religion (4)**  
Identical with PHL 225.

**REL 227 Psychology of Religion (4)**  
Basic data of religious experience in relation to motivation, cognitive structure, and personality; problems of religious symbolism, verbal and nonverbal; dynamics of religious movements; growth, propagation, and preservation of orthodoxy; varieties of reform. Offered every two years.

**REL 229 Religion and Literature (4)**  
Study of a few masterpieces of world religious literature, such as Greek tragedy, Hindu epic, Dante and Milton, with an attempt to generalize about the use of religious themes in literature and about literature as an expression of religious belief. Offered every two years.

**REL 271 Magic, Witchcraft, and Religion (4)**  
Identical with AN 271.

**REL 291 Religion and Contemporary Moral Problems (4)**  
Investigation of the theological and ethical reasons for the emergence of a new attitude toward moral questions. Protestant, Catholic, Jewish, and secular viewpoints on some of these: love, sex, civil

disobedience, criminal punishment, violence, war, suicide, and death. Offered every two years.

**REL 305 Sociology of Religion (4)**

Identical with SOC 305.

**REL 390 Directed Readings in the Study of Religion (4)**

Individual study of a topic not covered by regular courses, with guidance of a faculty tutor. May be repeated for credit.

Prerequisite: Permission of concentration chairperson.

## CONCENTRATION IN SOCIAL JUSTICE AND CORRECTIONS

**COORDINATOR:** Jesse R. Pitts (*Sociology and Anthropology*)

This concentration requires at least 20 credits and is to be taken in conjunction with a full major in any department of the college. It provides career-oriented education for students interested in the social forces producing delinquency and crime in the evaluation of social planning for crime prevention and control, and in the operation of police organizations and correctional institutions.

A student must be admitted formally to the program and meet the following requirements:

1. 12 credits chosen from SOC 320, 323, 327, 425; PS 241 and 343.
2. 4 or 8 credits of SOC 430.

With permission of the concentration chairperson, students may substitute the following courses for those above: PSY 220, 336; PS 342, PHL 221, SOC 437, and SOC 440.

## CONCENTRATION IN SOCIAL SERVICES

**COORDINATOR:** Jacqueline R. Scherer (*Sociology and Anthropology*)

This concentration requires at least 20 credits and is available to students throughout the university regardless of major. It is primarily for students who intend to pursue graduate studies in social services or who are interested in such topics as analysis of social programs and social welfare policies, exploration of the social and psychological dimensions of service delivery particularly as these relate to professional development, and integration of theoretical and applied approaches to problem solving.

Twenty credits are required, distributed as follows:

1. Sociological conceptual orientation: SOC 310 and 404.
2. Psychological foundations (two of the following): PSY 220, 271, 311, and 331.
3. Analytical skills/field work: SOC 470.

Students are encouraged to elect additional courses in psychology, human resources development, sociology, and related areas.

## TEACHING MINOR IN SCIENCE

The teaching minor in science requires at least 24 credits, selected from courses offered in biological sciences, chemistry, and physics. Course selections must cover two of the three disciplines and must include 12 credits in each discipline applied to the minor. All courses must be at the levels of BIO 190, CHM 104, PHY 101, or above, and they may not include courses in the student's major discipline.

## PRELAW STUDIES

**ADVISER:** Carl R. Vann (*Political Science*)

There is no formal prelaw curriculum at Oakland because no set of specific courses is necessary for admission to or success in American law schools. Students planning to attend law school after graduation should major in a field in which they have both interest and aptitude; the actual field is considerably less important for admission than the overall success of the student in college training as measured by cumulative grade

point average and scores on the Law School Aptitude Test.

Rather than mastery of any particular subject matter, law schools require of the incoming student certain basic skills, particularly the ability to think logically and to express oneself orally and in writing in a coherent and precise manner. No one academic discipline possesses a monopoly on development of these abilities. The best advice to students planning legal careers is to choose courses that emphasize analytical thinking and critical writing and to do well in them.

If there are any specific courses that might be recommended to prelaw students because of subject matter, they would be courses which deal with the operation of American institutions: particularly the basic courses in American politics, history, and economics. For students interested in general questions about law or legal techniques — from a liberal arts perspective and not as a technical discipline as taught in law school — the following courses should be of some interest: PHL 319; PS 241, 342, 343, 372, 373; and SOC 320. It must be emphasized, however, that none of these courses is required for or restricted to prelaw students.

The library, the Department of Political Science, and the Placement Office maintain a collection of law school catalogs; a member of the Department of Political Science serves as the prelaw adviser for students with questions or problems. Booklets containing application forms for the Law School Aptitude Test should be obtained early in the senior year from the Career Advising and Placement Office or the Political Science Department.

## OFF-CAMPUS STUDIES PROGRAMS

The College of Arts and Sciences administers an off-campus independent study program which allows a student to propose his/her own course of study for the semester off-campus. The following standards and procedures apply:

1. Any undergraduate student in good standing is eligible to participate in the program after completion of two semesters in residence.
2. A written proposal describing a course of activity will be prepared by a student applicant before beginning the program.
3. This proposal and the off-campus work it describes must receive support and involvement of at least three faculty members and approval of the dean.
4. All arrangements for off-campus work must be completed and filed by the end of the advising period in the semester preceding the semester of off-campus study.
5. Part of the preparatory work must include the designation of course equivalents totaling at least 8 credits for the independent study to be accomplished. This is to be negotiated with supporting faculty members.
6. Whenever credit is sought toward completion of a major, the department, through its chairperson, must agree to the value of the independent work.
7. The dean of the college will require a release from parents absolving the university of responsibility for the well-being of students under 18 years of age while they are participating in off-campus independent study.
8. The initial approval of a program for a student will be for one semester with the provision that the student may request an extension of the program for additional semesters.
9. The student must be registered at Oakland University and pay the required fees during the independent study period.

Students interested in overseas study programs sponsored by other universities and organizations, both domestic and foreign, should contact the Overseas Study Information Center located in the Department of Modern Languages. Information on work-study opportunities sponsored by institutions other than Oakland University can be obtained from the Placement Office and from the Department of Modern Languages and Literatures.



# SCHOOL OF ECONOMICS AND MANAGEMENT

## OFFICE OF THE DEAN

Norton C. Seeber, *Dean*  
 Eleftherios N. Botsas, *Chairperson, Department of Economics*  
 John E. Tower, *Assistant Dean*  
 Harvey A. Shapiro, *Assistant to the Dean*

**PROFESSORS:** Eleftherios N. Botsas, Karl D. Gregory, Robbin R. Hough, Sid Mitra, Norton C. Seeber

**ASSOCIATE PROFESSORS:** Daniel N. Braunstein, David P. Doane, An-lah Lin, Miron Stano, John E. Tower

**ASSISTANT PROFESSORS:** Nancy S. Barry, Alphonso R. Bellamy, Alice C. Gorlin, Douglas D. Gregory, Yong-Ha Hyon, Richard M. Reese, Diane B. Stricker, Socrates D. Tountas

**ADJUNCT SPECIAL INSTRUCTOR:** Harvey A. Shapiro

**ADJUNCT PROFESSORS:** Paul F. Lorenz, Theodore O. Yntema

**VISITING ASSOCIATE PROFESSOR:** Robert J. Zolad

**VISITING ASSISTANT PROFESSOR:** Norman Bowers

**VISITING INSTRUCTORS:** Paul O. Kingstrom, Howard S. Schwartz, David D. Sidaway, Charles T. Weber

**LECTURERS:** Paul Banas, David W. Essig, John Henke, Joseph P. Hinsberg, Barbara L. Karol, Carl P. Moore, Douglas R. Munro, Francis J. St. Onge, Robert H. Schappe, John N. Turner

The School of Economics and Management offers programs for persons interested in obtaining the skills and information necessary for the management of profit-making businesses, not-for-profit enterprises (e.g., health care institutions, educational institutions, cooperative societies), and governmental units. The programs include:

Bachelor of Arts with a major in Economics  
 Bachelor of Science with a major in Management  
 Management majors may obtain concentrations in:

Accounting	Human Resources
Computer and	Management
Information Science	International Management
Economics	Public Management
Finance	

Minors for students earning degrees in other schools and colleges of the university:

Economics  
 International Economics  
 Management  
 International Management

Master of Science in Management for students with an undergraduate degree other than management (consult the *Oakland University Graduate Study Catalog*).

Students in economics or management may also earn concentrations and minors offered by other units in the university, including concentrations in Afro-American studies, American studies, archaeology, area studies, computer and information science, environmental studies, social justice and corrections, and statistics, and minors in journalism.

The curriculum described below is effective for students entering the university in 1978-79. Students enrolled prior to the fall 1978 semester may opt to satisfy either the present or the older graduation requirements.

## UNDERGRADUATE PROGRAM LEADING TO THE BACHELOR OF ARTS WITH A MAJOR IN ECONOMICS

If a student elects the liberal arts major in economics, he/she will have the opportunity to combine emphasis on the concepts and tools of economic analysis, a broad general education, and the freedom to take several courses in other areas of interest. The student will begin to learn to apply economic analysis to major problems that face the nation and the world today.

An education in economics is excellent background for professional education in law schools and in graduate schools of business administration, public administration, or management. For students who plan to enter the work force directly after graduation, the economics degree provides entrance to management training programs in larger companies, to civil service jobs in government, and to employment in other not-for-profit institutions. To be employed as a professional economist or to teach economics, a student normally will have to proceed to graduate school and obtain at least a master's degree in economics and preferably a doctorate.

## Requirements for the Degree of Bachelor of Arts with a Major in Economics

A student with a major in economics must meet the following requirements in order to graduate:

1. Have completed at least 124 credits.
2. Have completed 32 credits, including 16 credits in ECN courses, at Oakland University.
3. Have completed at least 32 credits in courses at the 300 level or above.
4. Have completed, in residence at Oakland, the last 8 credits needed to complete the baccalaureate requirements.
5. Have a cumulative grade point average of at least 2.00 in courses taken at Oakland University and in courses in the major.
6. Have completed at least 8 credits in electives.
7. Have obtained a certification of English composition proficiency as described on page 15 of this catalog.
8. Have completed a general education program of 40 credits.
9. Have completed the requirements for an economics major.
10. Be in substantial compliance with all legal curricular requirements.
11. Be admitted to major standing in economics.



## General Education

Economics students satisfy the general education requirement by completing the general education program of the College of Arts and Sciences, as described on pages 19-21 of this catalog, by fulfilling the requirements of the Honors College, as described on page 82, or by fulfilling the requirements of the New Charter College program, as described on page 122.

## Economics Major Requirements

- To obtain a background in mathematics, computers, accounting, and another social science discipline the student must take the following cognate courses:
 

MTH 121-122	Introductory Mathematics for the Social Sciences (MTH 121 is linear or matrix algebra and MTH 122 is calculus)
or MTH 154-155	Calculus
CIS 120	Introduction to Computer Programming or any other course in computer programming
MGT 200	Introductory Financial Accounting
Social Science	Two courses in one of the social sciences other than economics
- The required economics core program courses are:
 

ECN 200	Introduction to Macroeconomics
ECN 201	Introduction to Microeconomics
ECN 301	Intermediate Microeconomic Analysis
ECN 302	Intermediate Macroeconomic Analysis
ECN 304	Statistical Methods for the Social Sciences
ECN 418	Selected Topics in Economic Policy
or ECN 480	Advanced Economic Theory
- The economics elective requirement is 16 additional credits in courses numbered ECN 300 or higher. Eight of these economics elective credits must be in courses numbered ECN 400 or higher. No more than 4 credits in ECN 392, 490, 494, or 497 may be a required economics elective.

## Requirements for Major Standing

Admission to major standing in economics requires: certification of English proficiency; completion of ECN 200-201, ECN 301, ECN 302, ECN 304, MTH 121-122 (or equivalent); completion of 56 credits or more; at least a 2.00 cumulative grade point average overall; and a grade of at least 2.0 in each of the economics and required mathematics courses. Admission to major standing in economics is required before a student may take 400-level economics courses.

## Standard Program for the B.A. with a Major in Economics

The following list should be viewed as an example only.

First Semester	Second Semester
<b>Freshman Year:</b>	
LS 100	LS 101
MTH 121 (or MTH 102-103 if necessary)	MTH 122 (or MTH 121)
Social science course	Arts course
Elective	Natural science course
<b>Sophomore Year:</b>	
ECN 200	ECN 201
MGT 200	ECN 304
Language/thought course	CIS 120
Elective (or MTH 122)	Language/thought course
<b>Junior Year:</b>	
ECN 301	ECN elective (300- or 400-level)
ECN 302	ECN elective (300- or 400-level)
Area studies course (non-Western group)	Literature course
Social science course	History/philosophy course (Western group)
<b>Senior Year:</b>	
ECN elective (400-level)	ECN 418 or 480
ECN elective (400-level)	Elective
Elective	Elective
Elective	Elective

## UNDERGRADUATE PROGRAM LEADING TO THE BACHELOR OF SCIENCE IN MANAGEMENT

The management program provides an education for management (i.e., the effective use of resources for defined objectives), rather than an education which describes the practices and institutions of business. The program aims to develop the transferable skills which make adaptive and innovative learners, and it enables graduates to understand and manage changing situations, whether in profit-oriented enterprises or in not-for-profit enterprises, public or private. In this program, a general education is combined with the development of analytical approaches which will enable the student to find new answers to the increasingly complex and changing problems faced by managers and technical personnel in both private business and public organizations. Because education for management is a continuing process throughout a management career, the program seeks to give students the kind of experience that will provide the foundation for adaptability within our rapidly changing modern environment.

The management major obtains the background necessary for entering many positions in business, government, and administration; industry training programs; or graduate schools of management. The emphasis on analysis and analytical tools, such as the computer, opens the way to positions in many areas of rapidly developing technology and expanding employment opportunities.

To aid in obtaining initial entry into various positions in business, government, and other institutions, the management program offers the opportunity to concentrate elective work either in a functional area of management or in some area of academic interest outside of management.

## Requirements for the Degree of Bachelor of Science with a Major in Management

A student with a major in management must meet the following requirements in order to graduate:

- Have completed at least 128 credits.
- Have completed 32 credits, including 16 credits in MGT courses, at Oakland University.
- Have completed at least 32 credits in courses at the 300 level or above.
- Have completed, in residence at Oakland, the last 8 credits needed to complete the baccalaureate requirements.
- Have a cumulative grade point average of at least 2.00 in courses taken at Oakland University and in courses in the major, including the cognate courses.
- Have completed at least 8 credits in electives.
- Have obtained certification of English composition proficiency, as described on page 15.
- Have completed a general education program of 28 credits.
- Have completed the management major requirements.
- Be in substantial compliance with all legal curricular requirements.
- Be admitted to major standing in management.

## General Education

Students in management may satisfy the general education requirement by meeting the requirements described below, by fulfilling the requirements of the Honors College of Arts and Sciences as described on page 82, or by fulfilling the requirements of New Charter College as described on page 122. The School of Economics and Management requires that each student take at least 28 credits in general education distributed as follows:

- One course from each of the following distribution fields (described in the College of Arts and Science section on pages 19-21): arts or literature, history/philosophy (West-

ern group), area studies (non-Western group), and natural sciences.

- An advanced English composition course: ENG 212 or ENG 380.
- Two courses in one of the social sciences other than economics: anthropology, political science, psychology, sociology, or speech communication.

### Management Major Requirements

- To obtain a basic set of skills useful in management, the student must take the following economics, mathematics, and computer programming cognate courses:

MTH 121-122 Introductory Mathematics for the Social Sciences (MTH 121 is linear or matrix algebra and MTH 122 is calculus)

or MTH 154-155 Calculus

CIS 120-121 Introduction to Computer Programming  
or CIS 180 Introduction to Computer Science, or any course in computer programming

ECN 200 Introduction to Macroeconomics

ECN 201 Introduction to Microeconomics

ECN 301 Intermediate Microeconomic Analysis

- Required management core courses:

MGT 200 Introductory Financial Accounting

MGT 304 Statistical Methods for Management

MGT 310 Managerial Accounting

MGT 322 Managerial Finance I

MGT 330 Organizational Behavior I

MGT 331 Organizational Behavior II

MGT 435 Management Strategies and Policies

or MGT 436 Public Management Strategies and Policies

Choice of one quantitative methods course:

MGT 305 Computer Systems for Problem Solving  
MGT 340 Quantitative Methods of Management Science

MGT 443 Operations Management

MGT 444 Simulation in Management

ECN 405 Econometrics

MOR 322 Mathematical Models in the Social Sciences

MOR 342 Introduction to Operations Research

- The student completes his/her work in management by electing 16 additional credits offered by the School of Economics and Management. These must be chosen from economics or management courses numbered 300 or higher. At least 8 credits must be at the 400 level. At least one of the four electives must be either an ECN or a cross-listed course. No more than 4 credits in MGT 390, 392, 490, or 494 may be used as a required elective. To guide the student in the selection of these electives and to allow him/her to indicate his/her area of interest, concentrations in accounting, finance, economics, computer and information science, human resources management, public management, and international management have been developed.

### Requirements for Major Standing

Admission to major standing requires: certification in English proficiency; completion of ECN 200-201, ECN 301, MGT 200, MGT 304, and MTH 121-122 (or equivalent); completion of 56 credits; cumulative grade point average of at least 2.00 overall and in management, economics, and required mathematics courses; and a grade of at least 2.0 in each of the required management, economics, and mathematics courses. Admission to major standing in management is required before a student may take 400-level management or economics courses.



### Standard Program for the B.S. in Management

The following list should be viewed as an example only.

#### First Semester

##### Freshman Year:

LS 100

MTH 121 (or MTH 102-103 if necessary)

Social science course

History/philosophy course

##### Sophomore Year:

ECN 200

MGT 200

Arts or literature course

Elective (or MTH 122)

##### Junior Year:

ECN 301

MGT 322

MGT 330

ENG 212 or 380

##### Senior Year:

MGT/ECN elective (300- or 400-level)

MGT/ECN elective (400-level)

Social science course

Elective

#### Second Semester

LS 101

MTH 122 (or MTH 121)

CIS 120-121 or CIS 180

Natural science course

ECN 201

MGT 310

MGT 304

Area studies course

Quantitative methods/systems

(ECN 405, MGT 305, 340, 443, 444, or MOR 322, 342)

MGT 331

MGT 302

ECN elective (300- or 400-level)

MGT 435

MGT/ECN elective (400-level)

Elective

Elective

### INTERNAL CONCENTRATIONS FOR MANAGEMENT MAJORS

For a student who desires to specialize in a functional area of management, the School of Economics and Management has developed the following concentrations consisting of a suggested set of 16-32 credits in courses which will provide the student with more extensive training in a specific field of management.

#### Concentration in Accounting

COORDINATOR: Diane B. Stricker

The concentration in accounting prepares the student for a career in accounting as an independent auditor or a career in a profit-making business, a not-for-profit enterprise, or the government.

To obtain the accounting concentration, the student must complete the 28 credits specified below with an average grade of 2.00 or better:

MGT 200	Introductory Financial Accounting
MGT 310	Managerial Accounting
MGT 311	Intermediate Accounting I
MGT 312	Intermediate Accounting II

Three courses from the following:

MGT 410	Cost Accounting
MGT 411	Auditing
MGT 414	Accounting Theory
MGT 415	Tax Accounting
MGT 416	Contemporary Issues in Accounting
MGT 418	Computer-Based Accounting and Systems
MGT 424	Legal Environment of Enterprise

#### Concentration in Computer and Information Science

COORDINATOR: Harvey Shapiro

The concentration in computer and information science is offered to management majors as a joint program of the School of Economics and Management and the Computer and Information Science Concentration Committee. The concentration specifies a set of courses that will provide more facility with computer programming languages and applications of this knowledge to management problems.

To obtain the concentration in computer and information science, the student must complete the 16 credits specified below with an average grade of 2.00 or better:

CIS 120-121 or CIS 180 and CIS 181 or CIS 220	Introduction to Computer Programming Introduction to Computer Science I Introduction to Computer Science II Computer-Based Information Systems
MGT 305 MGT 306	Computer Systems for Problem-Solving Management Systems Analysis

### Concentration in Finance

COORDINATOR: *Karl D. Gregory*

The concentration in finance develops the specific skills, modes of analysis, and institutional information useful in working in the accounting and finance areas of a profit-making business or not-for-profit enterprise. The program includes advanced work in accounting and basic and advanced work in finance.

To obtain the concentration in finance, the student must complete the 32 credits specified below with an average grade of 2.00 or better:

MGT 200 MGT 311 MGT 312 MGT 321 MGT 322 MGT 422	Introductory Financial Accounting Intermediate Accounting I Intermediate Accounting II Monetary and Fiscal Theory and Policy Managerial Finance I Managerial Finance II
----------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Two courses from the following electives:

ECN 323 ECN 420 MGT 303	International Economic Relations International Trade and Finance Economic Growth, Fluctuations, and Forecasting
MGT 415 MGT 416 MGT 421 MGT 423	Tax Accounting Contemporary Accounting Issues Investment Analysis The Multinational Firm

### Concentration in Human Resources Management

COORDINATOR: *Daniel N. Braunstein*

The concentration in human resources management develops the requisite skills to administer the various personnel functions in organizations. It is primarily for students who intend to pursue careers where management of people at work is a central concern (e.g., personnel management, labor relations, and first-line supervision). Emphasis is on acquiring an in-depth understanding of the tools and techniques used in the acquisition, development, and utilization of an organization's human resources. The program includes broad coverage of such topics as personnel psychology, personnel administration, and labor-management relations, in addition to a basic knowledge of organizational behavior.

To obtain the concentration in human resources management, the student must complete the 24 credits specified below with an average grade of 2.50 or better and with not less than 2.0 in any course:

MGT 330-331 MGT 433 MGT 434	Organizational Behavior I-II Labor-Management Relations Management of Human Resources
-----------------------------------	---------------------------------------------------------------------------------------------

Two courses from among the following:

MGT 430 MGT 431 MGT 432 MGT 437 ECN 368	Assessment of Organizational Behavior Leadership and Group Performance Motivation and Work Behavior Job Design The Economics of Human Resources
-----------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

Students wishing to pursue this concentration are advised to take MGT 330 and 331 in their second year.

### Concentration in Public Management

COORDINATOR: *Miron Stano*

The concentration in public management is offered jointly with the Department of Political Science. It is designed to provide an extensive understanding of the institutions and operations of the political system and of governmental agencies. The student obtains some of the particular skills and perspectives that relate to working for nonprofit enterprises and, in particular, governmental units.

To obtain the concentration in public management, the student must complete the 24 credits specified below with an average grade of 2.00 or better:

ECN 336 PS 100 PS 305 PS 350 PS 453 MGT 436	The Economics of the Public Sector Introduction to American Politics Politics of the Local Community Public Administration Public Budgeting Public Management Strategies and Policies
------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Concentration in Economics (for Management Majors)

COORDINATOR: *Sid Mitra*

For management majors who would like to combine their management education with an emphasis on economics, the Department of Economics offers a concentration in economics for management majors.

To obtain the concentration in economics, management majors must complete the 24 credits specified below with an average grade of 2.00 or better:

ECN 200 ECN 201 ECN 301	Introduction to Macroeconomics Introduction to Microeconomics Intermediate Microeconomic Analysis
-------------------------------	---------------------------------------------------------------------------------------------------------

Choice of either:

ECN 302 ECN 303	Intermediate Macroeconomic Analysis Economic Growth, Fluctuations, and Forecasting
or ECN 321	Monetary and Fiscal Theory and Policy

Two courses from the following:

ECN 309 ECN 310 ECN 323 ECN 325 ECN 326 ECN 327 ECN 328 ECN 336 ECN 350 ECN 368 ECN 400 ECN 409 ECN 418 ECN 420 ECN 423 ECN 433 ECN 467 ECN 480	Urban Economics Economics of the Environment International Economic Relations Industrial Organization Economic Development African Economic Development American Economic History Economics of the Public Sector Comparative Economic Systems Economics of Human Resources Advanced Systems Analysis Regional Economics Selected Topics in Economic Policy International Trade and Finance The Multinational Firm Labor-Management Relations Economics of Health Care Advanced Economic Theory
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Concentration in International Management

COORDINATOR: *Eleftherios N. Botsas*

The concentration in international management provides the management student with additional information about international trade, international finance, the role of the multinational firm, and the cultures and languages of other countries.

To obtain the concentration in international management, the student must complete the 16-32 credits specified below with an average grade of 2.00 or better:

Second-year proficiency in a foreign language ECN 326 ECN 350 or ECN 251	Economic Development Comparative Economic Systems The Soviet Economy
-----------------------------------------------------------------------------------	----------------------------------------------------------------------------

ECN 420  
or ECN 323  
MGT 423

International Trade and Finance  
International Economic Relations  
The Multinational Firm

## MINORS IN MANAGEMENT OR ECONOMICS FOR OTHER MAJORS

### Minor in Management

COORDINATOR: *John Tower*

For students in other majors who wish to combine their major with an introduction to the skills, analytical technique, and institutional material in management courses, the School of Economics and Management offers a minor in management.

To obtain the minor in management, the student must complete the 24 credits specified below with an average grade of 2.00 or better:

ECN 200	Introduction to Macroeconomics
ECN 201	Introduction to Microeconomics
MGT 200	Introductory Financial Accounting
MGT 330	Organizational Behavior I
2 MGT electives (300- or 400-level)	

### Minor in International Management

COORDINATOR: *Eleftherios N. Botsas*

For students in other majors, particularly modern languages and area studies, who wish to combine their major with an introduction to the skills, analytical technique, and institutional material related to international management and the multinational firm, the School of Economics and Management offers the minor in international management.

To obtain the minor in international management, the student must complete the 24 credits specified below with an average grade of 2.00 or better:

ECN 200	Introduction to Macroeconomics
ECN 201	Introduction to Microeconomics
ECN 323	International Economic Relations
MGT 200	Introductory Financial Accounting
MGT 330	Organizational Behavior I
MGT 423	The Multinational Firm

### Minor in Economics

COORDINATOR: *David P. Donne*

For students in other majors who wish to combine their major with an introduction to economic theory and its application to world problems, the Department of Economics offers a minor in economics.

To obtain the minor in economics, the student must complete the 20 credits specified below with an average grade of 2.00 or better:

ECN 200	Introduction to Macroeconomics
ECN 201	Introduction to Microeconomics
Statistics	(ECN 304, PS 222, PSY 357, SOC 203, or STA 225-226)
Two ECN electives (300- or 400-level)	

### Minor in International Economics

COORDINATOR: *Eleftherios N. Botsas*

For students in other majors who wish to combine knowledge of international economics with their major, the Department of Economics offers a minor in international economics.

To obtain the minor in international economics, the student must complete the 20 credits specified below with an average grade of 2.00 or better:

ECN 200	Introduction to Macroeconomics
ECN 201	Introduction to Microeconomics
Statistics	(ECN 304, PS 222, PSY 357, SOC 203, or STA 225-226)
ECN 323	International Economic Relations
ECN 423	The Multinational Firm

## COURSE OFFERINGS IN ECONOMICS

### Required Courses

The following courses are part of the basic economics major program and will be offered in fall, winter, and either spring or summer each year.

#### ECN 200 Introduction to Macroeconomics (4)

Introduction to the tools and analysis of economics. Analysis of determination of national income, money and banking, control of unemployment and inflation, economic growth, and international economics.

Prerequisite: High school algebra and sophomore standing.

#### ECN 201 Introduction to Microeconomics (4)

Analysis of consumer behavior, decision-making in the firm, market structure and performance, labor and other factor markets, government expenditures, and taxes. Application of microeconomic analysis to urban, environmental, energy, income maintenance, health, education, food, and fertility markets.

Prerequisite: ECN 200.

#### ECN 301 Intermediate Microeconomic Analysis (4)

Analysis of pricing, resource allocation, and income distribution at the level of the individual firm, industry, and household consuming unit.

Prerequisite: ECN 201 and MTH 122.

#### ECN 302 Intermediate Macroeconomic Analysis (4)

Construction, analysis and interpretation of models of aggregate economic behavior, including the policy implications of alternative models.

Prerequisite: ECN 201 and MTH 121.

#### ECN 304 Statistical Methods for the Social Sciences (5)

Statistical techniques useful in management and economic analysis. Emphasis on statistical description and inference, including hypothesis testing, estimation, and regression techniques. Includes computer exercises. Identical with MGT 304.

Prerequisite: MTH 122 or 154.

### Economics Electives

Following are economics electives which have been offered in the past three years. Any new course offering, change in a course description, or change in a prerequisite will be announced in a supplementary bulletin published during the advising period for a given semester.

The following 100- and 200-level economics courses are designed for students not majoring in economics or management. They may be taken by economics or management majors, but they cannot be used as one of the four required electives in the major.

#### ECN 100 Introduction to Political Economy (4)

Introduction to the traditional and radical economic analysis of the capitalist economy. Topics include: microeconomics — the development of the market system, monopoly, discrimination, pollution, and poverty; macroeconomics — economic activity, unemployment, inflation, defense spending, growth and underdevelopment, and imperialism; and alternative economic systems. Not open to economics and management majors.

#### ECN 221 Economics of the Afro-American Experience (4)

Application of the tools of economic analysis to: the current economic status of Afro-Americans, the economic history of Afro-Americans, the market consequences of discrimination, the evaluation of alternative strategies for economic development, and the critical review of recent public economic policies.

#### ECN 222 The Economic Status of Women (4)

Application of economic analysis to the role and status of women in the modern industrial economy. Topics include the relationship between women and consumption, women in the labor market, and the relationship between the family structure and economic activity.

Prerequisite: ECN 100 or 201.

#### ECN 225 American Economic Growth and Development (4)

People, institutions, events, and overall trends in the American economy since colonial times. Emphasizes qualitative and quantitative patterns of change in resource organization for social and

private goals.

Prerequisite: Sophomore standing.

**ECN 251 The Soviet Economy (4)**

The history of Soviet economic development; analysis of the principles of operation of the Soviet economy; the relationship between administrative structure and decision-making; problems of resource allocation; evaluation of Soviet economic performance and Soviet economic reforms.

Prerequisite: ECN 100 or 201.

**ECN 268 Introduction to Labor Economics (4)**

Introduction to the economics of labor, including composition of the labor force; unions and their economic effects; problems of unemployment; discrimination; and wage determination.

Prerequisite: ECN 100.

The following 300-level economics electives are designed for economics and management majors. Major standing is not required to take these courses, but some of them will have specific prerequisites or corequisites. Nonmajors may take these courses if they meet the prerequisites.

**ECN 303 Economic Growth, Fluctuations, and Forecasting (4)**

Analysis and modeling of the forces underlying economic growth in advanced nations. Study of business conditions and various factors affecting business fluctuations. Introduction to dynamic models and to economic forecasting techniques for the individual firm and for the national economy. Identical with MGT 303. Offered fall semester.

Prerequisite: ECN 201 and 304.

**ECN 306 Systems Analysis (4)**

Emphasizes identification of goals and use of resources for achieving goals through application of analytical and quantitative tools developed in earlier courses to problems from a variety of experiences, e.g., financial management, marketing, production, and capital budgeting. Identical with MGT 306. Offered fall, winter, and spring semesters.

Prerequisite: ECN 301.

**ECN 309 Urban Economics (4)**

A survey of selected contemporary urban economic problems; local public services and public finance in politically fragmented metropolitan areas; urban poverty and crime; urban housing, blight, and renewal; urban sprawl and traffic problems. Discussion of employment planning and area development in national urban policy.

Prerequisite: ECN 201.

**ECN 310 Economics of the Environment (4)**

Application of the tools of economic analysis to the problems of energy, ecology, and the environment. Topics include: the economics of externalities and public goods; environmental improvement and optimum use of fixed national resources; the limits to economic growth and ecological aspects of principal pollution problems; current environmental policy.

Prerequisite: ECN 201.

**ECN 321 Monetary and Fiscal Theory and Policy (4)**

Analysis of modern monetary, banking, and fiscal theories and policies. The course investigates both domestic and international monetary analysis and policies, and the relationship between monetary and fiscal policies as they affect the economy. Offered fall semester.

Prerequisite: ECN 201.

**ECN 322 Managerial Finance I (4)**

The basic elements of managerial finance. Topics include: capital budgeting techniques, financial structure and analysis, the cost of capital, and working capital management. Offered fall, winter, and spring semesters. Identical with MGT 322.

Prerequisite: ECN 201 and MGT 200.

**ECN 323 International Economic Relations (4)**

Introduction to elementary international trade theory, the international monetary mechanism, exchange-rate regimes, the balance of payments, and economic interdependence.

Prerequisite: ECN 201.

**ECN 325 Industrial Organization (4)**

The structure of American industry and the factors affecting it, with emphasis on economies of scale; barriers to entry; structure-behavior relationships, including pricing, product differentiation, and technical change; evaluation of performance and implications for public

policy in the areas of antitrust and regulation. Identical with MGT 325. Offered fall semester.

Prerequisite: ECN 301.

**ECN 326 Economic Development (4)**

Application of the tools of economic analysis to the problems of economic development and growth.

Prerequisite: ECN 201.

**ECN 327 African Economic Development (4)**

Application of the tools of economic analysis to: the historical development of African economies, the evaluation of current strategies for their economic development, and the role of the developed countries.

Prerequisite: ECN 201.

**ECN 328 American Economic History (4)**

Models and case studies of selected events in the growth and development of the American economy from colonial times to the present. Emphasizes the evolution of historical thought under the impact of economic analysis.

Prerequisite: ECN 201 and 304.

**ECN 336 Economics of the Public Sector (4)**

The role and impact of the public sector in a market economy. Includes expenditure determination, revenue source analysis, and discussion of current problems.

Prerequisite: ECN 301.

**ECN 350 Comparative Economic Systems (4)**

Comparative analysis of alternative forms of economic organization. The relationships between the economic system and resource allocation, pricing, income distribution, and growth. Capitalism, market socialism, and central planning are emphasized.

Prerequisite: ECN 301.

**ECN 368 Economics of Human Resources (4)**

Economic analysis of the functioning of labor markets, with emphasis on investment in human capital; the role of education; unemployment; labor market differentiation by race, sex, and age; the geographic and occupational mobility of labor; and the inflation-unemployment trade-off.

Prerequisite: ECN 301.

**ECN 392 Directed Readings in Economics (2)**

Independent but directed readings for junior and senior majors in fields of economics in which advanced courses are not available. Offered every semester.

Prerequisite: An approved contract.

The following 400-level economics electives are designed for economics and management students who have major standing.

**ECN 400 Advanced Systems Analysis (4)**

Topics in the modeling, instrumentation, and control of complex systems. Emphasis is on the specification, testing, and implementation of policies in which direct controls must be foregone in favor of educational control policies. Identical with MGT 400.

Prerequisite: Major standing and ECN 306.

**ECN 405 Econometrics (4)**

Introduction to the testing of economic models, expressed mathematically, by statistical methods and including real world problems.

Prerequisite: Major standing and permission of instructor.

**ECN 409 Regional Economics (4)**

Emphasizes the determinants of spatial competition and the distribution of economic activity on space, the evolution of regional hierarchies, and links between regions. Techniques of regional analysis: base theory, local multipliers, input-output, gravity models, and econometric models.

Prerequisite: ECN 301 or 302.

**ECN 418 Selected Topics in Economic Policy (4)**

Selected topics in the application of economic theory to the analysis of economic policy. Economic policy areas may include resource allocation, macroeconomic stability, economic growth, energy, and the environment. Topics change from time to time.

Prerequisite: Major and senior standing.

**ECN 420 International Trade and Finance (4)**

The theory of international specialization and exchange, commercial policy, national income and balance of payments, monetary relations,

foreign investment, and current issues of international economic policy.

Prerequisite: Major standing.

**ECN 423 The Multinational Firm (4)**

Analysis of the scope, structure, and environment (legal, social, political, and economic) with emphasis on management strategies of planning, marketing, location, and finance across cultural and national boundaries. Identical with MGT 423.

Prerequisite: ECN 301 or 323.

**ECN 433 Labor-Management Relations (4)**

Analysis of management-employee relations in modern industry. Topics include: factors influencing the supply and demand for labor, evolution and government of trade unions, procedures and economic impact of collective bargaining, and public policy concerning labor and management relations. Identical with MGT 433.

Prerequisite: Major standing.

**ECN 442 Operations Research (4)**

Application of network models, nonlinear and dynamic programming, and other analytical techniques to decision-making in economics and management. Identical with MGT 442.

Prerequisite: Major standing and MGT 340.

**ECN 444 Simulation in Economics (4)**

Introduction to the use of simulation techniques in economic analysis. Identical with MGT 444.

Prerequisite: Major standing, computer programming, and ECN 304.

**ECN 467 Economics of Health Care (4)**

Application of the tools of economic analysis to the health care industry and government health care policy. Examines the impact of the special characteristics of health care and the medical services industry on the pattern of health care produced, its distribution, and resource allocation within the industry. Identical with MGT 467.

Prerequisite: Major standing.

**ECN 480 Advanced Economic Theory (4)**

Selected topics in the economic theory of resource allocation, economic growth, and stability. Topics change from time to time.

Prerequisite: Major and senior standing.

**ECN 490 Independent Research (1, 2, 3, or 4)**

Independent individual research on a topic chosen by the student and approved by the Committee on Instruction before the semester in which the student elects this course.

Prerequisite: Major standing and an approved contract.

**ECN 494 Independent Group Study (4)**

Students determine which current economic issues are of interest to them and prepare a program for pursuing these issues in depth. The course consists primarily of student participation, but faculty provide consultation and direction.

Prerequisite: Major standing and an approved contract.

**ECN 497 Apprentice College Teaching (2)**

An elective open to any well-qualified upperclassperson with consent of a faculty member in his/her major field to assist in presenting a regular college course to underclasspersons.

Prerequisite: Major standing and an approved contract.

**COURSE OFFERINGS IN MANAGEMENT**

**MGT 100 Management: What Is It? (4)**

Overview of the economic, social, legal, and institutional settings in which management decisions are made. Includes discussion of the role of measurement in modeling policy decision making and the role of accounting, finance, human resource management, economics, and marketing.

**Required Courses**

The following management courses are part of the core program for the management major and normally will be offered each fall and winter and in either the spring or summer.

**MGT 200 Introductory Financial Accounting (4)**

Introduction to accounting information as an aid to decision-making for external users of financial statements. Students learn how to measure and record accounting data, derive financial statements, and analyze data presented in published financial reports.

Prerequisite: Sophomore standing.

**MGT 302 Marketing and Consumer Behavior (4)**

Analysis of consumer behavior and its significance for market analysis. The relationship between market structure and marketing behavior.

Prerequisite: MGT 330 and ECN 301.

**MGT 304 Statistical Methods for Management (5)**

Identical with ECN 304.

**MGT 310 Managerial Accounting (4)**

An in-depth analysis of accounting methods providing data for optimal managerial decisions and their implementation. Topics include analysis of various accounting, planning, and control models with a view toward effective and efficient control of cost, revenues, and project expenditures.

Prerequisite: MGT 200.

**MGT 322 Managerial Finance I (4)**

Identical with ECN 322.

**MGT 330 Organizational Behavior I (4)**

The theoretical and empirical issues surrounding organizational management as it relates to individual and organizational processes, e.g., perception, learning, motivation, communication, decision-making, leadership, power, and authority. Covers individual processes in organizations, interpersonal, and group processes.

Prerequisite: MGT 304 recommended.

**MGT 331 Organizational Behavior II (4)**

Analysis of organizational management through study of groups and organizations. Organizations will be viewed from a "macro" perspective; i.e., the study of groups and the structures and processes of organizations. Emphasis is on theory and research from, e.g., social psychology and the sociology of organizations.

Prerequisite: MGT 304 and 330.

**MGT 435 Management Strategies and Policies (4)**

Application of management tools of economics, statistics, organizational behavior, accounting, and quantitative methods to the systematic analysis of organizational case studies.

Prerequisite: Major standing and senior status.

**Management Electives**

The following is a list and description of upper-level required and elective courses offered in the past three years in management. Any new course offering, change in a course description or change in a course prerequisite will be announced in a supplementary bulletin published during the advising period for a given semester. The following 300-level management courses should be taken in the junior year (59-90 credits). The 300-level management electives are designed for management majors and students with concentrations and minors in management. Major standing is not required for these courses, but some of the courses have specific prerequisites or corequisites. Nonmajors may elect these courses if they meet the prerequisites.

**MGT 205 Introduction to Computer Problem-Solving (4)**

Introduction to use of a computer as a tool in solving problems. Students learn the BASIC and FORTRAN languages in an interactive, time-sharing environment and must show proficiency through assigned problems.

Prerequisite: Knowledge of high school algebra.

**MGT 303 Economic Growth, Fluctuations, and Forecasting (4)**

Identical with ECN 303.

**MGT 305 Computer Systems for Problem-Solving (4)**

An advanced communications and problem-solving course in which students learn to specify and design systems for computers. Consists of field studies by groups of students leading to computerized prototype solutions of "real-world" problems.

Prerequisite: Programming experience in a higher-level language (i.e., BASIC or FORTRAN).

**MGT 306 Management Systems Analysis (4)**

Identical with ECN 306.

**MGT 311 Intermediate Accounting I (4)**

An in-depth study of financial accounting and reporting problems. Generally accepted accounting principles applicable to investments

inventories, productive resources, and debt and equity capital issues will be discussed. Emphasis is on providing useful information to external financial statement users.

Prerequisite: MGT 310.

**MGT 312 Intermediate Accounting II (4)**

Topics include accounting and reporting leases, foreign operations, partnerships, consolidated entities, pensions, interim financial statements, segments of business enterprises, and not-for-profit organizations.

Prerequisite: MGT 311.

**MGT 320 Personal Financial Management (4)**

The student is viewed as a business manager, responsible for all his/her financial affairs. By adopting the "MBO" approach, the student develops competence in personal financial management. Topics include estate planning, retirement, insurance, investment, savings, and credit.

Prerequisite: ECN 301.

**MGT 321 Monetary and Fiscal Theory and Policy (4)**

Identical with ECN 321.

**MGT 325 Industrial Organization (4)**

Identical with ECN 325.

**MGT 334 Human Development in Organizations (4)**

Surveys the developmental processes of employees in complex organizations both from a managerial and psychological standpoint. Topics include: personnel recruitment, selection, placement, training, and development; manpower planning; employee evaluation and reward systems; and job analysis and design. For nonmanagement majors only. Management majors should take MGT 434.

Prerequisite: Junior standing.

**MGT 340 Quantitative Methods of Management Science (4)**

Applications of statistics, linear programming, and other quantitative techniques to management problems.

Prerequisite: MTH 122 and MGT 304.

**MGT 390 Apprentice College Teaching (2)**

An elective open to any well-qualified upperclassperson who has the consent of a faculty member in his/her major field to assist in presenting a regular college course to underclasspersons. Offered every semester.

Prerequisite: Major standing and an approved contract.

**MGT 392 Directed Readings in Management (2)**

Independent but directed readings for junior and senior majors in fields of management in which advanced courses are not available. Offered every semester.

Prerequisite: Major standing and an approved contract.

The following 400-level management electives are designed for management students who have major standing.

**MGT 400 Advanced Systems Analysis (4)**

Identical with ECN 400.

Prerequisite: Major standing and MGT 306.

**MGT 403 Marketing Management (4)**

In-depth study of a selected topic relevant to the management of the marketing function. Topics may include: marketing and society, advertising and the mass media, institutional marketing, distribution channel management, and promotional policies. May be repeated when a different topic is covered.

Prerequisite: MGT 302 and major standing.

**MGT 410 Cost Accounting (4)**

Advanced cost accounting and managerial accounting reporting problems. Emphasis is on the quantitative aspects of cost-volume relationships, cost accumulation and distribution, incremental costing, budgeting, transfer pricing, incentive systems, and standard, process, job, joint product, and by-product costing.

Prerequisite: MGT 310.

**MGT 411 Auditing (4)**

Introduction to the objectives, techniques, and standards of internal and external audits of the accounts of an enterprise. Generally accepted auditing standards will be critically examined.

Prerequisite: MGT 312 and major standing.

**MGT 414 Accounting Theory (4)**

Examination of selected topics of current interest in accounting theory. Opinions of the Accounting Principles Board (APB) and

similar standard-setting committees of the accounting profession will be examined.

Prerequisite: MGT 312.

**MGT 415 Tax Accounting (4)**

The concepts of taxation. The essential logic underlying the federal tax laws will be developed. The class will analyze individual and corporate income tax laws rather than train students to prepare current-year tax returns.

Prerequisite: MGT 312.

**MGT 416 Contemporary Accounting Issues (4)**

Topics vary, and the course may be repeated for credit. An examination of the changes in accounting associated with infusions of theories of other disciplines: behavioral science, organizational theory, economic theory, sociology, psychometrics, and anthropology. Also considered are changes in the role of the accountant.

Prerequisite: MGT 312.

**MGT 418 Computer-Based Accounting and Systems (4)**

Examination of computer applications in accounting integrated with related operating and sales data processing. Internal control features are stressed. Also an introduction to computer hardware, software, and data systems analysis, development, and implementation.

Prerequisite: MGT 310 and CIS 120-121 or 180.

**MGT 421 Investment Analysis (4)**

Comprehensive treatment of the important aspects of security analysis and portfolio theory. Four areas are covered: investment management and the money and capital markets, the analytical procedures for appraising securities, portfolio analysis, and the assessment of capital market efficiency.

Prerequisite: MGT 322 and major standing.

**MGT 422 Managerial Finance II (4)**

The application of the tools of financial analysis to specific cases in the financial management of corporate businesses and not-for-profit enterprises.

Prerequisite: MGT 200, 322, and major standing.

**MGT 423 The Multinational Firm (4)**

Identical with ECN 423.

**MGT 424 The Legal Environment of Enterprise (4)**

The study of the legal framework in which business decisions are made and the types of economic conflict and political activity that have created this framework. Topics include: contracts, anti-trust legislation, conflict resolution, and regulatory agencies.

Prerequisite: Major standing.

**MGT 430 Assessment of Organizational Behavior (4)**

Use of findings and methods of various behavioral research strategies as input for managerial problem-solving. Comparison of case, experimental, survey, correlational, and other approaches. Review of various methods of individual and organizational measurement devices, including industrial tests, morale surveys, etc.

Prerequisite: MGT 331 and major standing.

**MGT 431 Leadership and Group Performance (4)**

Comprehensive examination of selected theories of leadership. Emphasis on relevant empirical evidence and application of the theories to case studies which involve leadership behavior and group functioning.

Prerequisite: MGT 331 and major standing.

**MGT 432 Motivation and Work Behavior (4)**

Analysis and discussion of individual and organizational factors affecting employee motivation, performance, and satisfaction in the work environment. Topics include: the role of leadership, job design, environmental variation, compensation policies, goal-setting techniques, and group influences as each affects employee attitudes and behavior.

Prerequisite: MGT 331 and major standing.

**MGT 433 Labor-Management Relations (4)**

Identical with ECN 433.

**MGT 434 Management of Human Resources (4)**

Exploration and analysis of the role of the personnel function in modern organizations. Topics include: job analysis and design; manpower planning; recruitment, selection, and placement; employee training and development; performance analysis and appraisal; compensation policies and practices; employee information systems; and personnel research techniques.

Prerequisite: MGT 331 and major standing.



**MGT 436 Public Management Strategies and Policies (4)**

Application of the management tools of economics, political science, statistics, accounting, and organizational behavior to the systematic analysis of case studies drawn from experience in the governmental sector or other not-for-profit enterprises.

Prerequisite: Major standing and senior status.

**MGT 437 Job Design (4)**

Alternative job design strategies will be evaluated from two perspectives — theory related to the structuring of organizational roles and findings of empirical research. Includes implications of alternative job design strategies for employee attitudes, motivation, and performance.

Prerequisite: MGT 304 and 331.

**MGT 442 Operations Research (4)**

Identical with ECN 442.

**MGT 443 Operations Management (4)**

Analysis of the economic problems in management of productive processes in general manufacturing and service industries. Mathematical programming, statistical, and Monte Carlo methods will be

used to solve problems of inventory management, quality control, plant and equipment investment, facility location, operations scheduling, etc.

Prerequisite: Major standing.

**MGT 444 Simulation in Management (4)**

Identical with ECN 444.

**MGT 467 Health Care Organization (4)**

Identical with ECN 467.

**MGT 490 Independent Research (1, 2, 3, or 4)**

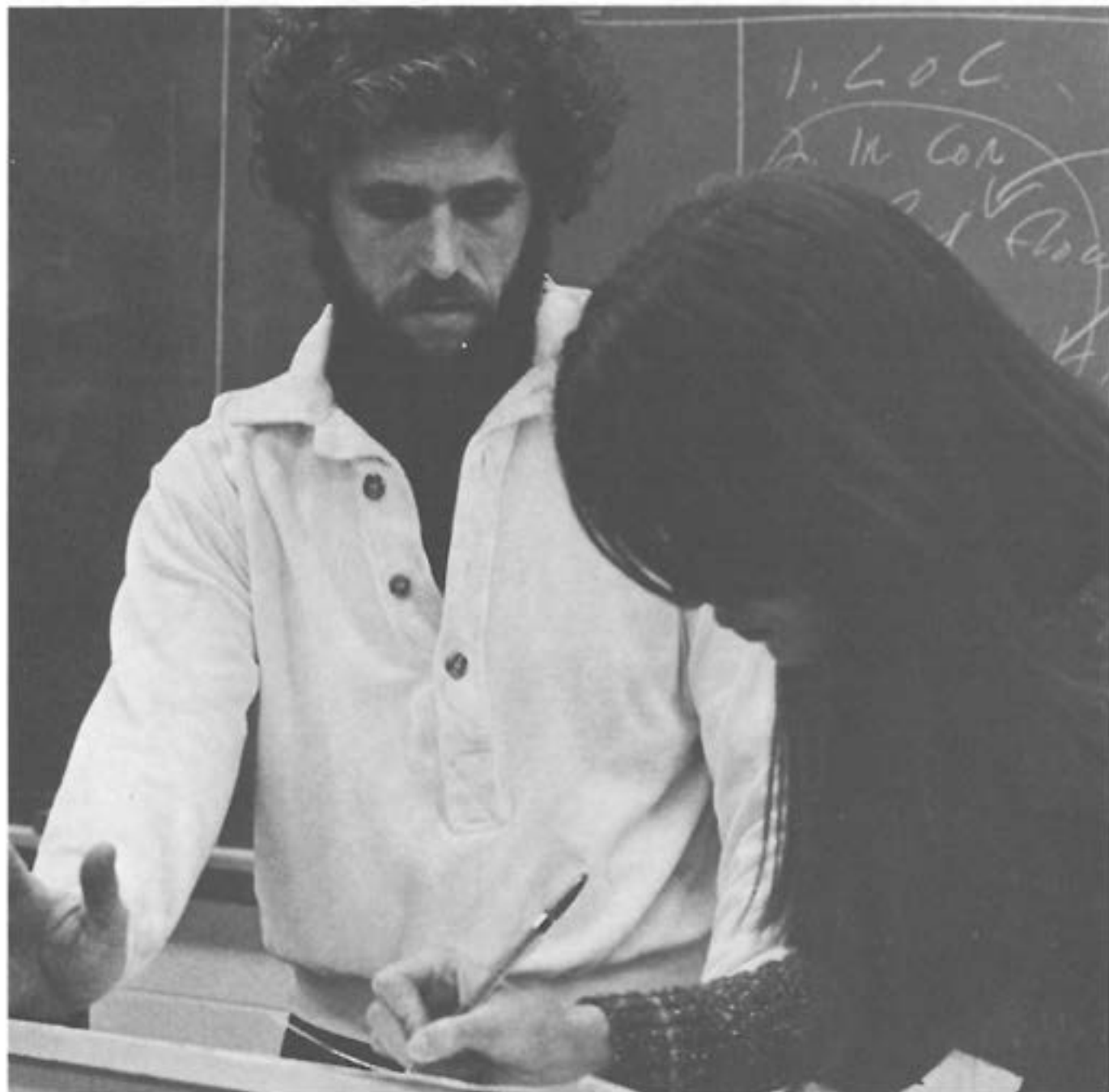
Independent individual research on a topic chosen by the student and approved by the Committee on Instruction before the semester in which the student elects this course. Offered every semester.

Prerequisite: Major standing and an approved contract.

**MGT 494 Independent Group Study (4)**

Students determine which current management issues are of interest to them and prepare a program for pursuing these issues in depth. The course consists primarily of student participation, but faculty provide consultation and direction.

Prerequisite: Major standing and an approved contract.





# SCHOOL OF EDUCATION

## OFFICE OF THE DEAN

Laszlo J. Hetenyi, *Dean*  
 Doris M. Sponseller, *Associate Dean*  
 Barbara Bennett, *Director, Preprimary Program*  
 Nancy Collins, *Coordinator, Advising Center*  
 Harry T. Hahn, *Director, Office of School Services*  
 Anne P. Jasowski, *Director, Toddler Program*  
 William J. Jorns, *Director, Office of Field Services*  
 Mary Joanne Koster, *Administrative Assistant to the Dean*  
 Geraldine M. Palmer, *Administrative Assistant, Office of School Services*  
 Beverly Pantelas, *Coordinator, Pediatric Play Program*  
 Stephanie C. Riley, *Director, Child Care/Preschool Program*  
 Laura M. Snider, *Director, Instructional Materials Center*  
 Lucille Smith, *Director, Infant/Parent Program*  
 Corey M. Van Fleet, Jr., *Director, Physical Education and Athletics*

## DEPARTMENT OF TEACHER EDUCATION

Patrick J. Johnson, *Acting Chairperson*  
**PROFESSORS:** Edward A. Bantel, Harold C. Cefone, George E. Coon, Ronald L. Crumer, Sidney W. Graber, Harry T. Hahn, Laszlo J. Hetenyi, James W. Hughes, Hollie L. Lepley, William F. Moorhouse, Roderic E. Richter

**ASSOCIATE PROFESSORS:** Richard F. Barron, Jane M. Bingham, David C. Bricker, Marc E. Briod, Robert J. Christina, F. James Clatworthy, Joel S. Fink, William C. Fish, W. Dorsey Hammond, Patrick J. Johnson, Jacqueline I. Laughed, James McCormick, Robert G. Payne, James C. Schmidt, Corey M. Van Fleet, Jr.

**ASSISTANT PROFESSORS:** Donald E. Anctil, John W. Atlas, Gloria T. Blatt, D. Anita Bozardt, Robert Brown, Jean L. Easterly, Carolyn Epperly, Carol Halsted, William D. Hamlin, Bruce R. Harker, Jorge Herrera, William Jones, Jack A. Mayala, James W. McGinnis, David Meyer, Billy Joe Minor, Diane Norman, Mary L. Otto, Mary E. Sapp, Virginia M. Schuldenberg, Doris M. Sponseller, Alfred W. Stransky, Ronald M. Swartz, Harold Weiner

**INSTRUCTOR:** Kenneth Smith

**ADJUNCT PROFESSOR:** William I. Martin, Jr.

**ADJUNCT ASSOCIATE PROFESSOR:** Donald Trumpour

**VISITING ASSISTANT PROFESSORS:** Joseph T. Gardner, Janice Guerriero, Margaret Lindberg, Carlos Olivarez

**VISITING INSTRUCTOR:** Mary Welch

## UNDERGRADUATE CURRICULUM IN EDUCATION

The School of Education offers programs preparing students for careers in teaching as well as related human service activities. The programs include a Bachelor of Science in elementary education, teaching certification for secondary education, and a Bachelor of Science in human resources.

The elementary education program enables a person to secure a Michigan teaching credential which certifies one to teach all subjects K-8, as well as the ninth-grade subject areas of one's major or minor fields. Students in this B.S. program must take the planned program in elementary education which is being developed along a competency-based teacher education model.

### Requirements for the Bachelor of Science Degree in Elementary Education

In order to complete the Bachelor of Science degree, the student must:

1. Complete 125 credits.
2. Complete at least 32 of these credits at Oakland University.

3. Complete at least 32 of these credits in courses at the 300 level or above.
4. Take the last 8 credits needed to complete the baccalaureate requirements in residence at Oakland University.
5. Have a cumulative grade point average of at least 2.50.
6. Be in substantial compliance with all legal curricular requirements.
7. Satisfy the university requirement of proficiency in English composition as described on page 15.
8. Complete or place out of by examination MTH 101, 102.
9. Complete a general education requirement of 25 credits.
10. Complete a core program of 24 credits.
11. Complete the childhood curriculum studies program of 24 credits.
12. Complete ED 455.
13. Complete a major concentration of 36 credits, or two minor concentrations of 24 credits each, in a field outside of education.

### General Education Requirement

The student must complete all the following courses: ENG 240, SCS 105, ALS 176, MTE 310, MTE 311, and MUS 149. In addition, the student must also complete one of the following courses: SS 100, AS 210, 220, 230, 240, 250, or 260.

### Admission to the Elementary Education Undergraduate Program

Criteria for admission to the elementary education undergraduate program include a grade point average of 2.50 for a minimum of 16 graded credits, a minimum grade of 2.5 in ED 110, and completion of the application form for program admission. Students who wish to obtain a major concentration in early childhood education may substitute ED 220 and 221 for ED 110, if a minimum grade of 2.5 is obtained in both ED 220 and 221. Courses which carry no numerical or letter grades are excluded from the calculation of grade point average.

A candidate for the elementary education program whose grade in ED 110 is lower than 2.5 must repeat ED 110 with at least a 2.5 before applying for admission to the program. ED 110 and admission to the program are prerequisites for all other elementary education courses.

### Continuation in the Program

Grades in courses submitted for credit in the elementary education program must be 2.0 or better. To continue in the program, the student must maintain a minimum overall grade point average of 2.50. Students whose grades fall below the minimum may request review by the Elementary Education Coordinating Committee before registration for the next semester. Students who do not request a review will be dropped from the program.

A student will not be permitted to register for student teaching unless he/she has attained an overall grade point average of at least 2.50 at the time of application. Students not meeting this requirement may request one review by the Elementary Education Coordinating Committee before registering for student teaching.

### Core Program

The student in elementary education must complete the following core program of 24 credits.

- |               |                                 |
|---------------|---------------------------------|
| 1. Foundation |                                 |
| ED 110        | Public Education for the Future |

2. Philosophy, Sociology, Anthropology, History  
ED 210 Social and Philosophical Issues in  
Elementary Education  
Plus any two of the following:  
ED 350a Educational Implications  
ED 350b History of Public Education  
ED 350c Private and Parochial Schooling  
ED 350d The Formal Education of Women  
ED 350e Schooling and Social Stratification  
ED 350f Education and Moral Development  
ED 350g Political Issues in Contemporary  
Education  
ED 350h Independent Study
3. Human Behavior  
ED 215 Educational Psychology for Elementary  
Teachers  
ED 355a The Teacher and the Atypical Child  
ED 355b Testing and Assessment  
ED 420 Interaction Laboratory for Teacher  
Development

### Childhood Curriculum Studies

The student in elementary education must complete the following courses in childhood curriculum studies:

- ED 331 and 333 Language Arts and Reading  
MTE 312 Intuitive Euclidean Geometry  
MTE 313 Geometry, Statistics, Probability  
PE 163 Movement Education  
PE 263 Teaching Physical Education and Play  
Activity, Preschool to Grade 5  
or PE 264 Teaching Physical Education and  
Recreation Activity, Grades 4 through 6  
SCS 305 Teaching Science in the Elementary  
School  
SS 470 Teaching Social Studies in the  
Elementary School

### MAJOR/MINOR CONCENTRATIONS

A major (36 credits) or two minor concentrations (24 credits each) are required as part of the elementary education program. These are academic areas in which the student specializes. Designated required courses previously listed can also be used as part of these concentrations. Modifications can be made with adviser approval.

### MAJOR OPTIONS

#### Fine Arts

**Music:** MUT 111 or 211, MUS 149 or 401, and MUS 320; and three courses from MUS 250, 300, 331, 345, 346, and 347. Cognate: MUS 401, AH 100, and THA 420.

**Art History Concentration:** AH 100, 102, and 104; AH 350, 364, and 490. Cognate: MUS 149, AH 100, and THA 420.

**Theatre Concentration:** THA 100, 267, and 350; and three courses from THA 213, 230, 363, 450, and 462. Cognate: MUS 149, AH 100, and THA 420.

#### Language Arts

**English:** ENG 240; two courses from ENG 200, 201, 202, 207, 208, 209, and 250; ENG 210 or 310; one course from ENG 300, 301, 312, and 342; and ED 333. Cognate: ALS 176 or LIN 207; one course from SCN 320, 321, THA 350, and 420; and ED 332.

**Linguistics:** ALS 176, LIN 207, 301, and 303; one course from ALS 335, 340, and 360; and ED 333. Cognate: ENG 240; one course from SCN 320, THA 350, and 420; and ED 332.

**Speech Communication:** SCN 201, 320, or 321, and THA 420; two courses from THA 230, 267, 350, 450, SCN 375, 376,

305, and JRN 200; and ED 333. Cognate: ALS 176 or LIN 207; ENG 240; and ED 332.

### Mathematics

MTE 310, 311, and 317; STA 225 or 226; MTH 121-122 or MTH 104-105; MTH 123; MTH 154; and MTE 410. Cognate: MTE 312 and 313 and an additional 4 credits in mathematics (MTE 418 suggested). (Mathematics courses not on this list may be taken with permission of the Department of Mathematics Education Committee.)

### Mathematics/Science

MTE 310 and 311; SCS 105; MTE 410; any BIO course; any PHY course; and any CHM course. Cognate: MTE 312 and 313, SCS 305, and one mathematics course from the mathematics major or one science course from the science major. (The combined mathematics/science grouping certifies a person to teach science only in the ninth grade.)

### History/Social Science

**Afro-American Emphasis:** AS 220; two courses from HST 291, 292, and 366; PS 103; SOC 205 or 331; AH 208 or MUS 346. Cognate: SS 470, ED 210, and ED 350.

**Disciplinary Approach:** SS 100 and ECN 100; one course from AS 210, 220, 230, 240, 250, and 260; and three courses from HST 201, 202, 214, 215, PS 100, 131, and 305 (select at least one from HST and at least one from PS). Cognate: SS 470, ED 210, and ED 350.

**Ethnic Studies:** SS 100; four courses from AS 210, 220, 230, 240, 250, 260, AN 371, and AN 381; and SOC 331. Cognate: SS 470, ED 210, and ED 350.

**International Emphasis (African Studies):** AS 230; HST 286 or 287; two courses from AN 251, 305, 352, SOC 381; and PS 333. Cognate: SS 470, ED 210, and ED 350.

**Latin American Studies:** AS 250; four courses from AH 307, HST 261, 262, 363, 365, 366, 367, PS 335, AS 300, 385, 390; and AS 490. Cognate: SS 470, ED 210, and ED 350.

**Problems Approach:** SS 100; four courses from HST 100, PS 110, PSY 130, 220, 271, 310, 325, AN 305, 310, 336, 460, 490, SOC 205, 300, 331, 335, 336, 340, and 408; and one course from HST 491, PSY 480, AN 480, and SOC 480. Cognate: SS 470, ED 210, and ED 350.

**Urban Studies:** SS 100; PS 305; and ECN 309; and HST 215, SOC 340, and SOC 470. Cognate: SS 470, ED 210, and ED 350.

### Natural Science

BIO 104 and 105, or BIO 190 and 200; PHY 101-102, or PHY 106 and 107, or PHY 104 and 105; and CHM 101 and 104 or CHM 144-145. (The student is also strongly urged to take the accompanying 1-credit laboratories with each course, if available.) Cognate: SCS 105 and 305. Recommended: one course from ENV 308, ENV 312, and BIO 301.

### Modern Language

Courses in the chosen language numbered 111 and 114; 112 and 115; 211 and 214; 212 and 215; and 216, 314, 316, 318, 320, and 355.

### MINOR OPTIONS

#### Fine Arts

**Music:** MUT 111 or 211; MUS 149 or 401, and MUS 320. Cognate: same as major.

**Art History Concentration:** One course from AH 100, 102, and 104; AH 350; and any other AH course. Cognate: same as major.

**Theatre Concentration:** THA 100, 267, and 350. Cognate: same as major.

## Language Arts

**English:** ENG 240, ED 333, and ENG 210 or 310. Cognate: same as major.

**Linguistics:** ALS 176 or LIN 207; LIN 301; and ED 333. Cognate: same as major.

**Speech Communication:** SCN 320 or 321, SCN 201, and ED 333. Cognate: same as major.

## Mathematics

MTE 310, 311, 410, and one other mathematics course from the major list. Cognate: same as major.

## Mathematics/Science

MTE 310 and 311, SCS 105, and one science course from science major listing. Cognate: MTE 312, 313, SCS 305, and one mathematics course from mathematics major listing.

## History/Social Science

**Afro-American Emphasis:** AS 230; one course from HST 291, 292, and 366; and PS 103. Cognate: SS 470, ED 210, and ED 350.

**Disciplinary Approach:** SS 100; one course from AS 210, 220, 230, 240, 250, and 260; and one course from HST 201, 202, 214, 215, PS 100, 131, and 305. Cognate: SS 470, ED 210, and ED 350.

**Ethnic Studies:** SS 100; one course from AS 210, 220, 230, 240, 250, 260, AN 371, and 381; and SOC 331. Cognate: SS 470, ED 210, and ED 350.

**International Emphasis—African Studies:** AS 230; one course from HST 286 and 287; and AN 305. Cognate: SS 470, ED 210, and ED 350.

**Latin American Studies:** AS 250; and two courses from AH 307, HST 261, 262, 363, 365, 366, 367, PS 335, AS 300, 385, and 390. Cognate: SS 470, ED 210, and ED 350.

**Problems Approach:** SS 100; and two courses from HST 100, PS 110, PSY 130, 220, 271, 310, 325, AN 305, 310, 336, 460, 490, SOC 205, 300, 331, 335, 336, 340, 404, and 408. Cognate: SS 470, ED 210, and ED 350.

**Urban Studies:** SS 100, PS 305, and ECN 309. Cognate: SS 470, ED 210, and ED 350.

## Natural Science

Any 4-credit BIO course, any 4-credit PHY course, and any 4-credit CHM course. Cognate: SCS 105, 305, and one course from ENV 308, 312, or BIO 301.

## Health-Physical Education/ Coaching of Sports

BIO 104, PE 202, 207, and 304; PE 101 is highly recommended. Electives from the following categories: aquatics, coaching sports, dance, elementary school physical education, and general physical education.

## Optional Professional Concentrations

Students wishing to enhance the quality and breadth of their teaching credential may use their free electives in a 12-credit professional concentration. At present these are available in the following fields:

- Early childhood education
- Guidance and counseling
- International education/semester abroad
- Reading and language arts
- Bilingual-bicultural
- Special education—mainstreaming (being prepared when

this catalog was printed)

For further information about professional concentrations, contact a member of the School of Education who specializes in the area of interest.

## Advisement

It is important that students interested in the elementary education program contact the elementary education academic adviser for professional curriculum advisement. General information is available at the Office of Teacher Education. Faculty assist with career counseling.

## TEACHING CERTIFICATION FOR SECONDARY EDUCATION

The College of Arts and Sciences offers Bachelor of Arts degrees with certification for secondary teaching credentials provided by the School of Education. Majors are available in the following subject areas:

Biology	Social Studies	Music
Chemistry	German	Physics
English	Language Arts	Russian
French	Mathematics	Spanish

Teaching minors are available in the following subject areas:

Art	Music
Biology	Physics
Chemistry	*Political science
English	*Psychology
Health/physical education	Science
History	Sociology studies
Mathematics	*Sociology
Modern languages	Speech

\*These minors are for social studies majors only

## SPONSORSHIP FOR MICHIGAN TEACHER CERTIFICATION

The state Department of Education certifies teachers in Michigan. It issues provisional certification to candidates deemed qualified by colleges and universities. This provisional certificate can be converted to a continuing certificate after a period of teaching and additional studies. Oakland University sponsors its graduates for the Provisional Elementary and the Provisional Secondary Certificate if the following requirements are met:

1. Elementary Education: Listed under requirements for B.S. degree in elementary education.
2. Secondary Education: Completion of a university baccalaureate program with a teaching major (including the required professional sequence) and one appropriate teaching minor; and successful completion of ED 344, 345, and 428.
3. Elementary and Secondary Education: Completion of ED 455 (internship) with a grade of 2.5 or better.

Students applying for state certification must be accepted to a degree program in the School of Education. Students seeking only state certification will not be accepted.

Graduate students who wish state certification must complete all degree requirements before they can student teach. Students who can complete all degree requirements either in spring or summer session may schedule student teaching in the winter semester prior to completing their degree.

Students who expect to teach in a state other than Michigan should ascertain what requirements that state demands beyond those of Michigan. It is the student's responsibility to plan his/her program accordingly.

## HEALTH-PHYSICAL EDUCATION

Through the Department of Teacher Education, the Department of Physical Education and Athletics offers a variety of activity and theory courses in aquatics, dance, movement education, physical education, and sports. Students may apply up to 8 credits in physical education toward the graduation requirement. Students working toward a teaching certificate in elementary or secondary education may earn a 24-credit minor in physical education. Students working toward a Bachelor of Science in human resources may use electives to earn a 24-credit concentration in physical education. See requirements, page 99. Students anticipating a minor or concentration in physical education must see an adviser in the Department of Physical Education and Athletics for course sequence before they have completed 6 credits in physical education.

## HUMAN RESOURCES DEVELOPMENT

The School of Education offers a Bachelor of Science degree in human resources development (HRD). This program prepares students for service-action careers related to human problems, services, and social change. It provides an opportunity to acquire knowledge and skills usable in a wide range of human service activities. Students may select a major concentration in either youth and adult services or early childhood. A number of career areas of emphasis are offered under the youth and adult services concentration.

A major goal is to develop potential leaders who have the analytic abilities, communication and organization skills, and experimental know-how to respond to human needs in an era of rapid social change. The basic approach to the program is joining of understanding, skills, and service. Problem-solving and decision-making abilities are developed through field experiences and an on-the-job internship.

### Requirements for the Bachelor of Science Degree

Candidates for the degree of Bachelor of Science in human resources development must meet the following requirements:

1. Complete 124 credits.
2. Complete at least 32 credits at Oakland University.
3. Complete at least 32 credits in courses at the 300 level or above.
4. Take the last 8 credits needed to complete the baccalaureate in residence at Oakland University.
5. Have a cumulative grade point average of at least 2.00.
6. Be in substantial compliance with all legal curricular requirements.
7. Satisfy the university requirement of proficiency in English composition as described on page 15.
8. Complete 32 credits of general education, covering at least five of the six designated field groups.
9. Complete a minimum concentration of 64 credits in early childhood education or youth and adult services, which consists of:
  - a. 32 credits of courses in an area of specialization.
  - b. 24 credits in supporting cognate courses.
  - c. 8-12 credits of internship.
10. Have a cumulative grade point average of 2.50 in courses in the specialization.

### General Education

The designated field groups and course subjects applicable to each are:

- a. **Arts**  
Art and art history courses (SA and AH)  
Music courses (MUS)  
Theatre courses (THA)  
Dance and movement courses (PE 271, 272, 273, 274, 275, 276)

- b. **History, Philosophy, and Area Studies**  
History courses (HST)  
CLS 100  
Philosophy courses (PHL) except PHL 170 and 201  
Area studies courses (AS)
- c. **Language and Thought**  
Foreign language courses (CHE, FRH, GRM, HIUR, IT, RUS, SPN, ML) including classical languages (CLS except CLS 100, 203, and 205)  
Speech communication courses (SCN)  
PHL 102 and 170  
Journalism courses (JRN)  
Applied language studies courses (ALS)  
Linguistics courses (LIN)
- d. **Literature**  
English courses (ENG)  
CLS 203 and 205  
Literature courses (LIT)
- e. **Mathematical and Natural Sciences**  
Mathematics courses (MTH, MOR, MTE, and STA)  
Biology courses (BIO)  
Science studies courses (SCS)  
Chemistry courses (CHM)  
PE 304  
Physics courses (PHY)  
Environmental courses (ENV) except ENV 301
- f. **Social Sciences**  
Sociology courses (SOC)  
Anthropology courses (AN)  
Political science courses (PS)  
Psychology courses (PSY)  
Social studies courses (SS)  
ENV 301  
PE 293

Note: New Charter College courses (NCC) may be counted in any of the above categories in which the subject matter applies, e.g., NCC 122 in Social Studies, NCC 123 in Literature, NCC 212 in Arts. General education requirements may also be fulfilled through the Honors College program.

### Concentration in Early Childhood Education

The human resources development degree program with a concentration in early childhood education develops competencies for design, evaluation, and licensure of child care facilities and direction of child care centers, family and day care, and group day care homes. The program also provides education for training parents and paraprofessionals in the care and education of young children, as well as dealing effectively with young children and their development in a variety of settings.

### Admission Requirements

Students may apply for admission to the early childhood education program after satisfactory completion of ED 220 and 221. Criteria for admission include a grade point average of 2.50 for a minimum of 16 graded credits and a minimum grade of 2.5 in ED 220 and 221. Courses which carry no numerical or letter grades are excluded from the calculation of grade point average.

A student who wishes to enter the early childhood education program but whose grade in ED 220 and 221 is lower than 2.5 must repeat ED 220 and 221 with at least a 2.5 before applying for admission to the program. ED 220 and 221 and admission to program are prerequisites for all other early childhood education courses.

### Continuation in the Early Childhood Concentration

Grades in courses submitted for credit in the early childhood education program must be 2.0 or better. To continue in the program, the student must maintain a minimum overall

grade point average of 2.50. Students whose grades fall below the minimum may request review by the early childhood faculty before registration for the next semester. Students who do not request a review will be dropped from the program.

A student will not be permitted to register for the internship unless he/she has attained an overall grade point average of at least 2.50 at the time of application. Students not meeting this requirement may request one review by the early childhood faculty before registering for student teaching.

### Specific Requirements to Complete the Program

1. Area of Specialization (32 credits): ED 220, 221, 223, 224, 225, 324, 325, and 326.
2. Cognate Courses (24 credits)
  - a. PSY 271 and one course from AN 305, PSY 326, SOC 335, or a family-oriented social science course.
  - b. Additional courses related to development of children, selected with adviser assistance. Possible choices are ED 320 or 450.
3. Internship (8-12 credits): ED 456 (Internship in Early Childhood Education).

### Concentration in Youth and Adult Services

This concentration has been developed in cooperation with agency and industry employers in the community. It prepares students for a wide variety of human service occupations in such settings as employment and training programs, probation and correctional guidance, mental health, substance abuse, youth or family services, and services for older persons.

Students develop helping profession competencies through human interaction courses, special topic courses in human resources development, and field experiences, culminating in the internship. Students may choose preparation in areas such as: employment and training counseling and job development, drug abuse and alcoholism, youth assistance, social justice and corrections, vocational guidance and rehabilitation, community mental health, family and human effectiveness, community development, and assistance to elders.

### Admission Requirements

Students must have a grade point average of 2.50 for 16 credits in order to be admitted to the program. Courses which carry no numerical or letter grades are excluded from the calculation of grade point average.

### Continuation in the Youth and Adult Services Concentration

Grades in courses submitted for credit in the youth and adult services concentration must be 2.0 or better. To continue in the program, a student must maintain a minimum grade point average of 2.50 in HI/HRD courses. Students not meeting this requirement may request one review before registering for internship.

### Specific Requirements to Complete the Program

1. Specialization courses (32 credits)
  - a. Completion of a 16-credit core curriculum including HI 361, HI 363, HRD 362, and HRD 366.
  - b. 12-16 additional credits in HI/HRD courses other than HRD 490.
2. Cognate courses (24 credits)
  - a. One course in psychology, 200-level or above
  - b. One course in sociology or anthropology, 200-level or above
  - c. One social change course: HRD 401, SOC 441, ECN 309, ECN 368, PS 305, SOC 205, 336, or 370.

d. A selection from HRD 301, 302, 402, or other behavioral science courses (PSY, SOC, AN, PS, ECN, MGT) to total 24 cognate credits

3. Research or statistics (4 credits)  
One course in either the specialization or cognate courses must include a research or statistical component such as PSY 250, PSY 311, PSY 357, SOC 203, or STA 225.
4. Internship: HRD 490 (8-12 credits)

### Areas of Emphasis for Concentration in Youth and Adult Services

Within the concentration in youth and adult services, students may better prepare themselves for entry-level careers in particular areas of the human services field through various 12-credit areas of emphasis, planned at the time of entering the program with adviser assistance. The courses listed below are recommended, but other appropriate course work may be substituted.

**Human Interaction:** this area of emphasis provides counseling skills for a broad range of youth and adult human service settings and is preparation for graduate studies in counseling, social work, vocational rehabilitation, and psychology. Select three of the following recommended courses: HI 461, 463, 464; PSY 310.

**Substance Abuse:** this emphasis is intended for work in crisis intervention, drug and alcohol abuse, residential treatment centers, and related substance abuse programs. Choose three from the following: HRD 331, 335, 369 (in a substance-abuse setting), 467; PSY 220 and 323.

**Family Services:** for students with interest in entry-level positions such as family service caseworkers and intake interviewers, family planning, domestic relations workers, and in preparation for graduate programs in family and marriage counseling. Select three courses from the following: HRD 331, 390 (in social work, cooperative extension service, etc.), 467; SOC 310, 335, 336; PSY 376.

**Employment Development and Personnel Practices:** focuses on employment services, vocational rehabilitation, labor market analysis, personnel administration, and career development topics. Select three courses from the following: HRD 364, 368, 467; ECN 268; MGT 334; SOC 357, 455.

**Youth Services Emphasis:** for students planning to work with young persons in a variety of agencies such as runaway shelters, delinquent youth programs, child welfare offices, and residential treatment facilities for youth. Select three courses from the following: HRD 365, 369 (in a youth program setting); HI 463; PE 291; PSY 271, 312, 322, 336; SOC 440.

**Probation and Correctional Guidance:** for students planning careers in the criminal justice system as probation and parole officers, volunteer coordinators, and corrections workers. Recommended courses: HRD 369, 469; CS 205; PS 241; SOC 320, 323, 327; PSY 322.

**Supervision and Administration of Human Services:** a beginning for careers in program planning, supervision, or administration. Select three from: HRD 390, 401, 402; MGT 330; PSY 333; PS 350, 453; SOC 381.

**Minorities and Equal Opportunity:** prepares students for work as compliance officers, or equal employment opportunity and affirmative action specialists in industry and government. Course work to be selected from: HRD 390, 467; SOC 331; PSY 325; HST 323; PS 342, 343.

**Gerontological Services:** for those planning to work with older persons in retirement planning, senior citizen programs, placement for older workers, care facilities for the elderly, and bereavement counseling. Courses for selection: HRD 369 (in services for older persons), 390 (in gerontology), 431, 467; PSY 331, 371, 372; PE 291.

## COURSE OFFERINGS

**ED 100 Tutoring Experience in Social Studies (2)**

Students work with teachers and secondary students in schools. Students commit 60 to 80 hours to a cooperating teacher to work as tutors, teacher aides, and leaders of group discussions. Transportation must be arranged by the student. To be taken in the freshman year, or for transfer students, during the first semester, upon entering the secondary social studies program.  
Corequisite: ED 200.

**SCS 105 Science Skills for an Ever-Changing World (4)**  
See page 107.**ED 110 Public Education for the Future (4)**

To help beginning elementary education students make career decisions. Students work at least four hours per week in educational institutions. An additional two hours per week of class time is spent examining school practices and evaluating students' professional capabilities.

ED 110 is a prerequisite for all other education courses in the elementary education program.

**ED 200 Micro-Teaching in Social Studies (2)**

Students identify areas of inquiry related to secondary schools and design personal learning plans for investigating those areas. Learning plans also include personal goals for working effectively in a public school setting. Current educational literature is used to inquire into creativity, self-perception, critical thinking, educational philosophy, motivation, and learning theory.  
Corequisite: ED 100.

**ED 206 Introduction to the Cross-Cultural Education Experience (4)**

To acquaint students with the people and cultural setting of the international site. Basic concepts from the social sciences, language, linguistics, and education help students develop greater multicultural understanding.

Prerequisite: One introductory course in education.

**ED 207 Cross-Cultural Education Experience—Practicum (4)**

Prospective teachers work with educators and students in a foreign country. Four to six weeks will be spent working in classrooms. Students may stay in the homes of teachers or children who attend the host school.

Prerequisite: ED 206.

**ED 208 Cross-Cultural Education Experience—Seminar (4)**

Prospective teachers identify and analyze curricular alternatives for application to their future teaching. The seminar is a complement exclusively for the practicum (ED 207).

Prerequisite: ED 206.

**ED 210 Social and Philosophical Issues in Elementary Education (4)**

Introduction to the use of philosophical and social science skills in analyzing and resolving education problems.

Prerequisite: ED 110 and admission to the program.

**ED 215 Educational Psychology for Elementary Teachers (4)**

Incorporates and places into perspective learning theories, developmental theories, biological theories, and evaluation, with emphasis on the effects of varied qualities of experience during childhood.

Prerequisite: ED 110 and admission to the program.

**ED 220 Early Childhood Development — Experiences with the Young Child (4)**

Child development via observing and analyzing child behavior in settings with young children. Instruction, observation, and experience with focus on children and their developmental needs during infancy and early childhood, especially in the context of particular settings. Students must register concurrently for ED 221.

**ED 221 Early Childhood Development Experience Block (1, 2, 3, or 4)**

Experience in a setting with young children. Observation and participation focuses on children and their developmental needs during infancy and early childhood and on providing learning experiences to meet those needs, in particular settings. One credit must be taken concurrently with ED 220 and 224. Students who take additional credits of ED 221 must be taking another early childhood course concurrently.

**ED 223 Physical and Social Environment in Early Childhood Programs (4)**

Emphasizes awareness of the various aspects of the social and physical environment for young children. Includes analysis of what makes a healthful, pleasant physical environment and how the roles and relationships of various staff members contribute to this environment. Provides for study of the center team, including volunteers, paraprofessionals, teachers, directors, nutritionists, consultants, and referral resources as they relate to the effectiveness of the center's program.

**ED 224 Early Childhood Programming Activities for the Young Child (4)**

Demonstrations, planning, and participation in activities for physical, social, and intellectual development. Uses of various media and materials, supportive play activities, and specific art, music, science, language, and other educational activities for young children. Provides a basic repertoire of skills for the early childhood staff member. Students must register concurrently with ED 221.

Prerequisite: ED 220 or equivalent.

**ED 225 Health and Nutrition—Childhood (4)**

Includes knowledge of basic health and safety requirements and basic nutritional and dietary needs for optimum development, with emphasis on these as they relate to early childhood. Practical questions of menu planning will be stressed as well as methods for creating a healthful and safe environment.

**ED 316 The Latino in the United States (4)**

A historical analysis of Latinos from their arrival on the Western Hemisphere to the present. Contributions of Latinos to U.S. development as well as sociopolitical issues are covered. Emphasis is on alternate techniques of teaching cultural awareness to children. Students participate in field experiences for exposure to teaching cultural awareness in a multicultural setting.

Prerequisite: ED 386.

**SCS 305 Science in the Elementary School (4)**

See page 107.

**ED 320 Topics in Early Childhood Curriculum (2 or 4)**

Selected curriculum topics relevant to early childhood teachers, with focus on specific curriculum areas identified by advanced early childhood students or special groups working in this field.

Prerequisite: Completion of at least two 200-level early childhood courses or permission of instructor.

**ED 321 The Teacher and the Atypical Child (4)**

Identification and management of atypical children in a regular elementary classroom setting. The course will deal particularly with children requiring special management techniques and some modification of curriculum. These children may be hyperactive or withdrawn.

Prerequisite: ED 344 and 345 or ED 210 and 215.

**ED 322 Introduction to Early Childhood: Theory and Practice (4)**

Introduction to the field of early childhood, including birth to age eight. Three major areas will be emphasized: growth and development of infants and young children, optimal learning environments for the young child, and methods and materials which facilitate learning in early childhood. This course is for students who wish some background in early childhood but who are not HRD/ED majors. Students must register concurrently for ED 221.

Prerequisite: ED 210 and 215 or permission of instructor.

**ED 323 Education of the Spanish-Speaking in the U.S. (4)**

An opportunity for teachers and other educators to become familiar with the various aspects of Latino education. Lectures, readings, and discussions will deal with background information about the Spanish-speaking in the U.S.

Prerequisite: ED 344 and 345.

**ED 324 Parent and Community Involvement in Early Childhood Programs (4)**

In-depth study of home/school coordination and education. Development of skills and sensitivities in the areas of parent education, parent-teacher conferences, utilization of parents in the classroom, and working with parents in the home. Includes an introduction to training parents for family day-care roles and exploration of family-based child care models.

Prerequisite: At least two 200-level early childhood courses, or permission of instructor.



**ED 325 Learning Environment in Early Childhood (4)**  
In-depth study of the learning environment and curriculum in early childhood education, including theoretical and practical aspects. Analysis of curriculum areas as they relate to individual children's needs and to the total learning environment. Child assessment and diagnostic techniques and development of programs appropriate for individual needs.  
Prerequisite: At least two 200-level early childhood courses, or permission of instructor.

**ED 326 Introduction to Early Childhood Program Operation (4)**  
Overview of types of program operation in early childhood, including private, industrial, cooperative, government-funded programs, such as Headstart, Follow Through, and current legislation pertinent to early childhood. Designed to give teacher and child-care development majors the skills to direct programs which are in operation.  
Prerequisite: At least two 200-level early childhood courses, or permission of instructor.

**ED 329 Practicum in Bilingual/Bicultural Education (4)**  
Specialized field experience in a bilingual/bicultural classroom. Observation, tutoring, diagnostic-prescriptive teaching, writing lesson plans, and using bilingual materials are included.  
Prerequisite: Completion of all other requirements for the bilingual education credential or permission of instructor.

**ED 331 Teaching of Reading (4)**  
Intensive preparation for the teaching of reading skills in the elementary grades. Identification of reading readiness, problems of program construction, and a variety of teaching methods are included. Must be taken with ED 333.  
Prerequisite: ED 210 and 215 or ED 344 and 345.

**ED 332 Literature for Children (4)**  
The ability to evaluate children's literature critically, to understand its history, to assess children's needs and developmental levels, and to be able to select and use quality literature effectively with children are major objectives of the course.  
Prerequisite: LS 101, ENG 240, or equivalent.

**ED 333 Teaching the Language Arts (4)**  
Preparation for teaching language arts in the elementary, middle, and early secondary schools. Teaching composition, creative writing, oral language development, listening, spelling, reading, and the application of linguistic principles to reading and writing are among the topics. Must be taken with ED 331.

**ED 338 Teaching Reading in the Content Areas (4)**  
A basic course in reading for prospective secondary teachers. Content will deal with the nature of the reading process and methods and materials for teaching the reading of English, social studies, and other subjects to junior and senior high school students. Not open to elementary education majors.

**ED 344 Social and Philosophical Issues in Secondary Education (4)**  
Study of secondary education in broad perspective, as both an interpersonal activity and a social institution. Topics include immediate and ultimate aims of secondary education, the social meaning of the schooling process, and the assumptions underlying school policy.

**ED 345 Psychological and Field Studies in Education (4)**  
Psychological factors in learning and development are examined in lectures, class discussions, and observations. These may be observations of actual teaching in the schools, or of videotapes of teaching. Identical with PSY 345.

**ED 350a Educational Implications of Family Roles and Child Rearing Practices (2)**  
Educational implications of anthropological, sociological, and psychological analyses of child-rearing practices in different cultures.  
Prerequisite: ED 210 and 215.

**ED 350b History of Public Education in the U.S. (2)**  
Social, philosophical, and historical ideas and events which led to the origin and development of the U.S. public school.  
Prerequisite: ED 210 and 215.

**ED 350c Private and Parochial Schooling in the U.S. (2)**  
Social, historical, and philosophical origins, trends, effectiveness, and future possibilities of U.S. private and parochial schools.  
Prerequisite: ED 210 and 215.

**ED 350d The Formal Education of Women (2)**  
Effects of formal and informal structure of the school on the development of women in contemporary society.  
Prerequisite: ED 210 and 215.

**ED 350e Schooling and Social Stratification (2)**  
The role of public schooling in theory and in practice as it relates to patterns of social stratification in the U.S. and other nations.  
Prerequisite: ED 210 and 215.

**ED 350f Education and Moral Development (2)**  
Prepares the student to be competent in understanding and guiding the moral development of the child.  
Prerequisite: ED 210 and 215.

**ED 350g Political Issues in Contemporary Education (2)**  
A forum on politically current educational issues, using film, outside speakers, field trips, and symposia.  
Prerequisite: ED 210 and 215.

**ED 350h Independent Study (2)**  
An opportunity to pursue a problem of particular interest to students, using the skills of philosophical and sociological analysis. Students work in groups or individually under the guidance of a teacher or teachers.  
Prerequisite: ED 210 and 215.

**ED 355a Identifying and Diagnosing Learning and Behavior Problems in Children (2)**  
Students will demonstrate knowledge of individual differences among normal school population; develop competency in delivery of educational services to handicapped persons; demonstrate understanding of various theoretical models of behavior, and demonstrate knowledge of the various statutes that govern special education in Michigan.  
Prerequisite: ED 210 and 215.

**ED 355b Testing and Assessment for Teachers (2)**  
Prepares a teacher-in-training to make effective use of formal, informal, and teacher-created assessment techniques in the process of planning, implementing, and evaluating instruction.  
Prerequisite: ED 210 and 215.

**ED 369 Field Experiences in Guidance (2, 4, 6, or 8)**  
Identical with HRD 369.

**ED 370 Field Problems in Social Science (4)**  
To assist prospective social studies teachers in identifying and solving instructional problems. Students are placed in school to work with teachers and secondary students, operating through a written contract agreed upon by themselves, an appropriate secondary school official, and a representative of the social studies program. Transportation must be arranged by the student.  
Prerequisite: ED 100 and 200.

**ED 386 Education of the Spanish-Speaking in the United States (4)**  
Provides prospective elementary teachers with the philosophy and rationale for using bilingual education in the classroom. Students will become familiar with problems of Spanish-speaking students as well as prescriptive techniques. Field exposure to bilingual classrooms is essential. Some of the instruction will be in Spanish.

**ED 420 Interaction Laboratory for Teacher Development (4)**  
Acquaints students with the importance of human relations skills in teaching and provides a clearer understanding of the flexible line separating personal and professional behavior. Laboratory activities involve the student in role-playing and action-oriented problem solving.  
Prerequisite: ED 110, 210, 215, 350, and 355.

**ED 428 Teaching of the Major Field (4)**  
Content and methodology appropriate to the student's major field. Organization of programs and courses, bibliography of the field, and techniques of instruction receive special emphasis. Must be taken concurrently with ED 455, except when other provisions have been made by the major department.  
Prerequisite: ED 344 and 345. (For social studies majors, the following are also required: ED 100, 200, 370, and SS 100.)

**ED 430 The Public School in Urban America (4)**  
The role of schools in contemporary urban America, with emphasis on the relationship between the school and the urban ethos, social stratification, racial identities, and the functioning of the school in

the urban ecology.

Prerequisite: ED 344 and 345 or ED 210 and 215.

**ED 450 Advanced Studies in Early Childhood (2 or 4)**  
Current issues affecting the field of early childhood, especially those related to current legislation, child advocacy, and the child welfare concern; research methodology appropriate for young children; and/or in-depth issues such as development of infants or exceptional children.

Prerequisite: Completion of all 200-level early childhood courses and at least two 300-level early childhood courses, or permission of instructor.

**ED 454 Skill Development Laboratories for Teaching Social Studies (4)**

Interns meet weekly with instructor and supervisors to identify and solve problems such as discipline, course planning, grading, motivation, and interpersonal relationships and to share effective strategies. Emphasis is on mutual problem solving. Must be taken concurrently with ED 455.

**ED 455 Internship (12)**

Approximately 15 weeks of supervised teaching in a public school classroom and other activities as directed by a supervising teacher. Seminars are held throughout the semester focusing on general and specific teaching concerns of the interns. The semester may be divided into two segments for a dual assignment, depending on program requirements or student needs.

A student must complete the internship in his/her last semester (a last semester is one in which a student needs no more than 16 credits to satisfy all graduation requirements). A student must apply for internship one full semester in advance. Except for ED 428, a student may not take any other course work concurrently with ED 455.

Prerequisite: Elementary education majors must complete the core program, general education, and childhood curriculum studies requirements listed on pages 97-98; secondary education majors must complete ED 344, 345, and secure permission of the major department and the School of Education. Concurrent registration in ED 428 is required unless other provisions have been made by the major department. Prospective student teachers must register at the Office of Field Services at the beginning (before September 15 or January 15) of the full semester before student teaching.

**ED 456 Internship in Early Childhood Education (8-12)**

Culmination of the early childhood education program: work in practicum settings with young children, parents, or caregivers. Students will gradually assume total responsibility for an intensive field experience. Consists of 300 hours of on-site practicum. Includes a seminar. No other courses may be taken concurrently.

Prerequisite: 24 credits in early childhood education with a 2.50 grade point average.

**ED 460 Special Project in Guidance (2, 4, 6, or 8)**

Deals with specialized interests in various phases of guidance and personnel work. Topic will be determined by the student's particular interests. May be taken more than once, for a total of 8 credits. May be elected for independent study.

Prerequisite: Permission of instructor.

**ED 463 Group Procedures in Helping Relationships (4)**  
Identical with HI 463.

**ED 464 Teaching in Manpower Education Programs (2, 4, 6, or 8)**

Principles and basic teaching skills required in manpower education programs. The student will develop skills in stating instructional objectives, planning activities to attain the objectives, and evaluating instructional outcomes. Teaching experiences will be provided through simulation and internships in programs.

Prerequisite: Permission of instructor.

**SS 470 Teaching Social Studies in Elementary School (4)**  
See page 107.

**ED 490 Independent Study and Research (2 or 4)**

A program of directed individual reading and research.

Prerequisite: Permission of the Department of Teacher Education (granted only if a student presents written faculty consent to supervise his/her study).

**SCS 490 Independent Problems in Science Education (2 or 4)**

See page 107.

**ED 497 Apprentice College Teaching (2 or 4)**

An elective open to any well-qualified upperclassperson with consent of a faculty member to assist in presenting a regular college course to underclasspersons. The apprentice should be capable of assuming limited classroom teaching duties.

Prerequisite: Permission of the Department of Teacher Education (granted only if a student presents written evidence that a faculty member has accepted him/her as an apprentice).

#### HUMAN INTERACTION COURSES

**HI 261 Fundamentals of Human Interaction (4)**

Introduction to individual and small group interaction, with consideration to interpersonal communication, group leadership, decision-making, and self-awareness. The course helps students to operate more effectively in community service activities. Role-playing, demonstrations, video recordings, simulations, and other experimental activities are used.

**HI 361 Techniques of the Helping Interview (4)**

Emphasizes listening and observation skills, establishing mutual trust and acceptance, and providing support in a one-to-one relationship to help persons make decisions. Includes an introduction to the philosophy, theory, and research of the helping relationship. Techniques of instruction include role-playing, simulation interaction analysis, and experience with actual clients.

Prerequisite: HI 261.

**HI 363 Dynamics of Human Relationships in Education and Work Settings (4)**

Deals with interpersonal relationships among students and teachers, employees and supervisors, and peers in various settings such as: schools, industry, adult training classes, and teams of coworkers. Introduces sociological and psychological theories of human group behavior dynamics.

Prerequisite: HI 261.

**HI 461 Introduction to Counseling (4)**

Theories and practices in guidance and counseling. An emphasis can be elected to prepare for work with certain groups such as: youth, adults, disadvantaged persons, offenders, persons from a certain culture or ethnic group, etc. Includes opportunity for simulated and authentic experiences. Requirements include development of basic competencies.

Prerequisite: HI 361 and 363.

**HI 463 Group Procedures in Helping Relationships (4)**

Theory and practice of small group process in the helping relationship. Explores several approaches to group leadership and offers an opportunity to experience and/or lead small groups in order to prepare students to foster group interaction. Identical with ED 463.

Prerequisite: HI 363.

**HI 464 Techniques of Consultation (4)**

Techniques of consultation designed to help teachers, parents, families, employers, peers, preprofessionals, volunteers, and other significant persons in the lives of human resources development clients to support and facilitate client growth. Includes preparation for those engaged in helping children, youth, adults, or the aged to become more self-sufficient.

Prerequisite: Two human interaction courses or equivalent.

#### HUMAN RESOURCES DEVELOPMENT COURSES

**HRD 301 The Nature of Man (4)**

The various ways in which human nature has been understood, with attention to the behavioral, humanistic, Marxist, and Christian beliefs about man and their implications for policies and practices in the teaching and helping professions. This course strives to develop tolerance for alternative views of man, rather than propagate one view.

**HRD 302 Ethics and Personal Crises (4)**

Ethics as related to the personal crises of sexual behavior and lifestyles, abortion, suicide, euthanasia, parenthood, and criminal punishment. For students planning to enter the helping professions, especially counseling. Focus is on helping others make a moral decision and handling value conflicts in counseling. Alternative viewpoints are offered so that students may increase their understanding of viewpoints they do not personally hold.

**HRD 331 Introduction to Community Mental Health (4)**

Includes a critical examination of current mental health treatment programs in local institutions, community mental health centers, and family-care programs. Covers the role of social and cultural factors in

the cause of mental illness. Introduces roles in the helping process as a member of a treatment team and provides experience in carrying out some facet of a treatment plan under supervision.

**HRD 335 Problems of Drug Abuse and Alcoholism (4)**  
Comprehensive study of the modes of prevention and treatment programs for substance abuse. Readings and reports include basic information about various drugs and alcohol, with history, categories and definitions, misuse, abuse, legitimate use, laws, attitudes, and reasons people abuse drugs. Provides a study of Methadone maintenance programs, support programs such as Synanon, and volunteer paraprofessional services. Reviews legal and ethical practices, confidentiality, etc.

**HRD 362 Assessment of Youth and Adults (4)**  
Overview of techniques used to assess youth and adults for deciding on and implementing educational, occupational, and personal-social goals. Students are introduced to measurement terminology as well as techniques of test administration and interpretation. Emphasis is on the synthesis of data in case studies and in case conferences.

**HRD 364 Career Development and Community Resources (4)**  
Sources of occupation, education, and personal-social information, and techniques for using guidance information in the helping process. Establishes a repertoire of knowledge about community agencies and resources. Students gather firsthand information from site visitations as well as through audio-visual and printed media.

**HRD 365 Student Resources Development (4)**  
Overview of the process, philosophy, practice, organization, and evaluation of adult student resource development work in colleges and universities, as well as supervised experience in typical higher education settings, such as: career advising, residential living, financial aid, and orientation programs.  
Prerequisite: Permission of instructor.

**HRD 366 Techniques of Human Resources Development (4)**  
Basic preparation for public service work in the emerging field of human resources development. Emphasis is on cooperation among preprofessional and professional workers such as: interviewers, teachers, and community agency personnel, including employability developmental work to assist disadvantaged youth and adults from various cultural backgrounds to discover and develop their potential.

**HRD 368 Work and Training Development (4)**  
Contact work with employers and educators to develop jobs and training courses for persons enrolled in related employability training programs and other agency applicants. Stresses appraisal of the needs of employers for persons with certain performance skills, development of on-the-job training programs, and related education.  
Prerequisite: 12 credits in HI or HRD courses.

**HRD 369 Field Work in Human Resources Development (2, 4, 6, or 8)**  
Supervised experiences in a variety of helping relationships in work settings such as schools, employment offices, social services agencies, and industry. Includes an orientation to various local community cultural settings and lifestyles. Experiences emphasize helping young people and adults adjust to education or work experience.  
Prerequisite: Permission of instructor.

**HRD 390 Special Project in Human Resources Development (2, 4, 6, or 8)**  
Directed reading, research, and study in an aspect of human resources development work. May be elected for independent study or taught as a workshop based on selected topics and issues in the field. The course may be taken more than once, for a total of 8 credits.  
Prerequisite: Permission of instructor.

**HRD 401 Organizational Analysis and Change Process (4)**  
Study of the structure of organizations designed to provide human services and development and the process of effecting changes leading to improved individual client development. Concerns the assigned role of counselors, teachers, and other helpers within agencies and schools which often interferes with their helping functions.  
Prerequisite: Junior standing and two courses in ED, HI, or HRD.

**HRD 402 Human Services Delivery and Evaluation (4)**  
Systems analysis and experimental design for program development and research in human services. Emphasizes skills in developing

performance objectives and in organizing and writing proposals for program development. Provides an opportunity to participate in systems design for delivery of a proposed human service or educational program.  
Prerequisite: Junior standing and two courses in ED, HI, or HRD.

**HRD 431 Death and Dying (4)**  
Seminar on the philosophical, religious, cultural, and psychological issues in death and dying. Topics include: religious views of death and after-life; ethical issues in suicide and euthanasia; cultural attitudes toward death and funerals; psychological studies of counseling the dying and the bereaved; children and death; forming attitudes toward one's own death.  
Prerequisite: Two HI/HRD courses or permission of instructor. Recommended for upper-level students only.

**HRD 467 Workshop (2 or 4)**  
An opportunity for community agency personnel and students preparing for applied human resources development work to develop various aspects of human services programs and practices. Sections are offered as needed for areas of emphasis which meet the current objectives and/or requests of agency or business and industry employers and directors of training programs for personnel skilled in human resources development. May be taken more than once for a total of 8 credits.  
Prerequisite: Course work or experience in the workshop topic.

**HRD 469 Seminar (2 or 4)**  
Conducted in traditional seminar fashion. Scope is predefined and based on a broad topic in the human resources development field. Class members select research areas and contribute their findings to the group. Visiting consultants and the instructor provide direction and content. May be taken more than once for a total of 8 credits.  
Prerequisite: Course work or experience in the seminar topic.

**HRD 490 Internship in Human Resources Development (4, 8, or 12)**  
A culminating learning experience where students apply their learning in a supervised experience to human resources development work with youth or adults as an intern in a community agency program.  
Prerequisite: Senior standing, completion of 24 or more credits in HI or HRD courses with grade point average of at least 2.50, including one 12-credit area of emphasis, and permission of instructor.

## HEALTH-PHYSICAL EDUCATION COURSES

**PE 101 Physical Conditioning (2)**  
Although primarily an activity course, one hour per week is devoted to lectures on physical lifestyle. Various forms of physical conditioning are used with emphasis on cardiovascular fitness.

**PE 111 Swimming and Diving (2)**  
Principles, safety precautions, and procedures and participation in basic, intermediate, and advanced swimming and diving skills.

**PE 113 Skin and Scuba Diving (2)**  
Principles, safety precautions, and procedures and participation in basic and advanced skills in skin and scuba diving.

**PE 121 Tennis and Volleyball (2)**  
To develop awareness of the facilities, equipment, supplies, courtesy, rules, and strategy. Includes participation in the basic and advanced skills of tennis and volleyball.

**PE 125 Advanced Golf (2)**  
Review and modification of basic grips, stances, and swings. Attention to developing advanced playing skills, interpreting rules, judging distance, club selection, and selective play.

**PE 151 Golf and Badminton (2)**  
To develop awareness of the facilities, equipment, supplies, courtesy, rules, and strategy. Includes participation in the basic and advanced skills of golf and badminton.

**PE 152 Handball, Paddleball, and Squash (2)**  
To develop awareness of the facilities, equipment, supplies, courtesy, rules, and strategy. Includes participation in the basic and advanced skills of handball, paddleball, and squash.

**PE 155 Advanced Tennis (2)**  
Complete review of basic footwork, grips, and stroke movements. After the review attention is given to advanced playing skills and strategy.

- PE 161 Beginning Gymnastics (2)**  
To develop awareness of the facilities, supplies, equipment, and safety rules. Includes participation in the fundamentals in conditioning, tumbling, stunts, and apparatus.
- PE 162 Advanced Gymnastics (2)**  
To develop awareness of the facilities, equipment, supplies, and safety rules. Includes participation in advanced gymnastics skills and routines on various apparatus.
- PE 163 Movement Education, Low Organized Games, and Leadup Activities to Movement Skills (2)**  
Perceptual-motor development and sensory-motor development activities and their relevance to movement in low organized games, leadup activities, and games for basic sports skills.  
Prerequisite: Sophomore standing.
- PE 171 Elementary Dance and Movement (2)**  
Introduction to various dance techniques and styles and exploration of the many ways movement can be used for expression.
- PE 172 Advanced Dance and Movement (2)**  
Advanced dance techniques. Reading and discussion will cover the broad historical and aesthetic basis of dance as art.
- PE 175 Beginning Ballet (2)**
- PE 176 Intermediate Ballet (2)**
- PE 177 Advanced Ballet (2)**  
This series of courses covers the technique of classical ballet in a three-semester progression. The technique, style, aesthetic interpretation, and historical significance of classical ballet are presented in theory and practice.
- PE 178 Jazz Dance (2)**  
A theory-activity course exploring basic techniques of jazz dance emphasizing comparison of historical and contemporary jazz styles.
- PE 180 Judo (2)**  
To develop awareness of the facilities, equipment, supplies, safety rules, and procedures. Includes participation in basic and advanced judo skills.
- PE 182 Karate (2)**  
To develop awareness of the facilities, equipment, supplies, safety rules, and procedures. Includes participation in basic and advanced karate skills.
- PE 202 Introduction, History, and Orientation to Health-Physical Education and Allied Fields (2)**  
To provide knowledge, interpretation, and understanding of health education, physical education, dance, intramural sports, extramural sports, sports clubs, school and community recreation, and inter-scholastic competitive athletics for boys and girls.
- PE 207 American Red Cross Advanced First Aid and Prevention and Care of Activity-Oriented Injuries (4)**  
To provide knowledge, interpretation, understanding, and practice in immediate and temporary care for victims of accident or sudden illness until a physician arrives. To aid in approaches and procedures of "safety-proofing" facilities, equipment, supplies, and participants in athletic activities.
- PE 211 American Red Cross Senior Lifesaving and Water Safety Instructor Course (4)**  
Principles and procedures for swimming, lifesaving, and water safety with participation, including physical skills examination and written examination. ARC certification upon successful completion of course.
- PE 212 Teaching and Coaching Competitive Aquatic Activities—Water Safety Instructors and/or Lifesaving (4)**  
Philosophy, theory, and instruction in basic and advanced skills of swimming and diving; synchronized swimming, and water games, with emphasis on conditioning, training, scheduling, and pertinent necessities.
- PE 221 Teaching and Coaching Baseball (2)**  
Philosophy, theory, and practice in the fundamentals of the game; conditioning, training, offensive and defensive strategy, and setting up practice schedules and drills.
- PE 223 Teaching and Coaching Basketball (2)**  
Philosophy, theory, and practice in the fundamentals of the game; mental and physical conditioning, training, offensive and defensive systems, strategy, and setting up practice schedules and drills.
- PE 225 Teaching and Coaching Softball and Volleyball (2)**  
Philosophy, theory, and practice in the fundamentals of softball and volleyball; mental and physical conditioning, training, offensive and defensive systems, strategy, and development of drills and schedules.
- PE 231 Teaching and Coaching Football (2)**  
Philosophy, theory, and practice in the fundamentals of the game; mental and physical conditioning, training, offensive and defensive systems; and strategy and setting up practice schedules and drills.
- PE 233 Teaching and Coaching Soccer (2)**  
Philosophy, theory, and practice in the fundamentals of the game; conditioning, training, offensive and defensive systems; strategy, and setting up practice schedules and skill drills.
- PE 243 Teaching and Coaching Golf, Bowling, and Archery (2)**  
Philosophy, theory, and practice in basic and advanced skills with strategy of play, including setting up practice schedules and drills.
- PE 251 Teaching and Coaching Cross Country, Track, and Field (2)**  
Philosophy, theory, and practice in basic and advanced skills of various events, with emphasis on conditioning, training, form, and technique.
- PE 261 Teaching and Coaching Gymnastics (2)**  
Philosophy, theory, and practice in basic and advanced skills of the various apparatus and tumbling events, with emphasis on conditioning, training, form, and technique.
- PE 263 Teaching Physical Education and Play Activities for Children Preschool through Grade 3 (2)**  
Philosophy, theory, and practice in activities compatible with the needs, growth, and development patterns; possible interests at various levels for classroom, multi-purpose room, gymnasium, and playground.  
Prerequisite: Sophomore standing.
- PE 264 Teaching Physical Education and Recreation Activities for Children Grades 4, 5, and 6 (2)**  
Philosophy, theory, and practice in activities, compatible with the needs, growth, and development patterns; possible interests with emphasis on low organized games and leadup activities for team games.  
Prerequisite: Sophomore standing.
- PE 265 Teaching Physical Education, Recreation, and Play Activities for the Atypical Individual (2)**  
Philosophy and theory of various approaches and techniques. Planning, organizing, and implementing activities compatible with the varying abilities and interests of atypical children.
- PE 271 Teaching Dance and Movement (4)**  
Movement as a means of artistic, emotional, and physical expression, and an aid to child development.
- PE 272 Teaching Dance Composition and Production (4)**  
Theory of dance composition through reading, discussion, observation, and experimentation. Production techniques of costume, lighting, props, and promotions are included.
- PE 275 Beginning Dance Workshop (2)**  
Beginning dance students learn techniques and choreography. Movement improvisations are used to stimulate student compositions.
- PE 276 Intermediate Dance Workshop (2)**  
For more advanced dance students who wish to choreograph and perform.  
Prerequisite: Permission of instructor.
- PE 282 Sports Officiating, Fall Individual and Team Sports (2)**  
Philosophy and theory of sports officiating. Study of National High School Federation rule books, interpretations, and officials' manuals. Experience officiating recreational, intramural, and/or interschool sports contests. Sports covered are basketball, football, soccer, and swimming.
- PE 283 Sports Officiating, Winter and Spring Individual and Team Sports (2)**  
Philosophy and theory of sports officiating. Study of National High School Federation rule books, interpretations, and officials' manuals. Experience officiating recreational, intramural, and/or interschool

sports contests. Sports covered are basketball, softball, volleyball, tennis, and track and field.

**PE 291 Recreation Programming and Leadership for All Ages (2)**

Philosophy and theory of recreation and play; including facilities, equipment, and supplies; with emphasis on quiet and active events and games with an opportunity to give leadership in same.

**PE 293 The Psychology and Sociology of Sports and Coaching of Sports (2)**

History and theory of the actual and potential value of sports as related by philosophers, psychologists, psychiatrists, medical doctors, educators, coaches, and others to our personal, community, state, national, and international participation.

**PE 301 Physical Education, Play, Dance, and Recreation Program for Elementary School (4)**

Philosophy and theory of physical education in the total elementary educational program through reading, discussion, and evaluation of curriculum and materials of state school districts; lecture and discussion with area of study materials of state school districts; lecture and discussion with area administrative, supervising, and teaching personnel.

**PE 304 Exercise Physiology (4)**

Effects of exercise and physical training on the physiological systems of the body, with emphasis on cardio-respiratory systems. Course content includes muscle contraction mechanisms, circulatory and respiratory adjustment during exercise, and nutrition for athletes. Laboratory experiences are provided for insight into the dynamics of human performance.

Prerequisite: BIO 104.

**PE 312 Organization, Promotion, and Administration of Aquatic Programs and the Operation and Management of Aquatic Facilities (4)**

Philosophy and theory through reading and discussion of articles, promotional pamphlets, state Department of Health rules and regulations, and textbooks; guest operators' lectures and discussion; observation trips; and participation in management and operation approaches and procedures.

**PE 321 Organization, Promotion, and Administration of Physical Education and Athletic Programs and Allied Areas in the Secondary Schools (4)**

Philosophy and theory of athletics in the total secondary education program through reading, discussion, and evaluation of curriculum and materials of many state high school athletic and activity associations, plus lecture and discussion with area coaches and directors.

**PE 391 Practicum in Physical Education and/or Dance with Preschool and Primary School Children (2 or 4)**

Experience in teaching and leadership in physical education and/or dance with preschool or primary elementary school children. One period per week involves group discussion of teaching and leadership experiences.

Prerequisite: PE 211, 263, 264, or 271.

**PE 392 Practicum in Physical Education and/or Dance with Upper Elementary and Middle School Children (2 or 4)**

Experience in teaching and leadership in physical education and/or



dance with children, grades 4 through 7. One period per week involves group discussion of teaching and leadership experiences.

Prerequisite: PE 211, 264, or 271.

**PE 393 Practicum in Physical Education and/or Dance with Atypical Children**

Experience in teaching and leadership in physical education and/or dance with handicapped children. One period per week involves group discussion of teaching and leadership experiences.

Prerequisite: PE 211, 263, 264, or 271.

**PE 491 Problem Solving in Physical Education, Recreation, and Competitive Athletics (4)**

Survey of areas of concern with opportunity to seek solutions through group observation, visitation, and interaction with area professionals and visiting professionals.

**PE 493 Cooperative-Independent Study in Physical Education, Dance, Recreation, or Competitive Athletics (4)**

Cooperative-independent study with student recognizing a concern, outlining same and possible steps to a solution, building a bibliography and reading, building an observation schedule and observing, building an interview schedule and interviewing, consulting regularly with instructor, and completing written summation.

**PE 495 Practicum-Seminar in Physical Education and Allied Areas (4)**

Individual students delve into philosophy, theory, and practice in areas of concern with observation and possible participation, and sharing the experience regularly with the group.

**SCIENCE STUDIES COURSES**

**SCS 105 Science Skills for an Ever-Changing World (4)**

Allows students to experience science as process.

Prerequisite: Admission to education degree program.

**SCS 305 Science in the Elementary School (4)**

Content and methodology appropriate to students in the elementary education program. A field experience is available.

Prerequisite: SCS 105, ED 110, 210, 215, and junior standing.

**SCS 490 Independent Problems in Science Education (2 or 4)**

Individual work in science methods and materials. The credits earned may be applied to a teaching major or teaching minor in science/mathematics. May include a field placement as well as development of specific teaching materials.

Prerequisite: SCS 305 and permission of instructor.

**SOCIAL STUDIES COURSE**

**SS 470 Teaching Social Studies in Elementary School (4)**

An opportunity to examine sources of instructional objectives and strategies, curriculum materials, and evaluative procedures for social studies education. Students completing the course should be able to develop, defend, and implement an elementary social studies program.

Prerequisite: ED 110, 210, 215, 355, and junior standing.

For a description of the social studies program leading to secondary teacher certification, see page 78.



# SCHOOL OF ENGINEERING

## OFFICE OF THE DEAN

Mohammed S. Ghausi, Dean and John F. Dodge Professor of Engineering

Howard R. Witt, Associate Dean

Kenneth A. Meade, Assistant to the Dean

**PROFESSORS:** Benjamin F. Chyelleur, August J. Durelli (John F. Dodge Professor Emeritus), David H. Evans, Mohammed S. Ghausi, (John F. Dodge Professor), William G. Hammerle, Richard E. Haskell, J. Carroll Hill, Joseph D. Hovanesian, Keith R. Kleckner, Gilbert L. Wolekind, Howard R. Witt

**ASSOCIATE PROFESSORS:** David E. Boddy, Robert H. Edgerton, Donald R. Falkenburg, Glenn A. Jackson, Tung H. Weng

**ASSISTANT PROFESSORS:** Yau Yan Hung

**ADJUNCT PROFESSORS:** Martin A. Erickson, John G. Gievers, Ralph M. Grant, Kenneth A. Meade

## BOARD OF VISITORS

The Board of Visitors for the School of Engineering is composed of industry leaders in southeast Michigan. They assist the School of Engineering in developing educational and research programs to meet the rapidly expanding requirements in the technical world. The board is available as a body or individually for consultation on such matters as curriculum, facilities, equipment requirements, special subjects, and long-range planning. Board members are:

Dr. Paul F. Chena, Vice-President Research Laboratories, General Motors Corporation

Dr. W.D. Compton, Vice-President, Scientific Research, Ford Motor Company

Mr. S.D. Jeffe, Vice-President, Engineering, Chrysler Corporation

Dr. Robert R. Johnson, Vice-President of Engineering, Burroughs Corporation

Mr. H.L. Misch, Vice-President, Engineering Staff, Ford Motor Company

Dr. E.N. Petrick, Chief Scientist/Technical Director of Laboratories, U.S. Army Tank Automotive Command

Mr. George Siegel, Corporate Chief Technical Officer, The Bendix Corporation

Mr. C.B. Sung, President and Chief Executive Officer, Cleveland Metal Abrasive, Inc.

Dr. John W. Weil, Senior Vice-President, The Bendix Corporation

Mr. R. Jamison Williams, Director, Lear Siegler, Inc.

Mr. F.J. Winchell, Vice-President of Engineering Staff, General Motors Corporation

## PROGRAMS

The Oakland University School of Engineering is an interdisciplinary academic unit offering programs leading to the Bachelor of Science degree with majors in engineering and in computer and information science.

The basic component of the engineering program is a core of engineering courses which provide a broad background in the fundamentals of engineering. Specialization is available through concentrations in computer engineering, electrical engineering, mechanical engineering, and systems engineering. Concentrations approved for engineering majors but offered outside the School of Engineering are in environmental studies, statistics, and preprofessional studies in medicine, dentistry, and optometry; minors in economics and management are also available.

The computer and information science degree program provides a solid foundation for a career in computer science. Program cognates are in computer engineering, mathematics,

statistics, economics, and management.

The School of Engineering also offers a concentration in computer and information science for nonmajors. Requirements for this concentration are listed on page 83 of this catalog.

The School of Engineering also offers work leading to the degrees of Master of Science and Doctor of Philosophy. These degree programs are also interdisciplinary; they are detailed in the *Oakland University Graduate Study Catalog*.

## Plan of Study

Each student in the School of Engineering is assigned an adviser who should be consulted regularly for assistance in planning a program of study. Engineering and computer and information science majors must complete a Plan of Study form, which is a timetable of courses to be taken for undergraduate credit. It must be submitted no later than the end of the semester in which the student completes 48 credits. Transfer students should submit a Plan of Study when they enter Oakland, regardless of the number of credits they already have earned. The student completes the forms in consultation with his/her adviser, and they are then approved by the dean's office. The student is responsible for updating the plan regularly, preferably each semester. The first update must occur before completion of 80 credits; the second, before completion of 108 credits. Although advisers are obligated to assist students in planning their programs, the responsibility for fulfilling degree requirements remains with the student.

## General Education

All students in engineering and computer science must take a series of courses distributed for broad exposure to liberal education. To satisfy the general education requirements, majors in engineering or computer and information science must:

1. Complete 24 credits in general education courses. Up to 8 credits in English composition courses may be part of the 24 general education credits, but they do not apply to any designated field group.
2. Complete at least 4 credits in each of three of the five designated field groups, and at least 8 credits in one of the field groups. The field groups are arts; history, philosophy, and area studies; language and thought; literature; social sciences. For a description of the field groups, see the College of Arts and Sciences section on page 19. Majors in engineering or computer and information science may use these additional courses within field groups:

Arts: AH 363

Social Science: ECN 201, 301, 302, and MGT 330

The general education requirement may also be met by completing the general education program of New Charter College or the Honors College of Arts and Sciences.

## UNDERGRADUATE CURRICULUM IN ENGINEERING

Oakland's engineering program prepares students for a career in an industrial-based society. Recognizing that today's engineer must be able to solve complex problems transcending narrow categories as well as specialized problems, Oakland's engineering program blends an interdisciplinary core with concentrations in specialty areas. Oakland graduates are prepared to enter the traditional fields of government, product design, development, manufacture, sales, service and systems analysis, newer areas of application such as transportation, pollution control, energy systems, computer and information processing,

medical electronics and automotive electronics, or to pursue graduate study for research and teaching careers. A growing number of students also find that their undergraduate engineering education is excellent preparation for careers in business, law, and medicine.

### Accreditation

Oakland University's undergraduate engineering program has been fully accredited by the North Central Association of Colleges and Schools and by the Engineers' Council for Professional Development, which is the official accrediting agency for the engineering profession in the U.S. and Canada.

### Preparation for Admission

Entering freshmen planning to major in engineering should present at least three years of high school mathematics, including one-half unit of trigonometry. Additional high school courses in mathematics, physics, chemistry, and English are desirable. Elementary drafting and machine shop practice are useful but not necessary.

A student planning to transfer into the program should present as many as possible of the following: four courses in analytic geometry and calculus including linear algebra and differential equations; two courses in introductory college physics using calculus; and one or two courses in college chemistry. Other credits in mathematics, science, or engineering will be evaluated with reference to courses required for graduation in the Oakland University engineering curriculum. Technician course credits do not generally apply to these requirements.

Community college students who plan to transfer into an engineering program are advised to take the engineering transfer program as prescribed by the Engineering College-Community College Liaison Committee. A brochure describing this transfer program is available from any community college or the School of Engineering. Generally, community college graduates with the associate degree have satisfied the general education requirements of Oakland's School of Engineering. See page 5 for other information regarding admission of transfer students.

### Requirements for the Degree of Bachelor of Science with a Major in Engineering

Engineering majors must meet the following graduation requirements:

1. Have completed at least 128 credits, 32 credits in courses at the 300 level or above.
2. Have completed 32 credits at Oakland University. At least 16 of these credits must be in required engineering courses.
3. Have taken the last 8 credits needed to complete baccalaureate requirements in residence at Oakland University.
4. Have a cumulative grade point average in courses taken at Oakland University of at least 2.00.
5. Have demonstrated writing proficiency by meeting the university standard in English composition.
6. Have completed 24 credits of general education as specified by the School of Engineering.
7. Have completed the science and mathematics core program of 34 credits consisting of CHM 144 or 164; CIS 180; MTH 154, 155, 254; APM 255; and PHY 151, 152.
8. Have completed the engineering core program of 34 credits consisting of EGR 101, 172, 215, 222, 325, 326, 337, 341, and either EGR 345 or EGR 361.
9. Have completed the general engineering option or one of the approved engineering concentrations of 28 credits. The approved concentrations are computer engineering, electrical engineering, mechanical engineering, and systems engineering.

10. Have completed 8 credits of free electives.
11. Have a cumulative grade point average of 2.00 in the engineering core courses and the engineering courses taken to satisfy the general engineering option/concentration requirements.
12. Have completed an application for degree card at the Office of the Registrar, and have paid the graduation service fee.
13. Be in substantial compliance with all legal curricular requirements.

Students are encouraged to participate in a graduation check-off in the Office of the Dean during the first two weeks of the semester in which they expect to graduate.

### GENERAL ENGINEERING OPTION AND ENGINEERING CONCENTRATIONS

The general engineering option and the engineering concentrations permit students to choose courses to meet various career objectives. Requirements are detailed below.

#### General Engineering Option (28 credits)

Minimum requirements for the general engineering option are:

Required Courses:	(3 crs. included in core)	Credits
EGR 345	Introduction to Fluid and Thermal Energy Transport (3)	3 + 3
EGR 361	Mechanics of Materials (3)	
Laboratory Course Work Chosen from:		3-5
EGR 342	Thermodynamics Laboratory (2)	
EGR 346	Fluid and Thermal Energy Transport Laboratory (2)	
EGR 362	Mechanics of Materials Laboratory (1)	
400-Level Engineering Courses:		11-18
Approved Technical Electives in Mathematics or Physical Sciences**		4-8
		28

#### Computer Engineering Concentration (28 credits)

Minimum requirements for the computer engineering concentration are:

Required Courses:		Credits
CIS 290	Introduction to Computer Organization and Assembly Programming (4)	12
EGR 470	Microprocessors and Microcomputers (4)	
EGR 488	Design of Digital Systems (4)	
400-Level Electives Chosen from:		12
EGR 419	Software Engineering (4)	
EGR 473	Electronic Devices (3)	
EGR 480	Applied Numerical Methods (4)	
EGR 483	Pattern Recognition (4)	
EGR 485	Switching Theory (4)	
EGR 486	Computer Architecture (4)	
EGR 405*	Special Topics (2-4)	
EGR 409*	Senior Engineering Project (2-8)	
Approved Technical Elective in Mathematics or Physical Sciences**		4
		28





## Electrical Engineering Concentration (28 credits)

Minimum requirements for the electrical engineering concentration are:

	<u>Credits</u>
Required Courses:	13
EGR 426 Advanced Electronics (3)	
EGR 445 Electric and Magnetic Fields (3)	
EGR 473 Electronic Devices (3)	
EGR 488 Design of Digital Systems (4)	
One of:	4
EGR 427 Introduction to Communication Electronics (4)	
EGR 431 Automatic Control Systems (4)	
400-Level Electives Chosen from:	7
ENG 427 Introduction to Communication Electronics (4)	
EGR 431 Automatic Control Systems (4)	
EGR 470 Microprocessors and Microcomputers (4)	
EGR 480 Applied Numerical Methods (4)	
EGR 486 Computer Architecture (4)	
EGR 405* Special Topics (2-4)	
EGR 409* Senior Engineering Project (2-4)	
Approved Technical Elective in Mathematics or Physical Sciences**	$\frac{4}{28}$

## Mechanical Engineering Concentration (28 credits)

Minimum requirements for the mechanical engineering concentration are:

	<u>Credits</u>
Required Courses: (3 crs. included in core)	3 + 3
EGR 345 Introduction to Fluid and Thermal Energy Transport (3)	
EGR 361 Mechanics of Materials (3)	
Required Laboratories:	5
EGR 342 Thermodynamics Laboratory (2)	
EGR 345 Fluid and Thermal Energy Transport Laboratory (2)	
EGR 362 Mechanics of Materials Laboratory (1)	
Courses Chosen from:	12-16
EGR 448 Thermal Energy Transport (4)	
EGR 449 Fluid Transport (4)	
EGR 453 Fluid and Thermal Systems (4)	
EGR 454 Energy Conversion (4)	
EGR 461 Advanced Mechanics of Materials (4)	
EGR 462 Mechanical Properties of Materials (4)	
Courses Chosen from:	0-4
EGR 415 Environmental Engineering (4)	
EGR 431 Automatic Control Systems (4)	
EGR 434 Simulation in Engineering (4)	
EGR 436 Production Systems (4)	
EGR 480 Applied Numerical Methods (4)	
EGR 405* Special Topics (2-4)	
EGR 409* Senior Engineering Project (2-8)	
Approved Technical Elective in Mathematics or Physical Sciences**	$\frac{4}{28}$

## Systems Engineering Concentration (28 credits)

Minimum requirements for the systems engineering concentration are:

	<u>Credits</u>
Required Courses:	12
EGR 431 Automatic Control Systems (4)	
EGR 433 Optimization in Systems Engineering (4)	
EGR 437 Industrial Engineering/Operations Research I (4)	

400-Level Electives Chosen from:	12
EGR 415 Environmental Engineering (4)	
EGR 427 Introduction to Communication Electronics (4)	
EGR 432 Analysis of Nonlinear Systems (4)	
EGR 434 Simulation in Engineering (4)	
EGR 436 Production Systems (4)	
EGR 438 Industrial Engineering/Operations Research II (4)	
EGR 453 Fluid and Thermal Systems (4)	
EGR 454 Energy Conversion (4)	
EGR 470 Microprocessors and Microcomputers (4)	
EGR 480 Applied Numerical Methods (4)	
EGR 483 Pattern Recognition (4)	
EGR 488 Design of Digital Systems (4)	
EGR 405* Special Topics (2-4)	
EGR 409* Senior Engineering Project (2-8)	
Approved Technical Elective in Mathematics or Physical Sciences**	$\frac{4}{28}$

\*Must be a 4-credit course directed and approved for the concentration by a member of the appropriate concentration committee, or with prior approval of the committee.

\*\*Waived for students completing a concentration in computer and information science (not computer engineering), economics, environmental studies, management, or statistics.

## Approved Technical Electives in Mathematics and Physical Sciences

CHM 145, 165, 303, 304  
 PHY 271 and physics courses numbered 317 and higher, except 341  
 APM courses numbered 263 and higher  
 STA courses numbered 325 and higher  
 MOR courses numbered 342 and higher  
 MTH courses numbered 275 and higher, except MTH 414 and 497  
 Special topics and independent study courses require prior approval.

## STANDARD ENGINEERING

Engineering curricula, particularly in the first two years, are highly structured. The standard program, given below for the first two years, is not a required course sequence, but a suggestion of the best schedule for a program that is fairly prescribed. Each student, in consultation with his/her adviser, will develop a program to meet his/her individual needs.

<b>Semester 1</b>	<b>Semester 2</b>
English composition or distribution requirement	English composition or distribution requirement
EGR 101 or CIS 180*	EGR 172 or elective*
MTH 154 or 104-105	MTH 154 or 155
CHM 114 or 124	CIS 180 or EGR 101*
<b>Semester 3</b>	<b>Semester 4</b>
Distribution requirement	Distribution requirement
EGR 215	EGR 222
MTH 254	APM 255
PHY 151	PHY 152

Scheduling for the final two years depends on the student's desired specializations and career objectives. Students should refer to the School of Engineering Junior and Senior Handbook for suggested schedules.

\*Students not prepared to take MTH 154 in their first semester should take the courses marked with an asterisk. These students are encouraged to take MTH 155 and EGR 172 during the spring session following their freshman year.

## NONENGINEERING CONCENTRATIONS AND MINORS

Students who wish to add an established concentration or otherwise participate in an interdepartmental program must apply to the coordinator of the appropriate concentration committee or of the department involved.

Students interested in engineering management should consider the minor in economics or the minor in management offered by the School of Economics and Management (see page 91). The University Committee on Applied Statistics offers a concentration in statistics, described on page 128. The environmental studies concentration is described on page 84. Students planning a medical, dental, or optometry career are advised to take the concentration in preprofessional studies in medicine, dentistry, and optometry described on page 85.

## CURRICULUM IN COMPUTER AND INFORMATION SCIENCE

The program in computer and information science leads to the degree of Bachelor of Science and provides solid foundation for a career in computer science. It prepares the student for professional practice in systems programming, software design, and computer applications or for graduate study in computer science.

The digital computer has assumed a central role in society. Nearly all phases of business, health care systems, energy, commerce, industry, education, and research employ the computer as an important tool. Persons interacting with computers have diversified complementary interests; thus, a viable computer and information science program encourages a broad outlook and multidisciplinary viewpoint. The Oakland program balances the practical with the abstract in providing the requisite technological training, while simultaneously ensuring broad educational experience.

### Requirements for the Degree of Bachelor of Science with a Major in Computer and Information Science

A computer and information science major must meet the following graduation requirements:

1. Have completed at least 124 credits, 32 credits of which must be in courses at the 300 level or above.
2. Have completed 32 credits at Oakland University. At least 16 of these credits must be required CIS courses.
3. Have taken the last 8 credits to complete baccalaureate requirements in residence at Oakland University.
4. Have a cumulative grade point average in courses taken at Oakland University of at least 2.00.
5. Have demonstrated writing proficiency by meeting the university standard in English composition.
6. Have completed 24 credits to satisfy the School of Engineering general education requirement as specified on page 109.
7. Have completed 36 credits with a minimum grade point average of 2.00 in computer and information science courses including:
  - a. CIS 180, 181, 290, 382, and 385.
  - b. 8 credits of 400-level CIS electives, of which a maximum of 4 credits may be from CIS 409.
  - c. 8 credits to be chosen by the student with written approval of his/her CIS adviser.
8. Have completed the following mathematics sequence: MTH 154, 155, APM 255, and 263.
9. Have completed STA 226 or 325 or an approved course in statistics in the student's cognate area.
10. Have completed 8 credits in either biology, physics, or chemistry such as:
  - CHM 144 and 145 or 164 and 165 or
  - PHY 101 and 102 or 151 and 152 or
  - BIO 104 and 105 or 190 and 200.
11. Have completed 20 credits beyond those listed above in approved courses in a cognate area such as engineering, mathematics, statistics, economics, or management.
12. Have completed an application for degree card at the Office of the Registrar, and have paid the graduation service fee.

13. Be in substantial compliance with all legal curricular requirements.

Students are encouraged to participate in a graduation check-off in the Office of the Dean during the first two weeks of the semester in which they expect to graduate.

The following programs illustrate possible cognates.

#### Engineering Cognate

EGR 222, 326, and 488

Plus two courses from either Group A or Group B

Group A: (Electronics oriented) EGR 409, 426, 427, 470, 473, 485

Group B: (Systems oriented) EGR 325, 409, 431, 432, 433, 434, 436, 437, 438

#### Mathematics Cognate

MTH 254, APM 335, STA 226, and one course from APM 336, APM 463, STA 325, MOR 342.

#### Statistics Cognate

STA 226, 325, 326, and one course from STA 425, STA 427, EGR 436, or an approved 400-level statistics-related course.

#### Economics Cognate

ECN 200, 201, 304 plus two 300- or 400-level electives.

#### Management Cognate

ECN 200, 201, MGT 200, 330, plus any 300- or 400-level MGT elective.

Students should consult their advisers when planning a cognate program.

## COURSE OFFERINGS IN ENGINEERING

**EGR 101 Introduction to Engineering Design (Core) (4)**  
Engineering analysis and solution of design problems in mechanics and other engineering sciences, using graphical data reduction, numerical analysis, probability and statistics, vector concepts, and economics. Offered fall and winter semesters.  
Corequisite: MTH 154.

**EGR 108 Drawing (2)**  
Introduction to the use of drafting instruments and procedures. Geometric construction and projection, dimensioning, tolerancing, and graphical symbols.  
Prerequisite: Permission of instructor.

**EGR 111 Shop Practice (2)**  
Introduction to basic machining principles and machine shop techniques, use of lathes, milling machines, and other power machines. Emphasis is on practical experience.

**EGR 172 Properties of Materials (Core) (4)**  
The atomic, molecular, and crystalline structure of solids, including a description of x-ray analysis, metallography, and other methods for determining structure; correlation of structure with the electric, magnetic, and mechanical properties of solids. With laboratory. Offered winter and spring.  
Prerequisite: EGR 101. Corequisite CHM 144.

**EGR 205 Engineering Topics (2 to 4)**  
Introductory and intermediate study in special areas, normally on an individual basis. In this self-study format the student must have approval of the supervising instructor before registration. Offered in a scheduled class format only as the occasion demands. May be taken more than once. Offered every semester.

**EGR 209 Engineering Project (2 to 4)**  
Introductory laboratory projects; topics chosen jointly by student and instructor before registration. May be taken more than once. Offered every semester.

**EGR 215 Statics and Dynamics (Core) (5)**  
Introduction to mechanics, particle statics and dynamics, equilibrium, analysis of structures, and dynamics of rigid bodies about fixed axes. With laboratory.  
Prerequisite: MTH 155. Corequisite: PHY 151.

**EGR 222 Introduction to Electrical Circuits (Core) (5)**  
Logic circuits, introduction to logic gates, and Boolean algebra; resistive DC circuits, Kirchhoff laws, Thevenin and Norton theorems, transients in RL and RC circuits, and reactance. With laboratory.  
Prerequisite: MTH 155.

**EGR 325 Lumped-Parameter Linear Systems (Core) (3)**  
Laplace transform methods, transfer functions and impedance concepts in the analysis of electrical and mechanical lumped-parameter

linear systems. Natural and forced behavior of first- and second-order systems. Frequency response methods. Computer techniques for analysis and design.

Prerequisite: EGR 222 and APM 255.

**EGR 328 Electronic Circuit Design (Core) (4)**

Analysis and design of solid-state electronic circuits. Nonlinear dissipative characteristics, large-signal analysis of amplifiers, small-signal analysis of active two ports, voltage amplification, transducers, and feedback. With laboratory.

Prerequisite: EGR 222, MTH 155, and PHY 152.

**EGR 337 Engineering Probability and Statistics (Core) (3)**

Elements of probability for discrete and continuous random variables with applications such as statistics, quality control, communication, reliability, and other engineering uses.

Corequisite: MTH 254 or APM 255.

**EGR 341 Thermodynamics (Core) (3)**

Introduction to fundamental concepts, thermal energy, thermodynamic properties and equilibrium, basic physical laws of thermodynamics, entropy and its consequences, reversible energy transfers in both open and closed systems, and application of thermodynamics to systems involving energy conversion and transport.

Prerequisite: CHM 144 or 164. Corequisite: MTH 254.

**EGR 342 Thermodynamics Laboratory (2)**

Introduction to experimental measurement techniques and instrumentation. A series of experiments to enhance understanding of fundamental thermodynamic concepts, processes, and systems, such as conservation of mass and energy, principles, property relationships, and energy conversion. Experimental uncertainty analysis, parametric studies, model verification, and technical communication.

Corequisite: EGR 341.

**EGR 345 Introduction to Fluid and Thermal Energy Transport (Core) (3)**

Fundamentals of fluid mechanics; properties of fluids; conservation principles; viscous and inviscid flow; laminar and turbulent flow; boundary layer theory; basic concepts of heat transfer; fundamental modes; conduction, convection, and thermal radiation; and applications to problems of engineering interest.

Prerequisite: CHM 144 or 164, MTH 254, and EGR 215.

**EGR 346 Fluid and Thermal Energy Transport Laboratory (2)**

Introduction to experimental measurement techniques and instrumentation. A series of experiments to enhance understanding of fundamental mechanisms associated with fluid and thermal energy transport, such as dynamics of inviscid flow, thrust of a fluid jet, viscous pressure drop, conduction and convection heat transfer. Experimental uncertainty analysis, parametric studies, model verification, and technical communication.

Corequisite: EGR 345.

**EGR 361 Mechanics of Materials (Core) (3)**

Introduction to the mechanics of deformable bodies: distribution of stress and strain in beams, shafts, columns, pressure vessels, and other structural elements. Yield and fracture criteria of materials with applications to design.

Prerequisite: EGR 215 and MTH 155.

**EGR 362 Mechanics of Materials Laboratory (1)**

Principles of the mechanics of materials are illustrated through experiments dealing with: stress-strain properties in tension, stresses in pressure vessels, determination of principal stresses and deflections in beams, determination of stress concentration factors and torsion studies. Students learn the use of various experimental methods, including: photoelasticity, strain gages, and extensometry.

Corequisite: EGR 361.

**EGR 363 Modern Architecture and Urban Design (4)**

Identical with AH 363.

**EGR 382 Introduction to Information Structures (4)**

Identical with CIS 382.

Prerequisite: CIS 181 or consent of instructor.

**EGR 400 Engineering Seminar (1)**

Lectures and discussions conducted by faculty, graduate students, and speakers from industry and other universities. Emphasis will be on current research interests of the school. May be taken twice.

**EGR 405 Special Topics (2 to 4)**

Advanced study in special areas, normally on an individual basis. In this self-study format the student must have approval of the supervising instructor before registration. Offered in a scheduled class format only as the occasion demands. May be taken more than once. Offered every semester.

**EGR 409 Senior Engineering Project (2 to 8)**

Independent work on advanced laboratory projects; topic to be chosen jointly by student and instructor before registration. May be taken more than once. Offered every semester.

**EGR 415 Environmental Engineering (4)**

A design course that includes environmental factors. Consideration of resources and recycling in terms of available energy; economic-thermodynamic combined factors are related to environmental decisions. Problems and solutions in environmental situations are illustrated through field trips and guest speakers. A group or individual project is required.

Prerequisite: EGR 341.

**EGR 419 Software Engineering (4)**

Identical with CIS 419.

Prerequisite: EGR 382.

**EGR 425 Analog, Digital, and Optical Filtering (4)**

Analog, digital, and optical filtering techniques for one- and two-dimensional data studied from a common theoretical viewpoint. Lowpass, highpass, and bandpass filtering in the time and spatial domains. Continuous and discrete Fourier transforms.

Prerequisite: EGR 325 and 326.

**EGR 426 Advanced Electronics (3)**

Analysis and design of single- and multi-stage transistor amplifiers, including frequency response, gain and bandwidth calculations. Feedback and operational amplifiers including stability considerations. Sinusoidal oscillators using discrete and linear integrated components.

Prerequisite: EGR 326.

**EGR 427 Introduction to Communication Electronics (4)**

Introduction to analysis and design of analog and digital electronic data communication systems. Spectral analysis; amplitude and angle modulation; demodulation techniques; filtering; frequency- and time-division multiplexing. The sampling theorem and digital data transmission. Introduction to detection theory. With laboratory.

Prerequisite: EGR 325 and 326.

**EGR 431 Automatic Control Systems (4)**

Review of basic methods for determining the equations of motion of various types of linear components and systems. Transient response to deterministic inputs and the definition of lagrangian stability. The root locus method. Open- and closed-loop frequency response. Bode and Nyquist diagrams. Compensating networks. Use of analog computers in control system design.

Prerequisite: EGR 325.

**EGR 432 Analysis of Nonlinear Systems (4)**

Analysis of nonlinear physical systems with engineering applications. Phase-plane analysis for autonomous systems, singular points, and characterization of equilibrium points. Stability analysis via theorems of Liapunov, existence of limit cycles, harmonic analysis, and describing functions.

Prerequisite: EGR 325.

**EGR 433 Optimization in Systems Engineering (4)**

Optimal design and decision, formulation of performance index, maxima and minima, constrained optimization, lagrange multipliers, search methods, mathematical programming, calculus of variation and functional optimization.

Prerequisite: EGR 325.

**EGR 434 Simulation in Engineering (4)**

Introduction to simulation concepts. Discrete and continuous systems modeled and simulated using computer languages such as GPSS, GASP, DYNAMIC. Applications involving inventory systems and queueing systems are considered.

Prerequisite: EGR 325.

**EGR 436 Production Systems (4)**

Computer manufacturing systems which control the flow of manufactured products from forecast to ordering; parts explosion, bill-of-material, Pareto distribution and inventory control, lead times, shop floor control, etc. all illustrated by a computer system for a typical product.

Prerequisite: MTH 254.

**EGR 437 Industrial Engineering/Operations Research I (4)**

Deterministic models for optimum allocation of resources: linear programming, transportations and assignment problems, network flows, dynamic programming. Emphasis on recognition and setting up of models.

Prerequisite: MTH 254 and APM 255.

**EGR 438 Industrial Engineering/Operations Research II (4)**

Models for stochastic systems: queueing theory, Markov chains, decision under uncertainty, inventory control, and simulation. Emphasis is on applications.

Prerequisite: EGR 337.

**EGR 445 Electric and Magnetic Fields (3)**

Introduction to the fundamentals of electric and magnetic fields. Fundamental laws, basic postulates, Maxwell's equations, electrostatics, magnetic fields of steady currents, time varying fields, waves, transmission lines, reflection and refraction of interfaces, guided waves, radiation, and elementary radiators. Use of computers to solve practical problems.

Prerequisite: EGR 325.

**EGR 448 Thermal Energy Transport (4)**

Continued study of the basic concepts, properties, and descriptions of the three fundamental modes of heat transfer (conduction, convection, and thermal radiation), theoretical, numerical, and analogical methods of analysis of steady, transient, and single- and multi-dimensional problems. Includes laboratory.

Prerequisite: EGR 345 and APM 255.

**EGR 449 Fluid Transport (4)**

Continued study of the fundamentals of fluid mechanics and their applications, potential flow of inviscid fluids, laminar and turbulent boundary layer theory, compressible flow, similarity, modeling, and dimensional analysis.

Prerequisite: EGR 345 and APM 255.

**EGR 453 Fluid and Thermal Systems (4)**

Study of systems involving fluid and thermal phenomena. Includes systems with conventional and unconventional energy conversion, fluid and thermal energy transport, environmental pollution and its abatement, associated measurement, and control devices. Analysis, design, and optimization of systems is emphasized via application of basic integral, differential, and lumped parameter modeling techniques. The course bridges conventional engineering disciplines.

Prerequisite: EGR 341 and 345.

**EGR 454 Energy Conversion (4)**

Study of various processes and systems associated with conventional and unconventional energy conversion, fuel processing, chemical to thermal conversions, nuclear to thermal conversions, thermal to mechanical conversions, solar and geothermal conversion processes, thermoelectric devices, fuel cells, etc.

Prerequisite: EGR 341 and 345.

**EGR 460 Operating Systems (4)**

Identical with CIS 460.

Prerequisite: CIS 290 and EGR 382.

**EGR 461 Advanced Mechanics of Materials (4)**

Advanced topics in mechanics, such as beams on elastic foundations, curved and composite beams, theory of plates, membrane theory of shells, torsion of noncircular cross-sections, thick-wall cylinders, contact stresses, stress concentrations, energy methods, and introduction to stability.

Prerequisite: EGR 361.

**EGR 462 Mechanical Properties of Materials (4)**

Mechanical behavior of materials, with emphasis on defect structures in metals. True stress-strain properties of real materials. Plastic deformation and fracture of metals and nonmetals: dislocations, mechanical twinning, and slip phenomena. Theories of yield strength, fracture, and phenomenological fatigue behavior. Work-hardening theories for metals and strengthening mechanisms in solids.

Prerequisite: EGR 361.

**EGR 470 Microprocessors and Microcomputers (4)**

Identical with CIS 470.

Prerequisite: EGR 485 or 488.

**EGR 473 Electronic Devices (3)**

Basic concepts of quantum mechanics as applied to electronic devices.

Semiconductor physics, including carrier densities, diffusion, and conduction mechanisms. Theory of P-N junction and junction devices. Also included are FET, CCD, and MOS devices. Fabrication and fundamentals of integrated circuits.

Prerequisite: EGR 326.

**EGR 480 Applied Numerical Methods (4)**

Identical with CIS 480.

Prerequisite: EGR 325 and CIS 180.

**EGR 483 Pattern Recognition (4)**

Application of digital computer techniques to a variety of problems in pattern recognition; linear decision functions, Bayes decision theory, maximum likelihood estimation, multivariate normal features, non-parametric techniques, feature selection, clustering, and unsupervised learning. Applications include industrial inspection and the processing of remote sensing, biomedical, and pictorial data. Identical with CIS 483.

Prerequisite: STA 226, APM 255, and CIS 382.

**EGR 485 Switching Theory (4)**

Boolean algebraic symbolization for nets of binary switched circuits such as counters, timers, and coders for typical computer subsystems. Constructive computation of nonredundant expansions by formal matrix methods are translated into laboratory devices with building block computer elements for computation and on-line data reduction. Introduction to sequential switching decomposition for control and programming of systems.

Prerequisite: EGR 326.

**EGR 486 Computer Architecture (4)**

Identical with CIS 486.

Prerequisite: CIS 290 and 382.

**EGR 488 Design of Digital Systems (4)**

Development of the components and techniques at the gate and flipflop level needed to design digital systems for instrumentation, communication, control, and related fields. Topics include combinational logic circuits, memory devices, sequential circuits, and organization of digital systems.

Prerequisite: EGR 326.

**COURSE OFFERINGS IN COMPUTER AND INFORMATION SCIENCE****CIS 120-121 Introduction to Computer Programming (2 each)**

Introduction to computer programming and problem solving for nonengineering and noncomputer science majors. CIS 120 includes the programming language BASIC and is offered during the first seven weeks of fall and winter semesters. CIS 121 includes the programming language FORTRAN and is offered during the last seven weeks of fall and winter semesters. CIS 120-121 may be taken separately or they may be taken together in one semester for 4 credits. Credit applies to graduation but not the major.

Prerequisite: At least two years of high school mathematics are strongly recommended.

**CIS 180 Introduction to Computer Science I (4)**

Introduction to digital computers and digital computation, problem solving and elementary applications, and algorithmic programming languages such as BASIC and FORTRAN. Presumes a good background in high school mathematics; students lacking such background or interest in mathematics should enroll in CIS 120-121. Offered every semester.

**CIS 181 Introduction to Computer Science II (4)**

Introduction to numerical methods; data structures and nonnumerical applications; another important algorithmic language such as ALGOL. Offered fall and winter semesters.

Prerequisite: CIS 180. Corequisite: MTH 154.

**CIS 205 Special Topics in Computer and Information Science (2 to 4)**

Introductory and intermediate topics in special areas of computer and information science, offered normally on an individual basis. In this self-study format the student must have approval of the supervising instructor before registration. Offered in a scheduled class format only as the occasion demands. May be taken more than once. Offered every semester.

**CIS 209 Project in Computer and Information Science (2 to 4)**

Independent work in computer and information science. Topic to be chosen before registration by the student in consultation with an instructor. May be taken more than once. Offered every semester.

**CIS 220 Computer-Based Information Systems (4)**  
Introduction to the structure, design, and use of large-scale, computer-based information systems in the business environment. Includes contemporary data base concepts using mass storage devices. Emphasizes case studies involving the COBOL programming language. Prerequisite: CIS 180 or 120-121 or knowledge of FORTRAN or equivalent programming language.

**CIS 290 Introduction to Computer Organization and Assembly Programming (4)**  
Introduction to the internal structure and operation of a digital computer. Hardware organization, machine language, instruction execution, digital arithmetic, addressing techniques, and digital representations of data. Assembly language, macro- and micro-programming, program segmentation, and linkage. Several assembly programs will be written by the student. Prerequisite: CIS 180 or 120-121.

**CIS 382 Introduction to Information Structures (4)**  
Introduction to information structures and their application in digital computer programming. Topics include: linear lists, trees, lists, and their various representations using sequential and linked allocation. Emphasis is on the application of these general concepts to particular programming problems in data manipulation, discrete simulation, and formal symbolic manipulation. Offered fall semester. Prerequisite: CIS 181 or permission of instructor.

**CIS 385 Programming Languages (4)**  
Formal definition of programming languages, including specification of syntax and semantics. Global properties of algorithmic languages including scope of definitions, storage allocation, statement grouping, internal and external program blocks, binding time of constituents, functions, subroutines, coroutines, and tasks. Comparison of general purpose languages and categorization; comparison of the more important languages for list processing, string manipulation, and simulation. Prerequisite: CIS 181 and 290.

**CIS 405 Advanced Special Topics in Computer and Information Science (2 to 4)**  
Advanced study in special areas of computer and information science, offered normally on an individual basis. In this self-study format the student must have approval of the supervising instructor before registration. Offered in a scheduled format only as the occasion demands. May be taken more than once. Offered every semester.

**CIS 409 Directed Research in Computer and Information Science (2 to 8)**  
Independent work on advanced projects. Topic to be chosen before registration by the student in consultation with an instructor. May be taken more than once. Offered every semester.

**CIS 419 Software Engineering (4)**  
A project-oriented course in which students are assigned diverse projects sponsored by faculty/staff from various departments at

Oakland. The course will study, in a realistic environment, the techniques and methodology of developing programs for user applications. Topics include specifications, top-down modular design, structured programming, documentation, testing, and verification. Prerequisite: CIS 382.

**CIS 460 Operating Systems (4)**  
Introduction to computer operating systems. A multi-programming operating system is viewed as a collection of cooperating processes designed for efficient use of the resources of the computer. Process control and synchronization, memory management, and device management will be the major topics. Prerequisite: CIS 290 and 382.

**CIS 465 Translation of Computer Languages (4)**  
The student is directed through development of a compiler for a simple language that can be executed on a simulated computer. Topics include: overview of the formal definition of grammars and languages; scanning input strings from a source language; parsing via bottom-up methods; precedence grammars; internal forms for source programs; semantic routines; and symbol tables organization. The compiler is constructed in a high-level language such as ALGOL. Prerequisite: CIS 382. Corequisite: CIS 385.

**CIS 470 Microprocessors and Microcomputers (4)**  
Introduction to microprocessors and microcomputers; the CPU on a chip; interfacing microprocessors with external systems; programming considerations; logic design with microcomputers; hands-on laboratory experience. Identical with EGR 470. Prerequisite: CIS 290 and 382.

**CIS 480 Applied Numerical Methods (4)**  
Classical methods for solving general algebraic equations, polynomial factoring, Runge-Kutta and predictor-corrector methods for solution of ordinary differential equations, matrix computer methods, and the Fast Fourier Transform. Emphasis on student development of general purpose subroutines for use in engineering applications. Identical with EGR 480. Prerequisite: APM 255 and CIS 181.

**CIS 483 Pattern Recognition (4)**  
Identical with EGR 483. Prerequisite: STA 226, APM 255, and CIS 382.

**CIS 486 Computer Architecture (4)**  
Interchangeability between software and hardware; automatic parsing, stacking and list structure management; near-term future structures for mini-processors and networks; Boolean models for sequential control in processor systems; exercises in micro-programming of the CPU and Input/Output flows. Identical with EGR 486. Offered winter semester. Prerequisite: CIS 290 and 382.

**CIS 488 Design of Digital Systems (4)**  
Identical with EGR 488.





# SCHOOL OF NURSING

## OFFICE OF THE DEAN

*Geraldene Felton, Dean*

*Nancy Kleckner, Assistant Professor in the Library/ Assistant to the Dean*

*Joyce Van Baak, Program Planning Adviser*

*Frances Jackson, Ethnicity Counselor, Project Coordinator*

**PROFESSOR:** *Geraldene Felton*

**ASSISTANT PROFESSORS:** *Nadia Boulos, Mary Ann Krammin*

**INSTRUCTORS:** *Hettie Brown, Shirley Laffrey, Marilyn Lotas, Sandra Lowery, Stephanie Lusia, Joyce Paape, Pamela Reed, Catherine Sayers, Pamela Tisdale, Diane Wilson*

**VISITING INSTRUCTORS:** *Carol Milewski, Barbara Russol*

**SPECIAL INSTRUCTORS:** *Joan Finn, Ramune Mikaila*

**LECTURERS:** *Ellen Cary, Margaret Cassey, Sandra Genrich, Eileen O'Connell*

**ADJUNCT CLINICAL INSTRUCTORS:** *M. Jane Fitzsimmons, Eileen O'Connell, Barbara L. Soeda, Jean Mohan*

## The Nursing Program

The course of study combines general education in the humanities and the behavioral, biological, and physical sciences with special education in the theory and practice of nursing. Graduates qualify for employment as nurse practitioners in a variety of settings such as homes, community health agencies, hospitals, extended care facilities, and federal nursing services. Graduates also have the educational background necessary for graduate study in nursing.

The major purposes of the program are:

1. To prepare practitioners capable of independent functioning and able to develop nursing regimens and to enter the health care system for the purpose of meeting the nursing needs of individuals, families, groups, and communities.
2. To inculcate the nature and operation of identity in conduct for an image of self that is consistent, believable, and sustainable.
3. To prepare individuals capable of self-directed inquiry who view learning as a lifelong process.

## The Prenursing Year

Students wishing to enter the pre-nursing year should have completed two years of high school mathematics (including algebra), one year of biology, and one year of chemistry (a grade of B or better is desirable). Overall, a grade of B or better is required.

For diagnostic purposes, all students before or during orientation take the Multi-Stage Math Placement Test, the Science Proficiency Test, and the English Proficiency Test.

Prenursing students are not nursing students. During the freshman (prenursing) year students will complete a minimum of 28 credits (or the equivalent) of general education college work consisting of introductory courses in the physical and behavioral sciences and the humanities. These courses serve to introduce the student to the knowledge and principles embodied in the academic disciplines which he/she will need to incorporate into nursing practice. The decision as to whether the School of Nursing will accept a student into the professional part of the program will be made after completion of the pre-nursing requirements at Oakland University or equivalent courses at another institution. Successful completion of the freshman requirements provides evidence of the probability of succeeding in the nursing program. The School of Nursing encourages and actively seeks applicants among males and minority students.

## Admission to the School of Nursing

Admission to the professional part of the program occurs in the fall semester of the sophomore year, is restrictive and selective, and may occur either by progression of freshman students currently enrolled at Oakland, or by transfer from other institutions. The School of Nursing has an enrollment quota which is filled with preference given to those applicants judged to be best qualified to undertake the program. Therefore, grades are important, as they serve a natural, logical, and defensible function in evaluating and reporting.

Nursing students must attend the spring session in the sophomore and junior years. Completion of required courses at the sophomore level is necessary to enter the junior year.

## Minimum Criteria for Admission to the Nursing Program

Consideration of students for the nursing program (sophomore year) will be based on the following:

1. Applicant's admissibility to and retention in the university.
2. Overall grade point average of 3.00 in courses required for consideration for entrance into the professional program, including courses that are transferable from other institutions.
3. Additional specifics to be met at the student's expense before beginning the sophomore year:
  - a. Health history and physical examination to include inoculation for tetanus, skin testing for tuberculosis (and possible chest x-ray), and correction of any physical defects.
  - b. Malpractice insurance (\$1,000,000 coverage).
4. Submission of all required information to the School of Nursing by specified deadlines.

## Plan of Study

During the first semester of the sophomore year each student will complete a Plan of Study in the Student Program Planning Office in the School of Nursing. The Plan of Study is a timetable of courses to be taken, and assures orderly progress toward satisfying degree requirements. The plan is completed by the student in consultation with the program planning adviser.

## Requirements for the Bachelor of Science Degree in Nursing

In order to graduate with the B.S.N. degree a student must:

- a. have demonstrated writing proficiency by meeting the university standard in English composition (see page 15).
- b. have been admitted to candidacy for the B.S.N. by the university and the School of Nursing.
- c. have completed all credits and courses prescribed in the B.S.N. curriculum:
  1. 58 credits in the nursing component as prescribed by the School of Nursing.
  2. 54 credits in the humanities and the physical, biological, social, and behavioral sciences as corequisites to the nursing component and as prescribed by the School of Nursing.
  3. A minimum of 8 credits in mathematics.
  4. A minimum of 8 credits in electives.
- d. have a cumulative grade point average of 2.50 in all nursing courses.
- e. have completed a minimum of 128 credits.
- f. have completed at least 32 credits in courses at the 300 level or above.

- g. be in substantial agreement with all legal curricular requirements.
- h. be in compliance with all legal regulations of the School of Nursing.

### The Standard Nursing Program

The nursing program is highly structured. A model schedule has been adopted for freshmen entering in fall 1978.

FALL			
Prenursing	Sophomore	Junior	Senior
BIO 200 (4)	NRS 211 (4)	NRS 311 (8)	NRS 411 (12)
LS 100 (4)	BIO 205 (4)	Elective* (4)	or NRS 412
MTH 101, 102 (if necessary)	BIO 206 (4)		Elective* (4)
MTH 123 (4)	PSY 271 (4)		
AN 102 or SOC 100 (4)	CHM 201 (4)		
WINTER			
PSY 100 (4)	NRS 212 (4)	NRS 312 (8)	NRS 411 (12)
LS 101 (HBS) (4)	BIO 207 (4)	PHL 318 (4)	or NRS 412
CHM 104 (4)	BIO 208 (1)	STA 225 (4)	NRS 490
MTH 123 (4)	BIO 307 (4)		(optional)
(if not taken)	PSY 331 (4)		
PHY 141 (4)			
SPRING			
PHY 141 (4)	NRS 213 (4)	NRS 313 (6)	
(if not taken)			
SUMMER			
			NRS 411 (12)

\*It is suggested that electives be chosen at the 300 level from the humanities, physical, biological, social, and behavioral sciences, and independent study.

### National Student Nurses Association

Prenursing students and nursing students are eligible and are encouraged to join and remain members of the National Student Nurses Association. NSNA is the mechanism through which students participate in planning and formulating policies related to the school.

### Approval and Accreditation

Approval to initiate the nursing program has been obtained from the Michigan State Board of Nursing. Application for review for accreditation of the program by the National League for Nursing will be initiated near the time of graduation of the class of 1979.

### Qualification for Licensure

Licensure is obtained through satisfactory performance on the licensing examination prescribed by the state of Michigan. Upon registration of the license, the nurse is known as a Registered Nurse (R.N.). Licensure in one state entitles a qualified holder to licensure by endorsement in other states.

### COURSE OFFERINGS

All nursing courses involve student learning experiences in the following settings: classroom, autotutorial laboratory, and clinical agencies in the community. All nursing classes must be taken in numerical order.

#### NRS 211 Introduction to Nursing I (4)

Orientation to the professional program, the facilities, and the community. Includes identification of aspects of adaptation theories as a conceptual framework for nursing practice, the health care system, beginning socialization into nursing, and the nursing process.

#### NRS 212 Introduction to Nursing II (4)

Theory and experiences focus on human adaptation to stress. Emphasis is on the concept of wellness, responses of individuals to changes in the health status, and responses of individuals and families experiencing relatively normal pregnancy, maturational and situational crises.



#### NRS 213 Introduction to Nursing III (4)

Study of selected nursing care problems related to human adaptation to stress. Emphasis is on health and developmental assessment.

#### NRS 311 Nursing of Adults and Children I (8)

The implications of increasingly complex variables related to health and illness in adults and children. Emphasis is on the interaction of biological and behavioral responses to stressors throughout the life cycle. Study provides the base for expanding competence in nursing skills centering on care functions, and more sophisticated application of nursing process with clients in various clinical settings.

#### NRS 312 Nursing of Adults and Children II (8)

A continuation of NRS 311 focusing on specific pathologies as stressors affecting physiological and psychological well-being. Emphasis includes analysis of research in nursing and other related areas of study.

#### NRS 313 Nursing of Adults and Children III (6)

Continuation of NRS 311 and 312.

#### NRS 411 Community Health Nursing (12)

Exploration of the functions of the community health nurse with the individual, the family, and the community. Emphasis is on analysis of client adaptation to environmental stressors, nursing actions directed toward prevention of illness, promotion of public health, and collaboration with others in the community to achieve mutual goals.

#### NRS 412 Advanced Nursing (12)

Examination of components and processes related to nurse leaders as agents of change. Emphasis is on theories and principles of administration, management and organization of health care agencies, and roles, responsibilities, and characteristics of nurse leaders within such organizations. Laboratory activities enable the student to use theories and principles, and test hypotheses. Seminars provide opportunity to explore and discuss issues significant to nursing practice, identify relevant variables, and postulate outcomes.

#### NRS 490 Independent Study (Credit varies up to 12)

Options include the opportunity for selected students to participate in faculty research or preceptorships in areas of special interest.



# SCHOOL OF PERFORMING ARTS

The School of Performing Arts, conceived as a professional school, is in process of redevelopment and reorganization. Planning for baccalaureates and master's degrees in performing arts disciplines is currently in process under the auspices of the Faculty Council for the School of Performing Arts and the direction of the Office of the Provost.

**FACULTY COUNCIL:** *Raynold L. Allvin, Associate Professor of Music; Jane M. Bingham, Associate Professor of Education; Dolores M. Burdick, Associate Professor of French; Melvin Chern*

*(chairperson), Professor of History; David W. Daniels, Associate Professor of Music; Robert T. Eberwein, Associate Professor of English; Carol E. Halsted, Assistant Professor of Education; Laszlo J. Hetenyi, Professor of Education; Adeline G. Hirschfeld-Medalla, Associate Professor of Communication Arts; Lois L. Reilly, Associate Professor, University Library; David Stevens, Assistant Professor of Communication Arts; Pamela C. Tisdale, Instructor in Nursing; Flavio Varani, Assistant Professor of Music; George T. Matthews, Vice-Provost, ex officio*



# CENTER FOR COMMUNITY AND HUMAN DEVELOPMENT

**DIRECTOR:** *Jacqueline R. Scherer, Associate Professor of Sociology*

**ASSOCIATE DIRECTOR:** *Harvey R. Hohaus*

**DIRECTOR, COMMUNITY SERVICE PROGRAM:** *Anne C. Frey*

**FACULTY COUNCIL FOR THE CENTER FOR COMMUNITY AND HUMAN DEVELOPMENT:** *Alfonso Bellamy, Assistant Professor of Management; Edward Heubel, Professor of Political Science; Patrick Johnson, Associate Professor of Education; James McGinnis, Assistant Professor of Education; Jacqueline Scherer, Associate Professor of Sociology; Diane Stricker, Assistant Professor of Management; Wilma Ray-Bledsoe, Director of the Division of Urban Affairs, ex officio.*

The Center for Community and Human Development is an academic instructional and research unit that coordinates activities between the university's academic programs and off-campus needs and interests. Closely connected with the Division of Urban Affairs, the center offers selected students in-

ternships and other work-study opportunities in township, municipal, and county settings. The center provides the community service course program described below.

**CS 201-202 Community Service (4 or 6)**

Volunteer service activity in the local community. A regular but modified schedule of class meetings and a series of academic assignments are also required. Students are placed in an agency service activity of their own interests, as approved by the program director and faculty. CS 201 is a survey of the human service field including career options, skill development, client needs, and specialized services, while CS 202 emphasizes the skill areas of funding techniques (grantsmanship), public relations, and training design/implementation. Inquire at Urban Affairs, 374 South Foundation Hall.

**CS 205 Volunteers and Professionals in Criminal Justice (4)**

Overview of the criminal justice system and volunteerism, roles of volunteers, the effective volunteer program, and research and evaluation of volunteer programs in criminal justice. A training course—information and skill development focus.



# CENTER FOR GENERAL AND CAREER STUDIES

**ASSOCIATE PROVOST AND DIRECTOR:** *Billie C. DeMont*

**ASSISTANT DIRECTOR:** *Dave C. Aussicker*

**COORDINATOR OF SPECIAL INSTRUCTIONAL PROJECTS:** *Robert Stern*

**FACULTY COUNCIL FOR GENERAL STUDIES:** *Nancy Barry, Assistant Professor, School of Economics and Management; Peter Bertocci, Associate Professor, Sociology and Anthropology; Benjamin Chydleur, Professor, School of Engineering; Elizabeth Conner, B.G.S. student and Assistant to the Dean, Graduate Office; Jennie Cross, Documents Librarian and Assistant Professor, Kresge Library; Robert Edgerton, Associate Professor, School of Engineering; Peter Enaris, Chairperson and Professor, Learning Skills; Joel Fink, Associate Professor, School of Education; Daniel Fullmer, Associate Professor, Linguistics; Leo Geralisitis, Associate Professor, History and New Charter College; Alice Gorlin, Assistant Professor, School of Economics and Management; Linda Hildebrand, Assistant Professor, Kresge Library; R. Douglas Hunter, Assistant Professor, Biology; David Meyer, Assistant Professor, School of Education; Donald Morse, Professor, English; Jerry Reeves, B.G.S. student; Catherine Sayers, Instructor, School of Nursing; John Tower, Assistant Dean, School of Economics and Management; Donald Warren, Associate Professor and Chairperson, Sociology and Anthropology*

The Center for General and Career Studies is an administrative, instructional, and research unit for the advancement of nontraditional education — especially for adults who wish to pursue degree programs at the university. To achieve this broad goal, the center initiates academic and administrative services, coordinates its programs with academic and non-academic services in other university offices, and promotes the study and development of university policies that affect adult clientele and nontraditional education.

Through the Faculty Council for General Studies, the center cooperates with faculties, departments, and support services to study, design, and implement appropriate programs. This objective is achieved through evening degree programs and extension offerings, special institutes for individual instruction, innovative course offerings and subject matter experimentation and instruction in reading and composition. The center includes the Bachelor of General Studies program, New Charter College, the Department of Learning Skills, and the Evening Program.

The faculty of New Charter College represents other Oakland University colleges and schools. Their interdisciplinary course offerings personalize teaching and learning. The Department of Learning Skills serves freshmen and transfers who need proficiency in entry-level reading and writing skills. The department also administers the university writing proficiency requirement.

The Evening Program includes all instructional and special services to undergraduates attending on-campus and extension classes after 4 p.m.

## BACHELOR OF GENERAL STUDIES DEGREE (B.G.S.)

The Bachelor of General Studies degree (B.G.S.) is a university-wide baccalaureate program that offers maximum flexibility and opportunity for student decision-making about courses of study and other educational experiences at Oakland University. The B.G.S. is primarily for students interested in obtaining an undergraduate education without specializing in a particular discipline. Students select courses from any field of

study or academic department which enables them to develop a unique educational program. Courses offered in the Bachelor of General Studies program are also offered for students enrolled in other major fields.

Program participants include individuals who have specific educational goals and needs that could be met in the general studies program better than in traditional majors. A unique and challenging academic program can be planned in cooperation with a B.G.S. faculty adviser.

Some program enrollees have academic credits from other colleges and were encouraged by their employers to pursue a baccalaureate degree. The B.G.S. degree has flexible policies for the transfer of credits from other institutions, and it provides a personalized program to meet the educational needs of individuals and employers. Pre-enrollment counseling is available for those who wish to consider the B.G.S. degree.

## TWO-PLUS-TWO PROGRAM FOR ASSOCIATE DEGREE HOLDERS

The B.G.S. degree allows a student to combine broad liberal arts and professional courses with an approved associate degree program from a community college. The two-plus-two program provides for transfer of up to 62 semester credits from the community college.

The B.G.S. degree program accepts all associate degrees as the first two years of the program, except for allied health and nursing associate degree programs. Approved associate degree programs must include at least 12 semester credits of liberal arts courses.

## REQUIREMENTS FOR THE BACHELOR OF GENERAL STUDIES DEGREE

Students eligible for the B.G.S. degree should:

1. Complete 124 semester credits.
2. Complete 32 of those credits at the 300 or 400 level.
3. Complete 32 credits at Oakland University and successfully complete the last 8 credits at Oakland University.
4. Achieve a minimum cumulative grade point average of 2.00 in courses taken at Oakland University.
5. Demonstrate writing proficiency by meeting the university standards in English composition.
6. Be in substantial agreement with legal curricular requirements of the state of Michigan.
7. Be admitted to candidacy for the B.G.S. degree by the university and the Faculty Council for General Studies.

## ADVISING

Because the B.G.S. program is relatively nontraditional by design, faculty advising is central to the program. Each B.G.S. student should follow a specific advising procedure, including:

1. Assignment of Faculty Advisers. When a student elects a B.G.S. program through an admission application or the Request to Change the Major form, the center will give the student a list of faculty advisers and their special areas of interest. The student will either select a faculty adviser or will be assigned one.
2. Initial Advising Session. The prospective B.G.S. student and the adviser will have an initial advising session to discuss the student's goals and courses which may assist the student to achieve those goals. The student will com-

plete a plan-of-work and write a rationale for the course selection.

3. Plan-of-Work and Rationale. Within five weeks after the student enters the program, the adviser must receive the plan-of-work and rationale. A second advising session may be scheduled to review and approve the plan-of-work and rationale.
4. Advising Committee Approval. When the adviser approves the plan-of-work and rationale, these documents will be sent to the Center for General and Career Studies office for approval by the B.G.S. Advising Committee, which meets monthly to approve student programs. Following are some reasons the Advising Committee would not approve a plan-of-work and rationale:
  - a. No provision is made for English competency.
  - b. Less than 32 credits are scheduled at the 300-400 level.
  - c. There is a lack of prerequisites for upper-level courses.
  - d. The program is very close to a major and appears to be an attempt to bypass one or two specific courses, especially if those courses are basic requirements in the field (i.e., mathematics in economics and management).
  - e. The plan-of-work is inconsistent with the goals and rationale.
  - f. The goals and program are inconsistent with the concept of a general studies program because of focus in one field. The exact limits are defined by experience.
5. Maintenance Advising. Every semester the B.G.S. student is required to meet with the adviser, who completes a "maintenance advising form" for each B.G.S. candidate each semester. If the plan-of-work and rationale are approved, they are considered final unless:
  - a. A significant change in the plan-of-work is contemplated. (Courses may be substituted in the program through consultation with the B.G.S. adviser and are normally not a "significant" change.) If significant changes in the plan-of-work or any rationale change are contemplated, steps 3 and 4 above are repeated.
  - b. The rationale is changed.

## CREDIT EVENING PROGRAM

The Center for General and Career Studies also directs the university's evening program, consisting of undergraduate degree courses and special services after 4 p.m. at the main campus, as well as undergraduate courses and credit institutes taught at extension sites in southeast Michigan.

## On-Campus Evening Degree Programs

Students may earn undergraduate degrees at night in eight major areas: economics, English, history, human resources development, management, political science, psychology, and sociology. In addition, concentrations are available for students attending only in the evening in journalism, theatre arts, and social justice and corrections.

General education courses are offered in almost all other program areas of the university.

## Undergraduate Extension Program

The university offers undergraduate courses at various sites in southeast Michigan including: Shrine High School, 3500 West Thirteen Mile Road, Royal Oak; and Birmingham Center for Continuing Education, 746 Purdy, Birmingham.

Extension courses are also offered to business, government agencies, private agencies, and civic groups to provide special instruction to the clientele of such organizations. Most courses can be taught at the organization's facility, and the course content structured to address specific needs or goals identified by the organization.

## Nonmatriculating Admission

Potential evening students who have never attended Oakland University and were unable to secure regular admission to the university because of time may register for classes on a nonmatriculating basis.

A nonmatriculating admission is valid for one semester only. During the first semester of nonmatriculation the student must secure regular admission to the university. To be considered for regular admission a student need only: submit a second application for admission to the director of admissions with the required application fee; forward transcripts from past colleges, universities, or high schools attended; and receive a letter of admission. Nonmatriculating students will receive full academic credit for courses in which they are enrolled.

## General Studies Information and Course Bulletins

Course registration information is contained in the Oakland University Schedule of Classes and the Center for General and Career Studies Bulletin. Copies of the bulletin and B.G.S. program information are available at the center office.

## Extension Class Cancellation

The university reserves the right to cancel any extension course that does not have sufficient enrollment. All tuition and fees applicable to the canceled section are refunded automatically when a class is canceled.

## NEW CHARTER COLLEGE

**COCHAIRPERSONS:** Dolores M. Burdick (*Modern Languages*) and James D. Graham (*History*)

Faculty for 1978-79 will be drawn from the following list: Edward A. Bantel (*Psychology*), Peter J. Bertocci (*Anthropology*), Cordell Black (*Learning Skills*), Marc E. Briod (*Education*), Richard W. Brooks (*Philosophy*), Harvey Burdick (*Psychology*), John B. Cameron (*Art History*), F. James Clatworthy (*Education*), John D. Cowlshaw (*Biology*), Joseph W. Dement (*English*), DeWitt S. Dykes, Jr. (*History*), Peter G. Ewars (*English*), Robert Fink (*Psychology*), William C. Fish (*Education*), Thomas Fitzsimmons (*English*), Leonardas V. Gerasaitis (*History*), Carol Halsted (*Education*), Marvin Holladay (*Music*), Irving Torgoff (*Psychology*), Roy A. Kalynek (*History*), Margaret Kurzman (*Learning Skills*), Abraham R. Liboff (*Physics*), David W. Mascitelli (*English*), James Ozinga (*Political Science*), Margaret Pigott (*Learning Skills*), Helen J. Schwartz (*English*), Robert L. Stern (*Chemistry*), Ronald M. Swartz (*Education*), John E. Tower (*Economics and Management*), Richard Tucker (*History*), Gertrude M. White (*English*)

**ADJUNCT FACULTY:** Thomas A. Aston (*Theatre Arts*), Johnetta C. Brazzell (*Urban Affairs*)

Drawing on faculty from departments and schools throughout the university, New Charter College (NCC) offers an interdisciplinary, individual approach to learning. Students pursuing a major in the College of Arts and Sciences, the School of Economics and Management, School of Engineering, or School of Education (HRD) may fulfill their general education requirement through 32 credits of interdisciplinary coursework in New Charter College and 4 or 8 credits in Language and Thought (see page 122). B.G.S. candidates will find the New Charter offerings to be broad, flexible, and challenging. Although New Charter College does not offer a major or a degree, degree candidates in any of Oakland's schools or departments may augment their studies through coursework in New Charter. Counseling is also available to students enrolled in New Charter courses.

## NCC General Education Requirements

New Charter students are those who fulfill 32 credits of

their general education distribution requirements in New Charter College and those who pursue the B.G.S. degree, in part, through 28 or more credits of New Charter classes. New Charter students must plan individual programs of study with assistance from a New Charter faculty adviser. The programs are planned in accordance with the following considerations:

1. NCC courses at 100, 200, and 300 levels demand increasingly more advanced skills in cross-disciplinary inquiry, as well as increasingly rigorous course requirements.
2. Courses at the 100 or 200 level carry no prerequisites. Courses at the 300 level generally require English proficiency certification and 48 college credits, in addition to any prerequisites listed under the course description.
3. Courses on all levels ending in numbers from 11-19 designate orientation toward the creative arts, those ending in 21-29 emphasize humanities, those ending in 31-39 are rooted in social sciences, those ending in 41-49 grow out of natural sciences, and those ending in 51-59 are oriented to community studies.
4. NCC students are encouraged to take courses from differently numbered sequences on different levels to assure breadth in their general education.
5. New Charter students are expected to take NCC 100 and to complete at least 8 credits of NCC coursework at the 300 level.

#### COURSE OFFERINGS

##### **NCC 100 Individual in the University (4)**

A symposium to clarify the nature of general education in relation to life experiences and career development. Explorations include personal competencies, goals, and needs as they pertain to academic subject matter, the history and structure of the university, and critical evaluation of the processes and possibilities of higher learning.

##### **NCC 101 Explorations in Interdisciplinary Studies (2 or 4)**

An introductory course enabling students to sample various interdisciplinary approaches and to develop broader perspectives on interdisciplinary matter.

##### **NCC 112 Creative Expression (4)**

Exploration of communication with self and others within structured forms of dance, music, and drama. Visual arts and other media are used to implement expression where appropriate and possible. Graded S/N.

##### **NCC 121 Images of Humanity (4)**

Literature as a cross-cultural mirror. Literary works of various types will be explored, with emphasis on the ways that writers look outward in order to reflect the world in which they live.

##### **NCC 122 Alienation in Youth (4)**

Problems and questions about why students and adolescents may reject the values of their native society, as well as the difficulties in bringing about genuine change in society and self.

##### **NCC 123 Science Fiction, Detective Stories, and the Scientific Method (4)**

Using representative works from science fiction, detective stories, and the philosophy of science, this class focuses on the effects of scientific discoveries on human life and culture.

##### **NCC 127 Perfect Societies, Old and New (4)**

Exploration of utopian thought in Western culture, from Plato and More to Skinner and Huxley. What constitutes the good society? Is it possible, given human nature, to create ideal social conditions?

##### **NCC 131 Studies in Human Organization (4)**

Introduction to the behavioral sciences through interdisciplinary focus on a topic or problem area to be chosen by the instructor. Topics may range from the cross-cultural study of human relations and lifestyles to the dimensions of a contemporary American social problem.

##### **NCC 135 Human Sexuality (4)**

Explores the notion that sexuality connotes the totality of being, with opportunities to contemplate human sexuality with openness, depth, and compassion.

##### **NCC 141 20th-Century Science (4)**

Exploration of current frontiers in scientific thought and conceptualization, in relation to contemporary society and its problems. No advanced specific knowledge of modern science is required.

##### **NCC 147 History of Science (4)**

A look at various relationships between science and society. Several historical periods, from antiquity to the present, are examined to see how the development of science has been influenced by the prevailing intellectual climate of the era, and how new insights in the sciences have helped to shape different societies' perceptions of reality.

##### **NCC 151 Introduction to Urban Studies (4)**

Introduction to the interdisciplinary subject matter of urban studies. Guest speakers provide a wide range of perspectives on the problems and possibilities of human growth in modern American cities.

##### **NCC 201 Topics in Interdisciplinary Studies (2 or 4)**

An intermediate course enabling students to sample various interdisciplinary approaches and to develop broader perspectives on interdisciplinary subject matter.

##### **NCC 212 Theatre Dance (4)**

Exploration of dance styles through history, including folk, baroque, Renaissance, musical comedy, and avant-garde dance. Includes experience in various styles as well as historical background in theater dance. Graded S/N.

##### **NCC 215 African Music as Oral Culture: West African Drumming (4)**

West African drum ensemble traditions will be investigated in a performance context, and comparisons explored with other musical traditions of indigenous African cultures. Special attention is given to linguistic relationships in the tonality of African music, since African music has emerged from different ethnic and linguistic groups. Graded S/N.

##### **NCC 223 Personal Worlds (4)**

Philosophical and literary sources are used to explore the dreamlike and dramatic inner quality of personal worlds. Analogies are drawn between the fictional lives of others and the stranger within the self.

##### **NCC 227 Those Were the Days (4)**

From a contemporary perspective, cultural history and social alienation in America during the 1950's and 1960's are studied. Themes of alienation as seen by different generations, sexes, and ethnic groups are analyzed in relation to prominent individuals in popular music, television, and film.

##### **NCC 235 Perspectives on Psychic Research (4)**

Survey and analysis of contemporary research into parapsychology and a wide range of observed or purported psychic phenomena — such as clairvoyance, mediumship, faith-healing, precognition, astral projection, etc.

##### **NCC 241 Body and Soul (4)**

Explores multiple approaches to self-knowledge, based on the writings of different authors who attempt to integrate human biology with psychology and culture. The question of reality of body and soul is examined in light of a systems approach to the life sciences, so that no advanced disciplinary training is necessary.

##### **NCC 251 Religion and Contemporary Morality (4)**

Examination of selected personal and social problems from a variety of religious and moral points of view. Topics include sexual deviance, abortion, birth control, pacifism, violence, civil disobedience, suicide, and death.

##### **NCC 252 Interpersonal Relationships: Marriage, Family, and Divorce (4)**

Critical evaluation of individual feelings about tradition and change in marriage and parenthood, male and female roles, sexuality and companionship, marital conflict and divorce, and the single life.

##### **NCC 300 Independent Study (2 or 4)**

Advanced interdisciplinary reading on a topic of interest to the student, who assumes initiative for planning this reading project in conjunction with NCC faculty sponsor and approval of the NCC Executive Committee. Graded S/N. Offered every semester. Prerequisite: Approved NCC contract.

##### **NCC 301 Seminar in Interdisciplinary Studies (2 or 4)**

An advanced course enabling students to sample various interdisciplinary approaches and to develop broader perspectives on inter-

disciplinary subject matter. Offered every year.  
Prerequisite: Previous NCC coursework or permission of instructor.

**NCC 310 Creative Arts Contract (2 or 4)**  
Opportunity to develop artistic skills within a broader context of aesthetic history and criticism. The student must submit a learning contract, signed by an NCC faculty sponsor and approved by the NCC Executive Committee, by way of applying for permission to take this class. Graded S/N. Offered every semester.  
Prerequisite: Approved NCC contract.

**NCC 312 Dance and Creative Movement (4)**  
Physical and psychological growth in relation to creative movement and the integration of traditional learning experiences with movement. Actual experience in dance and creative movement is included. Graded S/N.  
Prerequisite: Previous coursework in dance or creative movement.

**NCC 321 Remedial Wisdom (4)**  
Confronts the student with the totality of problems facing an educated person today and explores various attempts to solve them.  
Prerequisite: Senior standing or permission of instructor.

**NCC 327 The Afro-American Experience in Michigan (4)**  
Focus is on the life experiences of Afro-Americans in recent Michigan history, emphasizing black migrations and settlement in the Pontiac and Detroit areas during World War II. Students are expected to interview people and collect, edit, and evaluate oral histories.  
Prerequisite: Permission of instructor.

**NCC 335 Love and Death (4)**  
Investigates the genesis of our conceptions about death and love, as well as their conceptual impact on our lifestyles and the ways in which we love and die. Achievement, power, violence, scholarship, and other human activities or motivations can be seen as ways of escaping the real problems posed by death and love.  
Prerequisite: Permission of instructor.

**NCC 336 Ways of Knowing (4)**  
Intensive exploration of personal integration and growth, bridging reading with experience, through the study of humanistic psychology, transactional analysis, bio-energetic theory and technique, and Jungian syntheses.  
Prerequisite: Permission of instructor.

**NCC 347 Tooling Toward 2001 (4)**  
Exploration of future possibilities, through readings and classroom discussion. The connection and conflict between alternative goals and plans for the future are investigated with specific reference to energy, food, social structure, etc.  
Prerequisite: Previous NCC coursework or permission of instructor.

**NCC 351 The Geography of Values (4)**  
Explores community values in the context of change and development. Changing values and community development in local areas are researched and analyzed for a deeper understanding of the techniques and uses of social cartography.  
Prerequisite: Previous NCC coursework or permission of instructor.

**NCC 400 Independent Research (2 or 4)**  
Advanced interdisciplinary research on a topic of interest to the student. The student assumes initiative for planning this research in conjunction with an NCC faculty sponsor and approval of the NCC Executive Committee. A substantive, well-documented paper is required. Offered every semester.  
Prerequisite: Approved NCC contract.

## DEPARTMENT OF LEARNING SKILLS

**CHAIRPERSON:** Peter G. Esaris

**PROFESSOR:** Peter G. Esaris

**ASSISTANT PROFESSORS:** L.M. Lewis, Jr., Margaret Pigott, Ronald Sudol

**VISITING ASSISTANT PROFESSOR:** Suzanne Allen

**SPECIAL INSTRUCTORS:** Cordell W. Black, Rose Cooper-Clark, Bernadette Dickerson, Wilma Garcia, Barbara Hamilton, Margaret Kurzman

**STAFF OF READING CENTER:** Rose Cooper-Clark

**TUTORIAL SERVICES:** Wilma Garcia

The Department of Learning Skills helps freshmen acquire basic learning skills necessary to perform college-level academic work. While the emphasis in departmental courses is on coherence and generally effective writing, all modes of communication, including library search skills and research and annotation, are included in the curricula of learning skills courses.

Students are placed in learning skills courses according to the results of preregistration diagnostic testing and, unless exempted, are encouraged to enroll in a two-course sequence in the form and content of composition. The courses are designed so that a student who completes the sequence should also be able to meet the university's certification of proficiency in writing for graduation.

Assistance is available for students who need extra help in reading and study skills. Students may use the Reading and Skill Development centers on a voluntary basis or upon referral by their instructors for short, noncredit courses, or they may be assigned to the center for regular credit tutorial courses. Students who are enrolled in courses below the 100 level should be in close contact with their advisers to ensure that they do not exceed the specific limitation of four such courses counting toward completion of the baccalaureate.

### COURSE OFFERINGS

The following courses represent the core writing, reading, and study skills courses for freshmen. Students are assigned to the courses on the basis of diagnostic tests and should enroll in the course assigned at orientation or registration.

**LS 060-061 Supervised Study (1)**  
Two seven-week courses offered in the Skill Development Center. The student is assigned a tutor for a regular and concentrated series of lessons in the study techniques for a variety of subjects including mathematics, biology, physics, and composition. Graded S/N.

**LS 075 Tutorial in Writing Skills (4)**  
A one-to-one course in writing. Instruction by learning skills faculty for at least six hours per week (two hours conference, four hours preparation). May be taken separately or in conjunction with LS 050, 100, or 101. Graded S/N. Open to all students by referral and permission of staff. Hours arranged.

**LS 076 Tutorial in Reading Skills (4)**  
A course for students who have problems in reading, utilizing the services of the Reading Center. Offered on a one-to-one basis and includes initial diagnosis of reading difficulty and an individual program of study. Graded S/N.

**LS 100 Basic Writing Skills I (4)**  
A course emphasizing the formal and functional elements in expository writing. Students are introduced to syntactic and rhetorical patterns of the English sentence and related patterns of paragraph development. Enrollment by assignment.

**LS 101 Basic Writing Skills II (4)**  
A course emphasizing the development of extended rhetorical structures, with focus on organizational patterns and the principles of logic, coherence, and unity. Introduces students to techniques of persuasive argument and fundamentals of research and annotation. Enrollment by assignment.  
Prerequisite: LS 100.

**LS 103 Effective Study Skills (4)**  
Designed to improve skills in the following areas: notetaking, memory and concentration, vocabulary building, preparing for and taking exams, basic library research, analytical reading.

**LS 105 Efficient Reading (2 or 4)**  
A seven-week course for the able reader. Any student who enrolls should comprehend basic material, have established a working vocabulary for the course, and have a primary need for more efficient study habits. Topics include skimming/scanning techniques, adjustment of rate, spotting authors' patterns of organization, drawing inferences and conclusions before and during reading, and proper use of textbooks. Graded S/N.

**LS 110 Introduction to Critical Reading (4)**  
A course in critical reading skills, examining patterns of logical thinking, sentence and paragraph forms, tone, fallacious reasoning, etc. Intensive practice in analyzing arguments.

# CENTER FOR HEALTH SCIENCES

**ASSOCIATE PROVOST AND DIRECTOR:** *Moon J. Pak*

**ASSISTANT DIRECTOR:** *Robert E. Church*

**ASSISTANT PROFESSOR:** *Frank J. Giblin*

**CONSULTING PROFESSORS:** *A. Riley Allen, Donald Dawson, R. Ralph Margulis, Jr., Joseph A. Rinaldo, Jr., Joseph L. Schirle, John R. Ylvisaker*

**CLINICAL ASSISTANT PROFESSORS:** *E. Patrick Juras (Anesthesiology), A. Al Saadi (Pathology)*

**CONSULTING ASSOCIATES:** *Benjamin Bisgeier, A. Charles Dorando*

The Center for Health Sciences is an academic and administrative unit offering degree and nondegree programs in health and medically related fields. The center offers health science programs leading to the Bachelor of Science degree in medical physics and medical technology. These health-related programs are keyed to state and national needs.

Graduates of the medical technology and medical review programs must take certification or licensing examinations. In such programs judicious effort has been made to follow guidelines set by external agencies. On-the-job and clinical training is provided to make students employable in specific health fields.

## CONCENTRATION IN HEALTH BEHAVIORAL SCIENCES

**DIRECTOR:** *Carl R. Vann*

The concentration in health behavioral sciences is planned to be taken in conjunction with a regular department major or independent major. Its purpose is to offer a multidisciplinary perspective of the behavioral sciences on the many and varied aspects of the health disciplines, problems, and concerns. It provides a cross-cultural as well as an American perspective. It is especially relevant to students seeking careers in health-related fields and also offers significant insights and opportunities for study to students pursuing programs of general education, administration, and law.

Requirements for the concentration in the health, behavioral sciences are 20 credits to be chosen from: HBS 200, 250, 251, 300, 400, 499, AN 420, SOC 368, and ECN 467.

Students in the premedical program and majors in any of the natural sciences, with an adviser's approval, may count 4 credits of their major coursework toward this concentration.

### COURSE OFFERINGS

#### **HBS 200 Health Care Dimensions (4)**

Development, present status, and dynamics of the American health care system emphasizing structure of the various health professions and the problems, opportunities, and constraints of health care delivery, and professionalism. Role choice and role integration in health care will be studied. Other topics are relationships between the health care cultures and personality and professional roles of health care practitioners, and issues involving hospitals, health care teams, planning, public policy, client relationships, and factors affecting health.

#### **HBS 250-251 Health Behavioral Sciences (4 each)**

Human behavior, institutions, professions, and professionalism in the health-medical fields, with emphasis on concepts of health and illness, death and dying, the sick role, doctor-patient relationships, organization and delivery of health care, legal and ethical problems and culture, and politics of health and health care.

#### **HBS 300 Independent Study in the Health Behavioral Sciences (4, 8, 12, or 16)**

A semester of off-campus independent study and applied research. Projects are developed with and supervised by faculty within the framework of methodology and explanation in the behavioral sciences.

#### **HBS 400 Field Practicum in Health Behavioral Sciences (4, 8, 12, or 16)**

Primarily for students seeking careers in health-related fields, this course is a supervised field placement experience combined with academic content and individually guided research. Students are placed through arrangements with hospitals, government and voluntary health agencies, comprehensive medical service organizations, pharmaceutical companies, and other community agencies.

#### **HBS 499 Senior Seminar in Health Behavioral Sciences (4)**

## MEDICAL PHYSICS PROGRAM

**DIRECTOR:** *Abraham R. Liboff (Physics)*

**ASSISTANT DIRECTOR:** *Michael Chopp (Physics and Health Sciences)*

**CLINICAL PROFESSORS:** *Howard J. Dworkin, Harold D. Partnoy*

**CLINICAL ASSISTANT PROFESSOR:** *Ronald A. Rocchio*

Medical physics, a developing health-related professional field, is concerned with the use of physical techniques to diagnose and treat disease. In the past the subject played a vital part in the development of radiation therapy. Today medical physics also includes the physical aspects of X-ray diagnosis, nuclear medicine, radiation safety, ultrasonics, lasers, thermography, image intensification, EKG, and EEG. It is also involved in related areas such as patient monitoring and general medical instrumentation. In addition to clinical duties surrounding these techniques, medical physicists engage in research and development, consultation and service, and teaching of residents, hospital personnel, and undergraduates. Much of the progress made in the last decade in both diagnosing and treating cancer can be traced directly to the increasing use of physics in medicine.

The medical physics program is based on a group of physics courses, with relevant biology, chemistry, and mathematics added.

In their senior year, students take physics of diagnostic radiology and physics of nuclear medicine. In addition, students are placed in hospitals as medical physics interns. During this internship, they assist the resident medical physicist in providing clinical medical physics support and thereby gain direct experience in the clinical environment.

Interested students must consult with the assistant director for specific information on the required courses and counseling.



## Requirements for the Bachelor of Science Degree

- 128 credits.
- 24 credits of general education. The student must complete at least 4 credits in four of the five designated field groups, and at least 8 credits in one of the field groups. For field group descriptions see the College of Arts and Sciences entry, page 19. The designated field groups are arts; history, philosophy and area studies; language and thought; literature; and social sciences.
- PHY 158 or 159 and 38 additional credits in physics at or above the 200 level, including PHY 341, 351, 371, and 372.
- 16 credits of mathematics, at a level not below MTH 154.
- 20 credits of chemistry, at a level not below CHM 144.
- 12 credits of biology, at a level not below BIO 200.

## MEDICAL TECHNOLOGY PROGRAM

**ACTING DIRECTOR:** Moon J. Pak (*Health Sciences*)

**CLINICAL PROFESSORS:** Jay Bernstein, Richard H. Walker

**CLINICAL ASSOCIATE PROFESSORS:** John H. Libcke, William Overington Reid, Wyatt J. Shively, Alexander S. Ullmann

**CLINICAL ASSISTANT PROFESSOR:** Clemens M. Kopp

**CLINICAL INSTRUCTORS:** Marion Eden, Lenore L. Johnson, Sheralyn J. Johnson, Katharine S. Schnur

The program prepares students for professional health career opportunities in hospital clinical pathology laboratories. Medical technologists work under the supervision of a pathologist and are primarily responsible for the operation of the laboratory, performing a wide variety of tests on which physicians base their diagnosis of a disease and formulate therapeutic plans. They also direct the work of medical laboratory technicians and laboratory assistants whose scope of training is much less extensive.

Medical technology students take a three-year academic program at Oakland based on the educational guidelines of the Council on Medical Education of the American Medical Association. The fourth-year internship is spent in an affiliated and approved hospital school of medical technology for which the student registers and receives 28 academic credits. Upon receipt of the degree, the student must pass a national certification examination to become a registered medical technologist. Completion of the medical technology program is contingent upon the student's admission to one of the hospital schools of medical technology affiliated with the university. Currently, the following hospitals are affiliated with Oakland: Crittenton Hospital, Rochester; Pontiac General Hospital, Pontiac; Providence Hospital, Southfield; St. Joseph Mercy Hospital, Pontiac; William Beaumont Hospital, Royal Oak; Port Huron Hospital, Port Huron.

## Requirements for the Bachelor of Science Degree

- 128 credits, including the 28 credits earned in the fourth-year internship.
- 24 credits of general education. The student must complete at least 4 credits in four of the five designated field groups, and at least 8 credits in one of the field groups. For field group descriptions see the College of Arts and Sciences entry, page 19. The designated field groups are arts; history, philosophy, and area studies; language and thought; literature; and social sciences.
- A major program of 76 credits, including: BIO 190, 195, 200, 321, 322, 305, 306, 319, 421, 422, 423, 407, 408 or CHM 451, 457; CHM 144, 145, 147, 148, 303, 304, 306, 307; MTH 123; PHY 101, 102, 158.

## COURSE OFFERINGS

### MT 401 Clinical Internship (14)

Supervised full-time clinical internship in an accredited and affiliated hospital school of medical technology. Includes theory and practice in hematology, bacteriology, immunology, urinalysis, and related areas.

### MT 402 Clinical Internship (14)

Continuation of MT 401.

## CONCENTRATION IN HISTOTECHNOLOGY

The medical technology program offers a concentration in histotechnology which prepares students majoring in medical technology for a special employment opportunity in the anatomic pathology departments of hospitals as a certified histotechnologist. Clinical training in this program is at William Beaumont Hospital, Royal Oak, School of Histotechnology, with the following personnel:

**DIRECTOR:** Jay Bernstein

**CLINICAL ASSISTANT PROFESSOR:** A. Al Saadi

**CLINICAL INSTRUCTOR:** Dorothy Cummings

Requirements for the concentration in histotechnology include the following:

- 128 credits.
- 24 credits of general education. The student must complete at least 4 credits in four of the five designated field groups, and at least 8 credits in one of the field groups. For field group descriptions see the College of Arts and Sciences entry, page 19. The designated field groups are arts; history, philosophy, and area studies; language and thought; literature; and social studies.
- BIO 190, 195, 200, 321, 322, 305, 306, 319, 421, 422, 429, 430, 445, 446; CHM 144, 145, 147, 148, 303, 304, 306, 307; PHY 101, 102, 158; MTH 123.
- 28 credits in clinical courses: HT 301, 302, 303, 401, 402, 403.

## COURSE OFFERINGS

### HT 301 Basic Histotechnique (5)

Prepares students to become qualified histotechnologists, who process, cut, and stain tissue specimens which have been removed by biopsy, autopsy, or from laboratory animals for microscopic examination and diagnosis by pathologists.

### HT 302 Advanced Histotechnique (5)

Continuation of HT 301, with emphasis on unique procedures in special pathology laboratories, e.g. neuropathology, dermatopathology, ophthalmic pathology, bone marrow pathology, renal pathology. An introduction to techniques of medical photography, museum specimens, cytogenetics, and frozen sectioning.

### HT 303 Histologic Staining Methods (4)

The use of dyes and chemical agents to identify different cells, tissues, and numerous biological and chemical substances present in tissues.

### HT 401 Clinical Electron Microscopy (5)

Basic biological electron microscopy, including basic fixation, embedding and sectioning of human and animal tissues, and the uses of electron microscopy and related equipment. Electron microscopic histochemistry and special techniques are also covered. Emphasis is on the electron microscope as a medical diagnostic tool.

### HT 402 Immunopathology (5)

Basic techniques of fluorescent antibody tracing including preparation of tissues, staining with fluorescent labeled antibodies, and use of fluorescent microscopes. Immunoperoxidase methods and special problems are also covered. Emphasis is on techniques as applied to medicine.

### HT 403 Advanced Electron Microscopy (4)

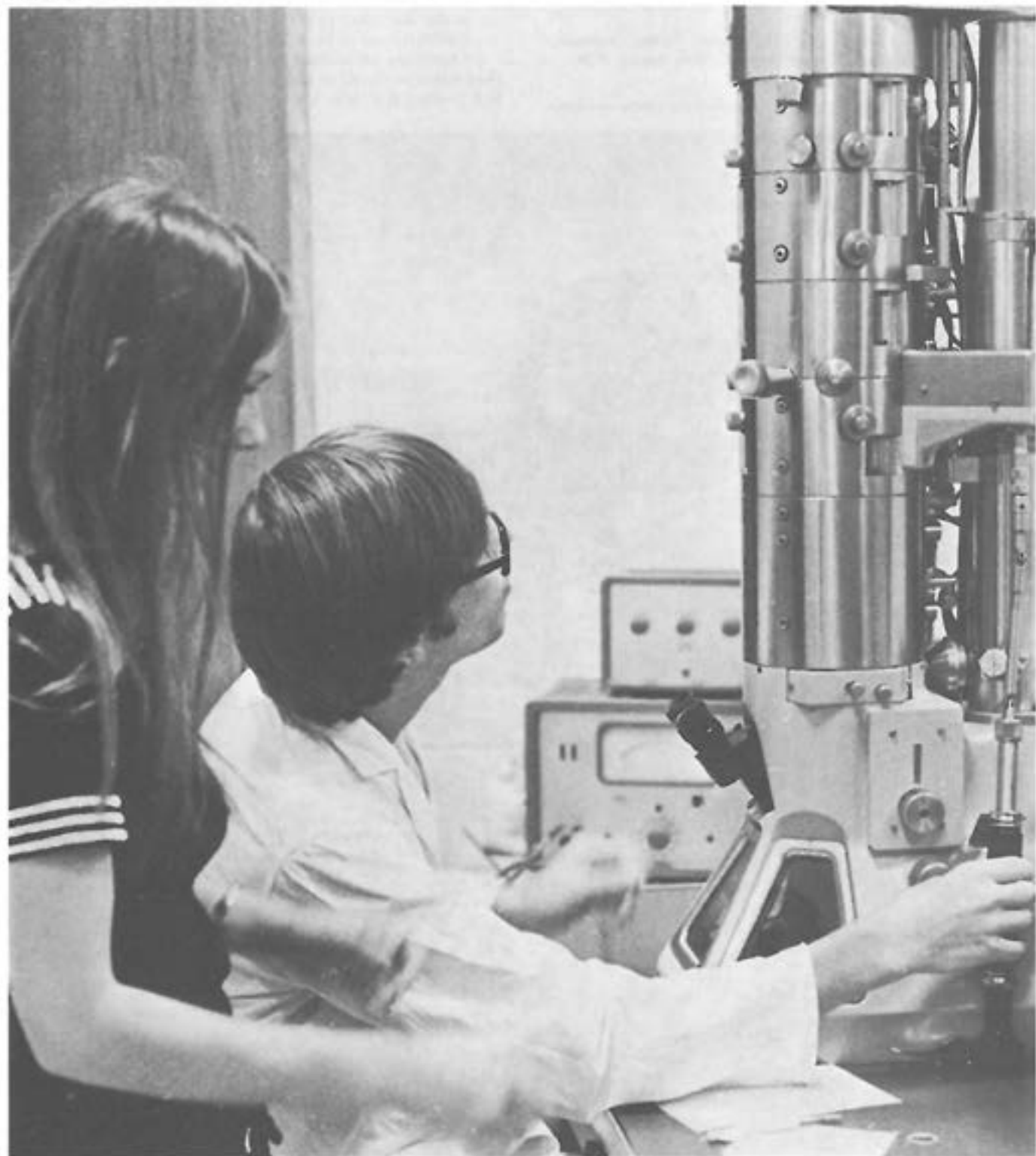
Continuation of HT 401. An advanced course emphasizing immunoelectron microscopy and special individual research projects.



**MEDICAL REVIEW PROGRAM****DIRECTOR:** Moon J. Pak (*Health Sciences*)**ASSISTANT PROGRAM DIRECTOR:** Arthur J. Griggs**BOARD OF COORDINATORS:** Robert Church (*Health Sciences*), Arthur Griggs (*Health Sciences*), Arthur Lewandowski (*Beacon Hill Clinic*), Thomas Lyons (*Library*), William Schwab (*Linguistics*), Alexander Ullmann (*Health Sciences*), Barry Winkler (*Institute of Biological Sciences*)**CLINICAL PROFESSOR:** Bernard A. Bercu**CLINICAL ASSOCIATE PROFESSOR:** Nasirul Haque**CLINICAL ASSISTANT PROFESSORS:** George R. Gerber, E. Patrick Juras, Satish C. Khaneja, Robert P. Lacey, Moufid Mitri

Oakland University offers a comprehensive medical review program for physicians preparing for various licensure examinations. It is a three-month, full-time residence program offered once a year.

The basic science disciplines are taught by faculty of various university science departments. The clinical faculty are physicians affiliated with hospitals of the Oakland Health Education Program (OHEP).



# OFFICE OF THE PROVOST

**PROVOST:** *Frederick W. Obear*

**VICE-PROVOST:** *George T. Matthews*

The Office of the Provost administers one active academic program: the university concentration in applied statistics. In addition, one inactive program is undergoing extensive reorganization: the University Course program.

## **University Committee for Applied Statistics**

**CHAIRPERSON:** *Harvey Arnold*

**COMMITTEE:** *William Bezdek, Anita Bozardt, Thomas Casstevens, David Doane, David Evans, Richard Pettengill, Amos Spector, T.H. Weng*

The university concentration in applied statistics, available

to all undergraduates, is supervised by the University Committee for Applied Statistics. In order to be certified by the committee as having fulfilled the requirements of the university concentration in applied statistics, the student must:

1. Have completed at least 16 credits in statistics as approved by the University Committee on Applied Statistics, including one course at the introductory level, STA 325 and 326, and one course at the advanced (400) level.
2. Have completed such other requirements as may be added at the discretion of departments which have accepted the concentration as part of a modified major.

Questions concerning the university concentration in applied statistics should be addressed to Professor Harvey Arnold, 563 Vandenberg Hall, or any member of the committee.



# UNIVERSITY FACULTY

This list reflects faculty appointments effective June 1, 1978, as they were available on the publication date.

## Officers of Instruction

**DONALD D. O'DOWD**, President and Professor of Psychology; Ph.D., Harvard University

**FREDERICK W. OBEAR**, Vice-President for Academic Affairs, Provost, and Associate Professor of Chemistry; Ph.D., University of New Hampshire

## The Faculty

**AHMED A. ABDEL RAHMAN**, Visiting Assistant Professor of Engineering; Ph.D., University of Toronto

**CHARLES W. AKERS**, Professor of History; Ph.D., Boston University

**A. RILEY ALLEN**, Consulting Professor of Health Sciences

**SUZANNE ALLEN**, Visiting Assistant Professor of Learning Skills; Ph.D., University of Detroit

**RAYNOLD L. ALLVIN**, Associate Professor of Music and Chairperson, Department of Music; D.M.A., Stanford University

**A. AL SAADI**, Clinical Assistant Professor of Health Sciences; Ph.D., University of Michigan

**DONALD E. ANCTIL**, Assistant Professor of Education; Ed.D., Utah State University

**HERBERT APPLEMAN**, Associate Professor of English; M.A., Columbia University

**SHELDON L. APPLETON**, Professor of Political Science; Ph.D., University of Minnesota

**DANIEL P. ARMSTRONG**, Assistant Professor of English; Ph.D., Indiana University

**HARVEY J. ARNOLD**, Professor of Mathematical Sciences; Ph.D., Princeton University

**THOMAS A. ASTON**, Adjunct Assistant Professor of Communication Arts and Director of Student Enterprises; Wayne State University

**JOHN W. ATLAS**, Assistant Professor of Education; Ed.D., Wayne State University

**EDWARD A. BANTEL**, Professor of Education and Psychology; Ed.D., Columbia University

**JOHN BARNARD**, Professor of History and Chairperson, Department of History; Ph.D., University of Chicago

**CARL F. BARNES, JR.**, Professor of Art History and Archaeology; Ph.D., Columbia University

**RICHARD F. BARRON**, Associate Professor of Education; Ph.D., Syracuse University

**NANCY S. BARRY**, Assistant Professor of Economics; Ph.D., Northwestern University

**JOHN W. BARTHEL**, Associate Professor of German and Linguistics; Ph.D., University of Illinois

**JOHN L. BEARDMAN**, Associate Professor of Art; M.F.A., Southern Illinois University

**DAVID C. BEARDSLEE**, Professor of Psychology and Director, Office of Institutional Research; Ph.D., University of Michigan

**BRENDA M. BECKMAN**, Visiting Instructor in Political Science; M.A., Central Michigan University

**ALPHONSO R. BELLAMY**, Assistant Professor of Management; Ph.D., Purdue University

**BERNARD A. BERCU**, Clinical Professor of Health Sciences; M.D., Washington University

**BEVERLY K. BERGER**, Assistant Professor of Physics; Ph.D., University of Maryland

**JAY BERNSTEIN**, Clinical Professor of Health Sciences; M.D., State University of New York

**PETER J. BERTOCCHI**, Associate Professor of Anthropology; Ph.D., Michigan State University

**WILLIAM E. BEZDEK**, Associate Professor of Sociology; Ph.D., University of Chicago

**JANE M. BINGHAM**, Associate Professor of Education; Ph.D., Michigan State University

**PETER J. BINKERT**, Associate Professor of Linguistics and Classics; Ph.D., University of Michigan

**BENJAMIN BISGEIER**, Consulting Associate in Health Sciences

**CORDELL W. BLACK**, Special Instructor in Learning Skills; Ph.D., University of Michigan

**GLORIA T. BLATT**, Assistant Professor of Education; Ph.D., Michigan State University

**DAVID E. BODDY**, Associate Professor of Engineering; Ph.D., Purdue University

**ELEFTHERIOS N. BOTSAS**, Professor of Economics and Management and Chairperson, Department of Economics; Ph.D., Wayne State University

**NADIA BOULOS**, Assistant Professor of Nursing; Ph.D., University of Michigan

**NORMAN BOWERS**, Visiting Assistant Professor of Economics; Ph.D., University of Missouri

**D. ANITA BOZARDT**, Assistant Professor of Education; Ed.D., University of Georgia

**LOUIS R. BRAGG**, Professor of Mathematical Sciences and Chairperson, Department of Mathematical Sciences; Ph.D., University of Wisconsin

**MARIA S. BRANE**, Assistant Professor of Psychology; Ph.D., Wayne State University

**JEAN S. BRAUN**, Professor of Psychology; Ph.D., Wayne State University

**DANIEL N. BRAUNSTEIN**, Associate Professor of Management and Psychology; Ph.D., Purdue University

**DAVID C. BRICKER**, Associate Professor of Education; Ph.D., Johns Hopkins University

**GOTTFRIED BRIEGER**, Professor of Chemistry; Ph.D., University of Wisconsin

**MAX BRILL**, Associate Professor of Psychology; Ph.D., University of Cincinnati

**MARC E. BRIOD**, Associate Professor of Education; Ph.D., Northwestern University

**RICHARD W. BROOKS**, Associate Professor of Philosophy; Ph.D., University of Minnesota

**HETTIE LEE BROWN**, Instructor in Nursing; M.S.N., Wayne State University

**JUDITH K. BROWN**, Associate Professor of Anthropology; Ed.D., Harvard University

**MAURICE F. BROWN**, Professor of English; Ph.D., Harvard University

**ROBERT W. BROWN**, Assistant Professor of Education; Ph.D., Wayne State University

**WILLIAM C. BRYANT**, Associate Professor of Spanish; Ph.D., University of California (Berkeley)

**DOLORES M. BURDICK**, Associate Professor of French and Co-chairperson, New Charter College; Ph.D., University of California (Berkeley)

**HARVEY BURDICK**, Professor of Psychology; Ph.D., University of Minnesota

**RICHARD J. BURKE**, Professor of Philosophy and Chairperson, Department of Philosophy; Ph.D., University of Chicago

**FRANCIS M. BUTTERWORTH**, Professor of Biological Sciences; Ph.D., Northwestern University

**HAROLD C. CAFONE**, Professor of Education; Ed.D., University of Arizona

**DENIS M. CALLEWAERT**, Assistant Professor of Chemistry; Ph.D., Wayne State University

**JOHN B. CAMERON**, Professor of Art History and Acting Chairperson, Department of Art and Art History; Ph.D., Yale University

**THOMAS W. CASSTEVEN**, Professor of Political Science; Ph.D., Michigan State University

**CHARLES CHING-AN CHENG**, Assistant Professor of Mathematical Sciences; Ph.D., Rutgers University

**MELVIN CHERNO**, Professor of History and Associate Dean and Director of the Honors College of the Faculty of the College of Arts and Sciences; Ph.D., Stanford University

**BENJAMIN F. CHEYDLEUR**, Professor of Engineering; B.A., University of Wisconsin

**J. CURTIS CHIPMAN**, Associate Professor of Mathematical Sciences; Ph.D., Dartmouth College

**MICHAEL CHOPP**, Assistant Professor of Physics; Ph.D., New York University

**ROBERT J. CHRISTINA**, Associate Professor of Education; Ph.D., Syracuse University

**THOMAS W. CHURCH**, Assistant Professor of Political Science; Ph.D., Cornell University

- F. JAMES CLATWORTHY, Associate Professor of Education; Ph.D., University of Michigan
- KENNETH H. COFFMAN, Associate Professor of Psychology and Vice-President for Campus and Student Affairs; Ph.D., Northwestern University
- WILLIAM W. CONNELLAN, Adjunct Assistant Professor of Communication Arts, and Assistant to the President and Director of Public Relations; M.A., University of Michigan
- GEORGE E. COON, Professor of Education; Ed.D., Wayne State University
- ROSE MARIE COOPER-CLARK, Assistant Professor of Learning Skills; M.A.T., Oakland University
- CARLO COPPOLA, Associate Professor of Hindi-Urdu and Linguistics, and Chairperson, Committee on Area Studies; Ph.D., University of Chicago
- JOHN D. COWLISHAW, Associate Professor of Biological Sciences; Ph.D., Pennsylvania State University
- BRIAN COYER, Assistant Professor of Political Science; Ph.D., Michigan State University
- RONALD L. CRAMER, Professor of Education; Ph.D., University of Delaware
- JENNIE B. CROSS, Assistant Professor, University Library; A.M.L.S., University of Michigan
- JACK CUMBEE, JR., Assistant Professor of Philosophy; B.S., Auburn University
- DOROTHY P. CUMMINGS, Clinical Instructor in Medical Technology; B.S., Wayne State University
- JOHN P. CUTTS, Professor of English; Ph.D., University of Birmingham
- DAVID W. DANIELS, Associate Professor of Music; Ph.D., University of Iowa
- INDRA M. DAVID, Associate Professor of the Library and Assistant to the Dean of the Library; M.S.L.S., Syracuse University
- DONALD DAWSON, Consulting Professor of Health Sciences; M.D., Georgetown University
- JAMES E. DAWSON, Assistant Professor of Music; D.M.A., University of Michigan
- JOSEPH W. DeMENT, Professor of English and Chairperson, Department of English; Ph.D., Indiana University
- JOHN W. DETTMAN, Professor of Mathematical Sciences; Ph.D., Carnegie Institute of Technology
- DAVID DICHIERA, Associate Professor of Music; Ph.D., University of California (Los Angeles)
- BERNADETTE DICKERSON, Special Instructor in Learning Skills; B.S., Ohio State University
- DAVID P. DOANE, Associate Professor of Economics; Ph.D., Purdue University
- PAUL M. DOHERTY, Assistant Professor of Physics; Ph.D., Massachusetts Institute of Technology
- ROBERT L. DONALD, Associate Professor of English; M.A., University of Detroit
- A. CHARLES DORANDO, Consulting Associate in Health Sciences; B.S., Adelphi College
- JOHN N. DOVARAS, Special Instructor in Music; M.M., Northwestern University
- JAMES W. DOW, Associate Professor of Anthropology; Ph.D., Brandeis University
- DAVID J. DOWNING, Assistant Professor of Mathematical Sciences; Ph.D., University of Iowa
- ALFRED J. DuBRUCK, Professor of French; Ph.D., University of Michigan
- RODERICK J. DUNN, JR., Assistant Professor of Mathematical Sciences; Ph.D., Rice University
- AUGUST J. DURELLI, Professor of Engineering and John F. Dodge Professor Emeritus; Ph.D., University of Paris
- HOWARD J. DWORKIN, Clinical Professor of Medical Physics; M.D., Albany Medical College
- DeWITT S. DYKES, JR., Associate Professor of History; M.A., University of Michigan
- JEAN L. EASTERLY, Assistant Professor of Education; Ed.D., University of Arizona
- JANE D. EBERWEIN, Associate Professor of English; Ph.D., Brown University
- ROBERT T. EBERWEIN, Associate Professor of English; Ph.D., Wayne State University
- MARION EDEN, Clinical Instructor in Medical Technology; M.S., Wayne State University
- ROBERT H. EDGERTON, Associate Professor of Engineering; Ph.D., Cornell University
- LOWELL R. EKLUND, Professor and Dean of Continuing Education; Ph.D., Syracuse University
- J. HAROLD ELLENS, Assistant Professor of Communication Arts; Ph.D., Wayne State University
- ALICE ENGRAM, Special Instructor in Music; M.M., University of Colorado
- CAROLYN EPPERLY, Assistant Professor of Education; Ed.D., Indiana University
- MARTIN A. ERICKSON, Adjunct Professor of Engineering; M.M.E., Chrysler Institute of Engineering
- DAVID H. EVANS, Professor of Engineering; Ph.D., Brown University
- PETER G. EVARTS, Professor of English and Learning Skills and Chairperson, Department of Learning Skills; Ph.D., Wayne State University
- ROBERT I. FACKO, Associate Professor of Music; Ed.D., Columbia University
- DONALD R. FALKENBURG, Associate Professor of Engineering; Ph.D., Case Western Reserve
- LAWRENCE T. FARLEY, Assistant Professor of Political Science; Ph.D., University of Denver
- SHERA FARNHAM, Visiting Instructor, University Library; M.L.S., George Peabody College
- GEORGE F. FEEMAN, Professor of Mathematical Sciences; Ph.D., Lehigh University
- GERALDENE FELTON, Professor of Nursing and Dean, School of Nursing; Ed.D., New York University
- JOEL S. FINK, Associate Professor of Education; Ph.D., Boston University
- ROBERT S. FINK, Assistant Professor of Psychology; Ph.D., State University of New York (Buffalo)
- JOAN C. FINN, Special Instructor in Nursing; B.S.N., University of Michigan
- WILLIAM C. FISH, Associate Professor of Education; Ed.D., Columbia University
- M. JANE FITZSIMMONS, Adjunct Clinical Instructor in Nursing; M.S.N., Boston University, School of Nursing
- THOMAS FITZSIMMONS, Professor of English; M.A., Columbia University
- WILLIAM C. FORBES, Professor of Biological Sciences; Ph.D., University of Connecticut
- JON FROEMKE, Associate Professor of Mathematical Sciences; Ph.D., University of California (Berkeley)
- DANIEL H. FULLMER, Associate Professor of Linguistics and English; Ph.D., University of Michigan
- WILMA GARCIA, Special Instructor in Learning Skills; M.A., Oakland University
- GEORGE L. GARDINER, Professor and Dean, University Library; C.A.S., University of Chicago
- JOSEPH T. GARDNER, Visiting Assistant Professor of Education; M.A., Michigan State University
- ROBERT G. GAYLOR, Associate Professor, University Library; M.L.S., University of Oklahoma
- JULIEN GENYEA, Associate Professor of Chemistry; Ph.D., Cornell University
- GEORGE R. GERBER, Clinical Assistant Professor of Health Sciences; M.D., Wayne State University
- LEONARDAS V. GERULAITIS, Associate Professor of History; Ph.D., University of Michigan
- RENATE GERULAITIS, Associate Professor of German; Ph.D., University of Michigan
- MOHAMMED S. GHAUSI, John F. Dodge Professor of Engineering and Dean of the School of Engineering; Ph.D., University of California (Berkeley)
- FRANK J. GIBLIN, Assistant Professor of Health Sciences; Ph.D., State University of New York
- JOHN G. GIEVERS, Adjunct Professor of Engineering; Ph.D., Technical University Berlin
- HARRY GOLD, Associate Professor of Sociology; Ph.D., University of Michigan
- ROBERT J. GOLDSTEIN, Assistant Professor of Political Science; Ph.D., University of Chicago
- ALICE C. GORLIN, Assistant Professor of Economics; Ph.D., University of Michigan
- ESTHER M. GOUDSMIT, Associate Professor of Biological Sciences; Ph.D., University of Michigan

SIDNEY W. GRABER, Professor of Education; Ed.D., Wayne State University  
 JAMES D. GRAHAM, Associate Professor of History and Co-chairperson, New Charter College; Ph.D., Northwestern University  
 RALPH M. GRANT, Adjunct Professor of Engineering; Ph.D., Technical University of Netherlands  
 DOUGLAS D. GREGORY, Assistant Professor of Management; Ph.D., Northwestern University  
 KARL D. GREGORY, Professor of Economics and Management; Ph.D., University of Michigan  
 LUTHER N. GRIMES, Assistant Professor of Biological Sciences; Ph.D., Brown University  
 JERROLD W. GROSSMAN, Assistant Professor of Mathematical Sciences; Ph.D., Massachusetts Institute of Technology  
 JANICE M. GUERRIERO, Visiting Assistant Professor of Education; Ph.D., University of Michigan  
 HARRY T. HAHN, Professor of Education and Director of School Services; Ed.D., Temple University  
 CAROL E. HALSTED, Assistant Professor of Education; M.A., Wayne State University  
 BARBARA R. HAMILTON, Assistant Professor of Learning Skills; M.A., Michigan State University  
 WILLIAM D. HAMLIN, Assistant Professor of Education; Ed.D., Wayne State University  
 WILLIAM C. HAMMERLE, Professor of Engineering; Ph.D., Princeton University  
 W. DORSEY HAMMOND, Associate Professor of Education; Ph.D., University of Delaware  
 NIGEL HAMPTON, Associate Professor of English; Ph.D., University of Connecticut  
 RANALD D. HANSEN, Assistant Professor of Psychology; Ph.D., University of Connecticut  
 NASIRUL HAQUE, Adjunct Associate Professor of Health Sciences; M.D., Dacca Medical College (India)  
 CLIFFORD V. HARDING, Adjunct Professor of Biological Sciences; Ph.D., University of Pennsylvania  
 NANCY HARIANI, Visiting Assistant Professor, University Library; M.L.S., Columbia University  
 BRUCE R. HARKER, Assistant Professor of Education; Ph.D., University of Chicago  
 KENNETH M. HARMON, Professor of Chemistry; Ph.D., University of Washington  
 ALGEA O. HARRISON, Associate Professor of Psychology; Ph.D., University of Michigan  
 RICHARD E. HASKELL, Professor of Engineering; Ph.D., Rensselaer Polytechnic Institute  
 GERALD C. HEBERLE, Associate Professor of History; Ph.D., Ohio State University  
 EGBERT W. HENRY, Assistant Professor of Biological Sciences; Ph.D., Herbert H. Lehman College, C.U. of New York  
 JORGE HERRERA, Assistant Professor of Education; Spec. Arts, Eastern Michigan University  
 J. CLARK HESTON, Assistant Professor of Philosophy; Ph.D., Johns Hopkins University  
 LASZLO J. HETENYI, Professor of Education and Dean, School of Education; Ed.D., Michigan State University  
 EDWARD J. HEUBEL, Professor of Political Science and Chairperson, Department of Political Science; Ph.D., University of Minnesota  
 KENNETH R. HIGHTOWER, Adjunct Assistant Professor of Biological Sciences; Ph.D., Southern Illinois University  
 LINDA L. HILDEBRAND, Assistant Professor, University Library; M.A., University of Denver  
 DONALD C. HILDUM, Professor of Communication Arts and Chairperson, Department of Communication Arts; Ph.D., Harvard University  
 J. CARROLL HILL, Professor of Engineering; Ph.D., Purdue University  
 ADELIN G. HIRSCHFELD-MEDALIA, Associate Professor of Communication Arts; Ph.D., Wayne State University  
 EILEEN E. HITCHINGHAM, Assistant Professor, University Library; M.L.S., Western Michigan University  
 WILLIAM C. HOFFMAN, Professor of Mathematical Sciences; Ph.D., University of California (Los Angeles)  
 MARVIN D. HOLLADAY, Special Instructor in Music; M.A., Wesleyan University

CHRISTOPHER R. HOLLIDAY, Assistant Professor of Philosophy; Ph.D., Northwestern University  
 STANLEY W. HOLLINGSWORTH, Assistant Professor of Music; B.M., Curtis Institute of Music  
 NORMAN H. HORWITZ, Adjunct Associate Professor of Physics; Ph.D., Wayne State University  
 ROBBIN R. HOUGH, Professor of Economics and Management; Ph.D., Massachusetts Institute of Technology  
 JOSEPH D. HOVANESIAN, Professor of Engineering; Ph.D., Michigan State University  
 ROBERT C. HOWES, Professor of History; Ph.D., Cornell University  
 JAMES F. HOYLE, Professor of English; Ph.D., Princeton University  
 JAMES W. HUGHES, Professor of Education; Ed.D., University of New Mexico  
 YAU YAN HUNG, Assistant Professor of Engineering; Ph.D., University of Illinois  
 R. DOUGLAS HUNTER, Assistant Professor of Biological Sciences; Ph.D., Syracuse University  
 YONG-HA HYON, Assistant Professor of Management; M.B.A., New York University  
 DMYTRO IJEWLIW, Associate Professor of Russian; Ph.D., University of Ottawa  
 DON R. IODICE, Associate Professor of French and Linguistics; M.A.T., Yale University  
 GLENN A. JACKSON, Associate Professor of Engineering; Ph.D., University of Michigan  
 WILLIAM D. JAYMES, Associate Professor of French; Ph.D., University of Kansas  
 G. PHILIP JOHNSON, Professor of Mathematical Sciences and Dean, Graduate Study; Ph.D., University of Minnesota  
 LENORE L. JOHNSON, Clinical Instructor in Medical Technology; M.S., Wayne State University  
 PATRICK J. JOHNSON, Associate Professor of Education and Acting Chairperson, Department of Teacher Education, Ed.D., Wayne State University  
 SHERALYN J. JOHNSON, Clinical Instructor in Medical Technology; M.S., Wayne State University  
 WILLIAM H. JONES, Assistant Professor of Education; Ph.D., University of Michigan  
 E. PATRICK JURAS, Clinical Assistant Professor of Health Sciences; M.D., Wayne State University  
 BOAZ KAHANA, Professor of Psychology; Ph.D., University of Chicago  
 ADRIAN KANTROWITZ, Adjunct Professor of Physics; M.D., Long Island College of Medicine  
 MARY C. KARASCH, Associate Professor of History; Ph.D., University of Wisconsin  
 PAUL A. KETCHUM, Associate Professor of Biological Sciences; Ph.D., University of Massachusetts  
 SATISH C. KHANEJA, Clinical Assistant Professor of Health Sciences; M.D., Prince of Wales Medical College  
 VINCENT B. KHAPOYA, Assistant Professor of Political Science; Ph.D., University of Denver  
 TERENCE E. KILBURN, Adjunct Professor of Theatre Arts and Artistic Director, Meadow Brook Theatre; Professional Artist in Residence, Actor and Director in London and New York  
 PAUL O. KINGSTROM, Visiting Instructor in Management; M.A., Wayne State University  
 V. EVERETT KINSEY, Professor of Biological Sciences and Director Emeritus, Institute of Biological Sciences; Ph.D., University of Pittsburgh  
 JOSEPH A. KLAITS, Associate Professor of History; Ph.D., University of Minnesota  
 AGNES M. KLARR, Clinical Instructor in Medical Technology; M.Ed., Marygrove College  
 MARIA M. KLAWE, Assistant Professor of Mathematical Sciences; Ph.D., University of Alberta  
 KEITH R. KLECKNER, Professor of Engineering and Associate Provost; Ph.D., Cornell University  
 NANCY KLECKNER, Assistant Professor, University Library and Assistant to the Dean, School of Nursing; A.M.L.S., University of Michigan  
 MARIE R. KNIGHT, Instructor in Nursing; M.S.N., Wayne State University  
 CLEMENS M. KOPP, Clinical Assistant Professor of Health Sciences; M.D., Ottawa University

- ROY A. KOTYNEK, Associate Professor of History; Ph.D., Northwestern University
- HELEN KOVACH-TARAKANOV, Professor of Russian; Ph.D., Elizabeth University (Hungary)
- MARY ANN KRAMMIN, Assistant Professor of Nursing; Ph.D., Wayne State University
- JANET A. KROMPART, Assistant Professor and Associate Dean for Technical Services, University Library; M.L.S., University of California (Berkeley)
- MARGARET L. KURZMAN, Special Instructor in Learning Skills; M.A., Oakland University
- SHIRLEY R. LAFFREY, Instructor in Nursing; M.P.H., University of Michigan
- I. THEODORE LANDAU, Assistant Professor of Psychology; Ph.D., University of California
- HOLLIE L. LEPLEY, Professor of Education, Associate Director of Physical Education, and Golf Coach; M.S., University of Wisconsin
- L.M. LEWIS, JR., Assistant Professor of Learning Skills; M.A., University of Texas (Austin)
- JOHN H. LIBCKE, Clinical Associate Professor of Health Sciences; M.D., Wayne State University
- ABRAHAM R. LIBOFF, Professor of Physics and Chairperson, Department of Physics; Ph.D., New York University
- LAWRENCE G. LILLISTON, Associate Professor of Psychology; Ph.D., Temple University
- AN-LOH LIN, Visiting Assistant Professor of Economics; Ph.D., University of Rochester
- MARGARET LINDBERG, Visiting Assistant Professor of Education; Ph.D., Wayne State University
- CHARLES B. LINDEMANN, Assistant Professor of Biological Sciences; Ph.D., State University of New York (Albany)
- CARMINE R. LINSALATA, Professor of Spanish; Ph.D., University of Texas
- ROBERT P. LOCEY, Clinical Assistant Professor of Health Sciences; M.P.H., University of Michigan
- PAUL LORENZ, Adjunct Professor of Management; M.B.A., University of Chicago
- MARILYN J. LOTAS, Instructor in Nursing; M.Ed., Wayne State University
- JACQUELINE I. LOUGHEED, Associate Professor of Education; Ed.D., Wayne State University
- SANDRA K. LOWERY, Instructor in Nursing; M.S.N., University of Michigan
- DAVID G. LOWY, Associate Professor of Psychology and Acting Chairperson, Department of Psychology; Ph.D., University of Tennessee
- STEPHANIE A. LUSIS, Instructor in Nursing; M.S.N., Wayne State University
- THOMAS H. LYONS, Associate Professor, University Library; M.A.L.S., University of Michigan
- DONALD G. MALM, Professor of Mathematical Sciences; Ph.D., Brown University
- R. RALPH MARGULIS, JR., Consulting Professor of Health Sciences; M.D., University of Belgrade (Yugoslavia)
- JOHN MARNEY, Associate Professor of Chinese; Ph.D., University of Wisconsin
- WILLIAM I. MARTIN, JR., Adjunct Professor of Education; Ph.D., Northwestern University
- ROGER H. MARZ, Professor of Political Science; Ph.D., Michigan State University
- DAVID W. MASCITELLI, Associate Professor of English; Ph.D., Duke University
- GEORGE T. MATTHEWS, Professor of History and Vice-Provost; Ph.D., Columbia University
- JACOB A. MAYALA, Assistant Professor of Education; Ph.D., University of Illinois
- RICHARD A. MAZZARA, Professor of French; Ph.D., University of Kansas
- KATHERINE M. McARDLE-PIGOTT, Associate Professor of Spanish; Ph.D., Universidad Central de Madrid
- JAMES H. McCORMICK, Associate Professor of Education; Ph.D., Indiana University
- JAMES W. McGINNIS, Assistant Professor of Education; Ph.D., Yeshiva University
- JAMES H. McKAY, Professor of Mathematical Sciences; Ph.D., University of Washington
- JOHN M. McKINLEY, Professor of Physics; Ph.D., University of Illinois
- KENNETH A. MEADE, Adjunct Professor of Engineering and Assistant to the Dean, School of Engineering; M.S., University of Michigan
- NAHUM Z. MEDALIA, Professor of Sociology and Anthropology; Ph.D., Harvard University
- MILDRED MERZ, Assistant Professor, University Library; M.L.S., Peabody Library School
- DAVID P. MEYER, Assistant Professor of Education; Ph.D., Arizona State University
- PAUL M. MICHAUD, Associate Professor of History; Ph.D., University of Chicago
- RAMUNE V. MIKAILA, Special Instructor in Nursing; M.Ed., Loyola University
- CHRIS J. MIKO, Visiting Assistant Professor of the Library; M.S.L.S., Wayne State University
- CAROL A. MILEWSKI, Visiting Instructor in Nursing; M.S.N., Madonna College
- STEVEN R. MILLER, Associate Professor of Chemistry; Ph.D., Massachusetts Institute of Technology
- BILLY JOE MINOR, Assistant Professor of Education; Ph.D., Indiana University
- SID MITTRA, Professor of Economics and Management; Ph.D., University of Florida
- RALPH C. MOBLEY, Professor of Physics; Ph.D., University of Wisconsin
- JACK R. MOELLER, Professor of German and Chairperson, Department of Modern Languages and Literatures; Ph.D., Princeton University
- JEAN A. MOHAN, Adjunct Clinical Instructor in Nursing; M.S.N., Wayne State University
- RICHARD K. MOLNAR, Assistant Professor of Mathematical Sciences; Ph.D., University of North Carolina (Chapel Hill)
- WILLIAM F. MOORHOUSE, Professor of Education; Ed.D., University of Wyoming
- REBECCA MORR, Visiting Instructor in Education; M.A., Oakland University
- DONALD E. MORSE, Professor of English; Ph.D., University of Connecticut
- CHARLES E. MORTON, Adjunct Professor of Philosophy; Ph.D., Columbia University
- VIRINDER K. MOUDGIL, Assistant Professor of Biological Sciences; Ph.D., Banaras Hindu University
- MITRI MOUFID, Clinical Assistant Professor of Health Sciences; M.D., St. Joseph University
- BRIAN F. MURPHY, Associate Professor of English; Ph.D., University of London
- LOUIS J. NACHMAN, Associate Professor of Mathematical Sciences; Ph.D., Ohio State University
- ASISH C. NAG, Assistant Professor of Biological Sciences; Ph.D., University of Alberta
- THOMAS L. NEUMANN, Clinical Instructor in Medical Technology; B.S., Michigan State University
- LYLE E. NORDSTROM, Associate Professor of Music; D.M.A., Leland Stanford Jr. University
- DIANE E. NORMAN, Assistant Professor of Education; Ed.D., Western Michigan University
- GADIS NOWELL, Assistant Professor of Management; M.B.A., Atlanta University
- EILEEN O'CONNELL, Adjunct Clinical Instructor in Nursing; M.S.N., University of Michigan
- VIRGINIA E. O'LEARY, Associate Professor of Psychology; Ph.D., Wayne State University
- CARLOS OLIVAREZ, Visiting Assistant Professor of Education; Ph.D., Michigan State University
- DAPHNA R. OLIVER, Visiting Assistant Professor of Biological Sciences; Ph.D., University of California
- LAWRENCE D. ORTON, Assistant Professor of History; Ph.D., Indiana University
- CARL R. OSTHAUS, Associate Professor of History; Ph.D., University of Chicago
- MARY L. OTTO, Assistant Professor of Education; Ed.D., Indiana University
- JAMES R. OZINGA, Associate Professor of Political Science; Ph.D., Michigan State University
- JOYCE PAAPE, Instructor in Nursing; M.S.N., Wayne State University
- MOON J. PAK, Associate Professor of Biological Sciences and Associate Provost for Health Sciences and Director, University Center for Health Sciences; Ph.D., University of Minnesota

- COLIN A. PALMER, Associate Professor of History; Ph.D., University of Wisconsin
- HARLAPPA PARAMESH, Clinical Assistant Professor of Health Sciences; M.D., University of Mysore (India)
- GAYLE H. PARTMANN, Assistant Professor of Linguistics and Sociology and Anthropology; Ph.D., Stanford University
- ROBERT G. PAYNE, Associate Professor of Education; Ph.D., University of Michigan
- SUBBAIAH PERLA, Assistant Professor of Mathematical Sciences; Ph.D., University of Rochester
- RICHARD L. PETTENGILL, Assistant Professor, University Library; M.S.L.S., Columbia University
- MARGARET B. PIGOTT, Assistant Professor of Learning Skills; Ph.D., University of Detroit
- LEWIS N. PINO, Professor of Chemistry and Director of Research and Instructional Services; Ph.D., University of Buffalo
- JESSE R. PITTS, Professor of Sociology; Ph.D., Harvard University
- ANN M. POGANY, Assistant Professor, University Library; M.A.L.S., University of Michigan
- HAROLD D. PORTNOY, Clinical Professor of Medical Physics; M.D., Wayne State University
- DEAN G. FURCELL, Assistant Professor of Psychology; Ph.D., University of Toronto
- MUNIBUR RAHMAN, Associate Professor of Hindi-Urdu; Ph.D., University of London
- SAM S. RAKOVER, Visiting Assistant Professor of Psychology; Ph.D., Hebrew University
- KATHIE J. RATAJ, Instructor in Nursing; M.S.N., University of Michigan
- JOHN R. REDDAN, Professor of Biological Sciences; Ph.D., University of Vermont
- VENKAT N. REDDY, Professor of Biological Sciences and Director, Institute of Biological Sciences; Ph.D., Fordham University
- PAMELA G. REED, Instructor in Nursing; M.S.N., Wayne State University
- WILLIAM O. REID, Clinical Associate Professor of Health Sciences; M.D., University of Pennsylvania
- RICHARD M. REESE, Assistant Professor of Management; Ph.D., University of Texas (Austin)
- LOIS L. REILLY, Associate Professor, University Library; M.S.L.S., Western Reserve University
- F. EDWARD RICE, Adjunct Associate Professor of Psychology and Director, University-Community Counseling and Psychological Center; Ph.D., Michigan State University
- RODERIC E. RIGHTER, Professor of Education; Ed.D., Wayne State University
- MICHAEL V. RILEY, Associate Professor of Biological Sciences; Ph.D., Liverpool University
- JOSEPH A. RINALDO, JR., Consulting Professor of Health Sciences; M.D., Harvard Medical School
- DANIEL R. RING, Assistant Professor, University Library; M.S.L.S., University of Wisconsin (Madison)
- JEAN E. ROBERTS, Assistant Professor of Mathematical Sciences; Ph.D., University of Houston
- RONALD A. ROCCHIO, Clinical Assistant Professor of Medical Physics; M.Sc., University of Pittsburgh
- ROBERT P. ROESSER, Visiting Assistant Professor of Engineering; Ph.D., State University of New York
- JOAN G. ROSEN, Associate Professor of English; M.A., Wayne State University
- CLAUDE K. ROWLAND, Assistant Professor of Political Science; M.A., University of Houston
- ARUN K. ROY, Associate Professor of Biological Sciences; Ph.D., Wayne State University
- JOEL W. RUSSELL, Associate Professor of Chemistry; Ph.D., University of California (Berkeley)
- BARBARA B. RUSSELL, Visiting Instructor in Nursing; M.S.N., University of Texas
- BRADLEY R. SANDS, Assistant Professor of Mathematical Sciences; Ph.D., Oregon State University
- MARY ELLEN SAPP, Assistant Professor of Education; Ph.D., Ohio State University
- CATHERINE A. SAYERS, Instructor in Nursing; M.S.N., University of Michigan
- JACQUELINE R. SCHERER, Associate Professor of Sociology; Ph.D., Syracuse University
- RALPH J. SCHILLACE, Associate Professor of Psychology; Ph.D., University of Cincinnati
- JANICE SCHIMMELMAN, Visiting Instructor in Art History; M.A., University of Michigan
- JOSEPH L. SCHIRLE, Consulting Professor of Health Sciences; M.D., Wayne State University
- JAMES C. SCHMIDT, Associate Professor of Education; Ph.D., Wayne State University
- PETER SCHMIDT, Associate Professor of Chemistry; Ph.D., University of Michigan
- KATHERINE S. SCHNUR, Clinical Instructor in Medical Technology; B.A., Eastern Michigan University
- IRWIN E. SCHOCHETMAN, Associate Professor of Mathematical Sciences; Ph.D., University of Maryland
- VIRGINIA M. SCHULDENBERG, Assistant Professor of Education; Ph.D., University of Missouri
- WILLIAM SCHWAB, Professor of Linguistics and English and Chairperson, Department of Linguistics; Ph.D., University of Wisconsin
- HELEN J. SCHWARTZ, Associate Professor of English; Ph.D., University of Washington
- HOWARD SCHWARTZ, Visiting Instructor in Management; M.A., University of California
- DONALD S. SCHWERIN, Assistant Professor of Political Science; Ph.D., University of Minnesota
- GIFFORD G. SCOTT, Adjunct Professor of Physics; B.S., University of Michigan
- NORTON C. SEEGER, Professor of Economics and Management and Dean, School of Economics and Management; Ph.D., University of California (Berkeley)
- MICHAEL D. SEVILLA, Associate Professor of Chemistry; Ph.D., University of Washington
- DAVID W. SHANTZ, Associate Professor of Psychology; Ph.D., Purdue University
- HARVEY A. SHAPIRO, Adjunct Special Instructor in Management and Assistant to the Dean, School of Economics and Management; B.S., Carnegie-Mellon University
- A. GARY SHEPHERD, Assistant Professor of Sociology; Ph.D., Michigan State University
- WYANT J. SHIVELY, Clinical Associate Professor of Health Sciences; M.D., Jefferson Medical College
- DAVID D. SIDAWAY, Visiting Instructor in Management; M.B.A., Ohio State University
- ROBERT E. SIMMONS, Professor of German and Associate Dean for Instruction, College of Arts and Sciences; Ph.D., Stanford University
- PHILIP SINGER, Professor of Anthropology and Behavioral Sciences; Ph.D., Syracuse University
- CHRISTINE S. SLOANE, Assistant Professor of Chemistry; Ph.D., Massachusetts Institute of Technology
- KENNETH E. SMITH, Instructor in Education; M.S., University of Chicago
- I. MICHAEL SOLOMON, Assistant Professor of History; Ph.D., Columbia University
- DORIS M. SPONSELLER, Assistant Professor of Education and Associate Dean, School of Education; Ph.D., Michigan State University
- RICHARD B. STAMPS, Assistant Professor of Anthropology; Ph.D., Michigan State University
- MIRON STANO, Associate Professor of Economics and Management; Ph.D., Cornell University
- KEITH E. STANOVICH, Assistant Professor of Psychology; Ph.D., University of Michigan
- ROBERT L. STERN, Associate Professor of Chemistry and Coordinator of Special Instructional Projects, Center for General and Career Studies; Ph.D., Johns Hopkins University
- DAVID STEVENS, Assistant Professor of Communication Arts; Ph.D., Bowling Green University
- CHARLOTTE V. STOKES, Assistant Professor of Art History; Ph.D., University of Washington
- DAVID M. STONNER, Assistant Professor of Psychology; Ph.D., University of Missouri
- ALFRED W. STRANSKY, Assistant Professor of Education; Ph.D., Florida State University
- W. PATRICK STRAUSS, Professor of History; Ph.D., Columbia University
- DIANE B. STRICKER, Assistant Professor of Management; Ph.D., Cornell University
- RONALD A. SUDOL, Visiting Assistant Professor of Learning Skills; Ph.D., State University of New York

- NORMAN SUSSKIND**, Professor of French; Ph.D., Yale University  
**ROBERT W. SWANSON**, Professor of Administration and Vice-President for Business Affairs; B.S., Northwestern University  
**RONALD M. SWARTZ**, Assistant Professor of Education; Ph.D., New York University  
**BARBARA L. SWEDA**, Adjunct Clinical Instructor in Nursing; M.S.N., Wayne State University  
**AMITENDRANATH TAGORE**, Professor of Chinese; Ph.D., Visva Bharati University (India)  
**R. CRAIG TAYLOR**, Associate Professor of Chemistry; Ph.D., Princeton University  
**NORMAN TEPLY**, Professor of Physics; Ph.D., Massachusetts Institute of Technology  
**S. BERNARD THOMAS**, Professor of History; Ph.D., Columbia University  
**PAUL A. TIPLER**, Professor of Physics; Ph.D., University of Illinois  
**PAMELA C. TISDALE**, Instructor in Nursing; M.P.H., University of Michigan  
**ELIZABETH A. TITUS**, Assistant Professor, University Library; A.M.L.S., University of Michigan  
**PAUL TOMBOULIAN**, Professor of Chemistry and Chairperson, Department of Chemistry; Ph.D., University of Illinois  
**REUBEN TORCH**, Professor of Biological Sciences and Dean, College of Arts and Sciences; Ph.D., University of Illinois  
**IRVING TORGOFF**, Associate Professor of Psychology; Ph.D., University of Rochester  
**SOCRATES D. TOUNTAS**, Assistant Professor of Economics; Ph.D., Wayne State University  
**JOHN E. TOWER**, Associate Professor of Economics and Management and Assistant Dean, School of Economics and Management; Ph.D., State University of New York (Buffalo)  
**ANNE H. TRIPP**, Associate Professor of History; Ph.D., University of Michigan  
**DONALD J. TRUMPOUR**, Adjunct Associate Professor of Education; M.D., Wayne State University  
**SZE-KAI TSUI**, Assistant Professor of Mathematical Sciences; Ph.D., University of Pennsylvania  
**RICHARD P. TUCKER**, Associate Professor of History; Ph.D., Harvard University  
**ALEXANDER S. ULLMAN**, Clinical Assistant Professor of Health Sciences; M.D., University of Munich Medical School (W. Germany)  
**NALIN J. UNAKAR**, Professor of Biological Sciences and Chairperson, Department of Biological Sciences; Ph.D., Brown University  
**CARMEN M. URLA**, Associate Professor of Spanish; M.A., University of Illinois  
**COREY M. VAN FLEET, JR.**, Associate Professor of Education, Director of Physical Education and Athletics, and Swimming Coach; M.S., Wayne State University  
**CARL R. VANN**, Professor of Political Science and Behavioral Sciences; Ph.D., Syracuse University  
**FLAVIO VARANI**, Assistant Professor of Music; M.M., Manhattan School of Music  
**RICHARD H. WALKER**, Clinical Professor of Health Sciences; M.D., Emory University  
**W. DONALD WALLACE**, Associate Professor of Physics; Ph.D., Wayne State University  
**ROBERT J. J. WARGO**, Assistant Professor of Philosophy; Ph.D., University of Michigan  
**DONALD I. WARREN**, Associate Professor of Sociology and Chairperson, Department of Sociology and Anthropology; Ph.D., University of Michigan  
**CHARLES T. WEBER**, Visiting Instructor in Economics; M.A., Wayne State University  
**GILBERT L. WEDEKIND**, Professor of Engineering; Ph.D., University of Illinois  
**HAROLD E. WEINER**, Assistant Professor of Education; M.A., Michigan State University  
**MARY WELCH**, Visiting Instructor in Education; M.A., Oakland University  
**JAMES R. WELLS**, Adjunct Associate Professor of Biological Sciences; Ph.D., Ohio State University  
**TUNG H. WENG**, Associate Professor of Engineering; Ph.D., University of Missouri  
**GERTRUDE M. WHITE**, Professor of English; Ph.D., University of Chicago  
**WILLIAM WHITE**, Professor of Communication Arts; Ph.D., University of London  
**ROBERT M. WILLIAMSON**, Professor of Physics; Ph.D., University of Wisconsin  
**DIANE R. WILSON**, Instructor in Nursing; M.S.N., Case Western Reserve University  
**WALTER L. WILSON**, Professor of Biological Sciences; Ph.D., University of Pennsylvania  
**BARRY S. WINKLER**, Assistant Professor of Biological Sciences; Ph.D., State University of New York (Buffalo)  
**HOWARD R. WITT**, Professor of Engineering and Associate Dean, School of Engineering; Ph.D., Cornell University  
**STEPHEN J. WRIGHT**, Assistant Professor of Mathematical Sciences; Ph.D., Indiana University  
**YEL-CHIANG WU**, Associate Professor of Mathematical Sciences; Ph.D., Cornell University  
**JOHN R. YLVIKAKER**, Consulting Professor of Health Sciences; M.D., University of Minnesota  
**THEODORE O. YNTEMA**, Adjunct Professor of Economics and Management; Ph.D., University of Chicago  
**DONALD YOUNG**, Assistant Professor of Chemistry; Ph.D., University of North Carolina (Chapel Hill)  
**HAROLD ZEPELIN**, Assistant Professor of Psychology; Ph.D., University of Chicago  
**ROBERT J. ZOLAD**, Visiting Associate Professor of Management; M.B.A., University of Chicago



# OFFICES OF THE UNIVERSITY

## Division of Academic Affairs

### Academic Affairs

Frederick W. Obear, Ph.D., Vice-President and Provost  
 George T. Matthews, Ph.D., Vice-Provost  
 Thomas H. Atkinson, M.A., Director of Administrative Services  
 Robert H. Bunker, J.D., Assistant Vice-President  
 Jerry L. Dahlmann, B.S., Assistant Provost  
 Billie C. DeMont, Ed.D., Associate Provost  
 Daniel Feigley, B.S., Management Data Analyst  
 Thomas F. Kirchner, M.A., Varner Hall Performance Facilities Manager  
 Keith R. Kleckner, Ph.D., Associate Provost  
 Moon J. Pak, Ph.D., Associate Provost  
 Lewis N. Pino, Ph.D., Director of Research and Instructional Services  
 Susan L. Stupsker, B.A., Administrative Assistant

### Admissions and Scholarships

Jerry W. Rose, M.A., Director  
 Joseph Davis, B.S., Associate Director  
 Pamela A. Marin, M.A., Assistant Director  
 Kenneth J. Durr, B.S., Admissions Adviser  
 Norian Johnson, M.A., Admissions Adviser  
 Christine Krumpoch, B.A., Admissions Adviser  
 Ana P. Nowaczinski, B.A., Admissions Adviser  
 David Ziegert, M.A., Admissions Adviser

### College of Arts and Sciences

Reuben Torch, Ph.D., Dean  
 Robert E. Simmons, Ph.D., Associate Dean  
 Melvin Chernov, Ph.D., Associate Dean and Director of the Honors College  
 Ruby E. Rhodes, Administrative Assistant to the Dean  
 Marian P. Wilson, B.A., Editorial Adviser  
 Clarence Bennett, B.S., Electronics Engineer  
 Gerald Compton, M.S., Manager, Chemistry Laboratories  
 Joanne Kearney, B.A., Research Assistant, Department of Chemistry  
 Irving Rosenstein, Manager, Physics Laboratories  
 John C. Shiff, B.S., Manager, Biological Sciences Laboratories  
 E. Jeffrey Wurgles, B.F.A., Music Program and Facilities Coordinator

### Institute of Biological Sciences

Venkat N. Reddy, Ph.D., Director  
 V. Everett Kinsey, Ph.D., Director Emeritus  
 Bhargaven Chakrapani, M.S., Research Assistant  
 Kenneth R. Hightower, Ph.D., Research Associate  
 Michael V. Riley, Ph.D., Associate Professor  
 Barry S. Winkler, Ph.D., Assistant Professor

### School of Economics and Management

Norton C. Seeber, Ph.D., Dean  
 John E. Tower, Ph.D., Assistant Dean  
 Harvey A. Shapiro, B.S., Assistant to the Dean

### School of Education

Laszlo J. Hetenyi, Ed.D., Dean  
 William J. Jorns, Ed. Sp., Director of Field Services  
 Harry T. Hahn, Ed.D., Director, School Services  
 Doris M. Sponseller, Ph.D., Associate Dean  
 Nancy Collins, M.A., Academic Adviser  
 Anne P. Jaworski, M.A.T., Director, Toddler Program  
 Jo Koster, Assistant to the Dean  
 Geraldine M. Palmer, M.A., Administrative Assistant, School Services  
 Beverly Pantelas, Coordinator, Early Childhood Pediatric Play Program  
 Stephanie Riley, M.A.T., Director, Preschool Program  
 Lucille Smith, B.S., Director, Infant/Parent Program  
 Laura Snider, M.L.S., Director, Instructional Materials Center  
 Susan Turner, M.A., Manpower Specialist  
 Corey M. Van Fleet, Jr., M.S., Director of Physical Education and Athletics

### School of Engineering

Mohammed S. Ghausi, Ph.D., Dean  
 Howard R. Witt, Ph.D., Associate Dean  
 Abraham Assa, Ph.D., Post-Doctoral Fellow  
 Leonard M. Brown, Laboratory Manager, Engineering Laboratories  
 George E. Richards, Manager, Instrument Shop

### Financial Aid

Gladys B. Rapoport, B.A., Director  
 Lee Anderson, M.A., Financial Aid Officer

### Center for General and Career Studies

Billie C. DeMont, Ed.D., Director  
 Dave C. Aussicker, M.A., Assistant Director, Administration  
 Robert L. Stern, Ph.D., Coordinator of Special Instructional Projects

### Graduate Study

G. Philip Johnson, Ph.D., Dean  
 Elizabeth Conner, Assistant to the Dean

### Center for Health Sciences

Moon J. Pak, Ph.D., Director  
 Robert Church, B.A., Assistant to the Director  
 Arthur J. Griggs, M.S., Assistant Program Director  
 Louis Larratta, B.A., Manager, Clinical Research Laboratory

### Library

George L. Gardiner, C.A.S., Dean  
 Janet A. Krompart, M.L.S., Associate Dean  
 Daniel R. Brown, B.A., T.V. Engineer, Audio-Visual Center  
 Indra David, M.S.L.S., Assistant to the Dean  
 David L. Gustner, B.A., Manager, Circulation Department  
 Thomas H. Lyons, M.A.L.S., Director, Audio-Visual Center  
 Patrick D. McNeil, A.V. Engineer, Audio-Visual Center  
 Bernard Toutant, Budget Coordinator

### School of Nursing

Geraldene Felton, Ed.D., Dean  
 Joyce Van Baak, B.S., Student Adviser  
 Frances C. Jackson, M.A., Counselor and Project Administrator  
 Nancy S. Kleckner, A.M.L.S., Assistant to the Dean  
 Jean A. Mohan, M.S.N., Nursing Research Assistant

### Registrar

Lawrence R. Bartalucci, M.B.A., Registrar  
 Bruce Fiandt, Assistant Registrar  
 Pauline Scott, B.S., Recorder  
 Ronald L. Somerville, B.A., Associate Registrar

### Institutional Research

David C. Beardslee, Ph.D., Director  
 Mary A. Whitmire, Research Assistant

### Board of Trustees

John H. De Carlo, J.D., Secretary to the Board of Trustees and Vice-President and General Counsel

### Division of Business Affairs

#### Vice-President

Robert W. Swanson, B.S., Vice-President and Treasurer of the Board of Trustees  
 Adeline M. Nowacki, Administrative Assistant to the Vice-President

#### Administrative Office

Richard A. Light, C.P.A., Assistant Vice-President for Administration and Chief Internal Auditor  
 Janet C. Chang, M.S., Internal Auditor  
 Frank D. Clark, Manager, University Services  
 Thomas C. Evans, C.P.A., Senior Internal Auditor  
 David H. Jones, C.P.M., Purchasing Agent  
 Patrick W. Hogan, B.B.A., Manager, Motor Pool  
 Patrick C. Nicosia, C.P.A., Manager, Business Operations  
 Gerald S. Redoutey, Assistant Purchasing Agent

**Budget Office**

Ray T. Harris, C.P.A., Budget Director  
Prasanna K. Datta, M.B.A., Senior Budget Analyst

**Controller's Office**

Robert J. McGarry, B.A., Assistant Vice-President and Controller  
Barbara S. Gaves, Payroll Supervisor  
John R. Lydic, C.P.A., Assistant Controller and Financial Aid Fiscal Officer  
Ronald M. Maierle, B.S., Accounting Supervisor  
Arlene Pamukcu, Assistant Grant and Contract Administrator  
Nancy R. Pappenfuss, Accounting Supervisor  
Dicron Tafraian, Sr., B.S., Grant and Contract Administrator  
Nancy R. Wagoner, B.S., Accounting Supervisor

**Division of Campus and Student Affairs****Vice-President**

Kenneth H. Coffman, Ph.D., Vice-President for Campus and Student Affairs  
M. Patricia Houtz, Ed.D., Assistant Vice-President for Student Affairs  
Cecil McFarland, Administrative Assistant for the Physical Plant

**Graham Health Center**

Carol Linington, R.N., Head Nurse and Coordinator  
Phyllis A. Hunt, M.T., Medical Technologist  
Elizabeth A. Johnson, R.N., Nurse  
Clare E. Sawhill, R.N., Nurse

**University-Community Counseling and Psychological Center**

F. Edward Rice, Ph.D., Director and Clinical Psychologist  
Betty J. Beardslee, Ph.D., Clinical Psychologist  
Bela Chopp, Ph.D., Clinical Psychologist  
Morris Frumin, M.D., Consultant Psychiatrist  
Mary Sue Larsen, Ph.D., Associate Director and Clinical Psychologist  
Daniel A. Stone, Ph.D., Counseling Psychologist

**Physical Plant Services**

George A. Catton, Director of Physical Plant Services  
Everett Allen, General Foreman of Academic Buildings  
Rockne C. DeLauney, B.A., Director of Inventory and Property Control  
Clare C. McVety, General Foreman of Structural Maintenance  
Richard C. Moore, Director of Building Maintenance  
Robert E. Stocker, General Foreman of Auxiliary Buildings

**Public Safety**

Richard W. Leonard, M.S., Director

**University Engineer**

George Karas, B.S., University Engineer  
Michael M. Crupko, Coordinator of Architectural Services  
Roger T. Davis, B.S., Assistant Director of Plant Operations  
William S. Gardner, Supervisor Grounds and Landscaping  
William L. Sharrard, B.S., Director of Plant Operations  
Weldon R. Williams, Foreman Mechanical and Electrical

**Student Life**

Jack T. Wilson, Ph.D., Dean for Student Life  
Rosalind E. Andreas, M.A., Director of Campus Information, Programs, and Organizations  
Thomas A. Aston, Director of Student Enterprises  
Doreen M. Bieryla, M.Ed., Assistant Director of Residence Halls  
David L. Bixby, B.A., Manager of University Bookcenter  
Kenneth A. Buback, M.A., Coordinator of Information and Services  
Gary M. Burnett, B.S., Freshman Coordinator for Residence Halls  
Glenn A. Cassis, M.A., Assistant Director of Oakland Center  
Margaret A. Chapa, M.A., Program Coordinator for Residence Halls  
Joseph M. Euculano, M.Ed., Coordinator for Student Organizations  
Cynthia S. Livingston, M.A., Assistant to Dean for Student Life and Coordinator of Judicial Systems  
William K. Marshall, Director of Oakland Center  
Vincent M. Maxwell, M.S., Coordinator of Concerts/Lectures  
Parker A. Moore, Ph.D., Director of Residence Halls

**Student Services**

Manual E. Pierson, Ed.D., Dean for Student Services  
Jean Colburn, Ph.D., Director of Undergraduate Advising and

**Counseling**

Robert Englander, M.A., Counselor, Undergraduate Advising and Counseling  
Elizabeth Glass, B.A., Coordinator, Upward Bound  
Cleveland Hurst, M.A., Coordinator, Veterans' Affairs  
George A. Jackson, Ph.D., Director, Special Programs  
Carole Johnson, Ph.D., Coordinator, Skill Development Center  
Ronald B. Kevern, M.S., Director, Career Advising and Placement  
Karl Lindberg, Ph.D., Evaluation Specialist  
Mondine I. McNeil, Administrative Assistant for Records, Office of the Dean  
Darlene Merin-Zietz, M.A., Counselor, Undergraduate Advising and Counseling  
Roberta Ritcheske, M.A., Counselor, Career Advising and Placement  
Alan Scott, M.B.A., Assistant Director, Career Advising and Placement  
Myra Swanson, M.A., Counselor, Special Programs  
Janice Wilkerson-Smith, M.A., Counselor, Special Programs

**Physical Education and Athletics**

Corey M. Van Fleet, Jr., M.S., Director of Physical Education and Athletics and Swimming Coach  
Ronald J. Forbes, B.B.A., Athletic Business Manager  
R. Lee Frederick, M.A., Assistant to the Director of Athletics, Assistant Basketball Coach, and Tennis Coach  
Carol E. Halsted, M.A., Director of Dance Programs  
Hollie L. Lepley, M.S., Associate Director of Physical Education and Golf Coach  
James H. McCormick, Ph.D., Assistant Professor of Education, Diving Coach, and Assistant Swimming Coach  
James E. Mitchell, M.A., Head Basketball Coach  
William M. Rogers, B.A., Golf Director  
Alfred W. Stransky, Ph.D., Assistant Professor of Education, Director of Human Performance Laboratory  
Rozalia Swidzinska, M.A., Women's Basketball, Volleyball, and Softball Coach  
James L. Valliere, B.S., Building Supervisor and Director of Intramurals  
James J. Vaughn, B.S., Superintendent of Golf Course

**Division of Continuing Education****Dean**

Lowell R. Eklund, Ph.D., Dean and Professor

**Conference Department**

Barbara J. Hoffmann, Director  
Douglas A. Peterson, M.A., Assistant Director

**Continuum Center**

Elinor Waters, Ed.D., Director  
Brian Dates, M.A., Research Associate  
Lucille Epstein, M.A., Counselor, Older Adult Project  
Sylvia Fink, Ph.D., Assistant Director  
Jane Goodman, M.Ed., Counselor and Trainer  
Sydney Reiter, R.N., Assistant Coordinator, Older Adult Project  
Sarah Uhle, M.A., Counselor and Coordinator of Volunteers  
Adele Weaver, B.A., Counselor, Older Adult Project  
Betty White, B.A., Coordinator, Older Adult Project

**Course Department**

Harry B. Van Hook, Jr., M.A., Assistant Dean of Courses and Director of Management Programs  
Priscilla A. Hildum, Assistant Director, Legal Assistant Program  
Nadine E. Jakobowski, B.S., Promotion Assistant  
Audrey I. Marriner, M.A., Director of Specialized Programs and of Marketing  
Virginia C. Menzies, Director of Course Implementation and Management  
Katherine E. Zimmer, Supervisor, Administrative and Academic Services

**Labor Education Services**

G. Don Stevens, Director

**Meadow Brook Hall**

Margaret R. Twyman, Managing Director  
Corena M. Aldrich, B.A., Director of Public Relations

Mark J. Arpin, Assistant Program Administrator  
 Alan W. Leininger, B.S., Program Administrator  
 Paul A. McDowell, B.S., Assistant Managing Director  
 Margaret P. McGarry, B.A., Public Relations Assistant

### Special Projects and Cultural Affairs

Robert A. Dearth, A.B., Director, Special Projects and Cultural Affairs, and President, Meadow Brook Performing Arts Company  
 Vincent L. Ammann, C.P.A., Business Manager, Meadow Brook  
 Frank F. Bollinger, B.A., Assistant to the General Director, Meadow Brook Theatre  
 Suzanne Day, Box Office Manager, Meadow Brook  
 Terence Kilburn, General Director, Meadow Brook Theatre  
 Jane U. Mosher, Director, Community Relations and Group Sales, Meadow Brook  
 Leon Petrus, M.A., Manager, Meadow Brook Music Festival  
 Kiichi Usui, M.A., Curator, Meadow Brook Art Gallery

### Office of the President

Donald D. O'Dowd, Ph.D., President

### Public and Alumni Relations

#### Director

William W. Connellan, M.A., Assistant to the President and Director of Public Relations

#### Public and Alumni Relations

Susan M. Davis, B.A., Publications Editor  
 Nancy K. Liese, B.A., Staff Writer  
 James D. Llewellyn, B.S., Senior Editor and News Director  
 Elaine Petz, B.A., Director, Alumni Relations  
 Roxan M. Steehler, B.S., Photographer/Graphic Artist

#### Computer Services

Charles W. Thompson, B.A., Director, Computer Services  
 Kenneth E. Byrd, Systems Programmer  
 S. Steve Fasbinder, M.S., Assistant Director, Computer Services  
 William C. Haga, B.S., Programmer Analyst  
 Harvin J. Heath, Programmer Analyst  
 Charlotte B. Hudack, Departmental Accountant  
 Gail S. Kempf, Assistant Manager, Operations  
 Joann L. Kowalski, Manager, Operations  
 Robert H. LaGrone, Jr., Programmer Analyst  
 Marcia A. Landis, B.S., Scientific Programmer Analyst  
 Nancy Byers Sprague, B.S., Programmer Analyst  
 Mary L. Withington, B.A., Manager, M.I.S.

### Division of Urban Affairs

#### Office of the Director

Wilma Ray-Bledsoe, B.A., Director, Urban Affairs and Community and Human Development  
 Johnetta Brazzell, M.A., Associate Director, Urban Affairs

#### Community and Human Development

Harvey R. Hohausser, Ph.D., Associate Director  
 Anne C. Frey, M.S., Director, Community Service Program  
 Tony Hernandez, Student Intern Field Coordinator

#### Employment Relations

John B. Coyle, M.B.A., Director  
 Carl H. Alldread, M.E., Labor Relations Administrator  
 Clair L. Magoon, M.A., Wage and Salary Administration Manager  
 Margaret D. Taylor, Employee Benefits Manager

# OU FOUNDATION

---

## EXECUTIVE TRUSTEES

Norman B. Weston, President  
 Charles F. Adams, Vice-President  
 Rinehart S. Bright, Vice-President  
 Milo J. Cross, Vice-President  
 Edwin O. George, Vice-President  
 Mrs. Henry C. Johnson, Vice-President  
 Marvin L. Katke, Vice-President  
 Mrs. Leonard T. Lewis, Vice-President  
 Walton A. Lewis, Vice-President  
 Howard L. McGregor, Jr., Vice-President  
 Mrs. William L. Mitchell, Vice-President  
 Robert W. Swanson, Treasurer  
 Harold A. Fitzgerald, President Emeritus  
 Robert A. Dearth, Executive Director  
 James L. Howlett, ex officio  
 Donald D. O'Dowd, ex officio

## GENERAL TRUSTEES

Paul N. Averill	Semon E. Knudsen
S. Brooks Barron	Mrs. Roger M. Kyes
Mrs. Virgil E. Boyd	David Levinson
John Bugas	William L. Mainland
James L. Cameron, Jr.	E. Curtis Matthews
Martin J. Caserio	Wade H. McCree, Jr.
Harry B. Cunningham	F. James McDonald
John Z. Delorean	Mrs. Donald McMinn
Robert E. Dewar	Ben D. Mills
E.M. Estes	William A. Mitzelfeld
Max M. Fisher	Ken Morris
Howard H. Fitzgerald, II	James P. Morrison
A.P. Fontaine	C.S. Harding Mott
John A. Ford	Daniel T. Murphy, Jr.
Mrs. West H. Gallogly	Mrs. Ralph Norvell
Charles L. Gehringer	W. Calvin Patterson
Harold S. Goldberg	John S. Pingel
Mrs. William T. Gossett	John B. Poole
Graham J. Graham	Henry D. Price
Delos Hamlin	Gilbert F. Richards
Mrs. Hugh G. Harness	Alan E. Schwartz
Carlton M. Higbie, Jr.	Harold G. Warner
George N. Higgins	Harry N. Wieting, Jr.
Mrs. Clement Jensen	Mrs. R. Jamison Williams
Mrs. John S. Judd	Wallace E. Wilson
Mrs. Edward Kaegi	Theodore O. Yntema
Adolph F. Klein	

# INDEX

- Academic advising and counseling, 11  
 Academic calendars, 2  
 Academic honors, 17  
 Academic probation and dismissal, 17  
 Academic records, 17  
 Accounting concentration, 89  
 Accreditation  
   North Central, 4  
   School of Engineering, 110  
   School of Nursing, 118  
 Achievement scholarships, 7  
 ACT (American College Test), 5  
 Admission  
   freshman standing, 5  
   guest status, 6  
   nonmatriculating, 122  
   non-U.S. citizens, 5  
   post-baccalaureate status, 6  
   special high school students, 5  
   transfers from Michigan community colleges, 5  
   transfer students, 5  
 Advanced placement, 6  
 Advising  
   academic, 11  
   B.G.S., 121  
   career, 11  
   School of Education, 99  
 African studies program, 79  
 Afro-American studies program, 79  
 American Chemical Society certification, 29  
 American College Test (ACT), 5  
 American studies concentration, 83  
 Anthropology, Sociology and, Department of, 73  
 Applicable analysis and mathematical modeling courses, 47  
 Application fee, 8  
 Applied language studies courses, 44  
 Applied music courses, 57  
 Applied statistics, university concentration, 128  
 Applying for need-based aid, 6  
 Archaeology concentration, 83  
 Area studies programs, 79  
 Art and Art History, Department of, 22  
 Arts and Sciences, College of, 19  
 Arts (general education), 19  
 Art, studio, 23  
 Athletics, 11  
 Audio-Visual Services Center, 13  
 Auditing courses, 17  
 Bachelor of General Studies degree, 121  
 BCCE (Birmingham Center for Continuing Education), 14  
 B.G.S. degree, 121  
 Biological Sciences, Department of, 24  
 Biological Sciences, Institute of, 4  
 Birmingham Center for Continuing Education (BCCE), 14  
 Board of Trustees, inside front cover  
 Buildings, campus, 12  
 Calendar, academic, 2  
 Campus and Student Affairs, 9  
 Campus buildings, 12  
 Cancellation, extension class, 122  
 Career Advising and Placement, 11  
 CEU, 14  
 Change of courses, 16  
 Chemistry, Department of, 28  
 Child care, 12  
 Childhood curriculum studies (Education), 98  
 Chinese language and civilization major, 49  
 Classical Languages and Literatures, Department of, 31  
 CLEP (credit by examination), 6  
 Communication Arts, Department of, 32  
 Community and Human Development, Center for, 120  
 Community service courses, 120  
 Comparative literature concentration, 83  
 Competency, course, 16  
 Composition proficiency certificate, 15  
 Computer and Information Science  
   concentrations:  
     Arts and Sciences majors, 83  
     linguistics, 44  
     management, 89  
     mathematics, 46  
   major, 112  
 Computer engineering concentration, 110  
 Concentrations  
   accounting, 89  
   American studies, 83  
   applied statistics, 128  
   archaeology, 83  
   area studies programs, 79  
     African studies, 79  
     Afro-American studies, 79  
     East Asian studies, 79  
     Latin American studies, 80  
     Slavic studies, 80  
     South Asian studies, 80  
 CIS (Economics and Management), 89  
 comparative literature, 83  
 computer and information science (Arts and Sciences), 83  
 computer engineering, 110  
 early childhood education, 100  
 economics, 90  
 Economics and Management, 89  
 economics (for management majors), 90  
 electrical engineering, 111  
 elementary teaching modern language, 50  
 environmental studies, 84  
 film aesthetics and history, 84  
 finance, 90  
 health behavioral sciences, 125  
 histotechnology, 126  
 human resources management, 90  
 international management, 90  
 linguistics, 44  
 mechanical engineering, 111  
 premedical studies (Chemistry), 29  
 preprofessional studies in medicine, dentistry, and  
   optometry, 85  
 public management, 67, 85, 90  
 religious studies, 85  
 social justice and corrections, 86  
 social services, 86  
 systems engineering, 111  
 theatre arts, 32  
 youth and adult services, 101  
 Conference Department, 14  
 Continuing Education, 14  
 Continuing Education Unit, 14  
 Continuum Center for Adult Counseling and Leadership  
   Training, 14  
 Correspondence directory, inside back cover  
 Counseling and psychological center, 12  
 Counseling, academic advising and, 11

- Course and credit system, 16
- Course competency, 16
- Course competency by examination fee, 8
- Course department, Continuing Education, 14
- Course fees: off-campus extension programs, 8
- Course fees: on-campus programs, 8
- Courses
  - change of, 16
  - regulations governing, 16
- C.P.A., Continuing Education, 14
- Credit by examination (CLEP), 6
- Credit rules, 15
- Credit system, 16
- Degrees offered
  - baccalaureate, 15
  - doctoral, 13
  - double, 15
  - graduate, 13
  - master's, 13
  - undergraduate, 15
- Degree requirements
  - B.A. and B.S. (Arts and Sciences), 19
  - undergraduate, general, 15
- Department honors
  - biology, 24
  - chemistry, 29
  - history, 39
  - modern languages, 50
  - philosophy, 61
  - political science, 67
  - psychology, 70
- Dentistry, preprofessional studies in, 85
- Disadvantaged students, services for, 11
- Dismissal from the university, 17
- Distribution fields (general education), 19
- Double degrees and double majors, 15
- Early childhood center, 12
- Early childhood education concentration, 100
- East Asian studies program, 79
- Economics and Management, School of, 89
- Economics concentration, 90
- Economics courses (School of Economics and Management), 91
- Economics, Department of, 35
- Economics minor, 91
- Education, School of, 97
- Elective requirements, 15
- Electrical engineering concentration, 111
- Elementary education, 97
- Engineering, School of, 109
- Engineers' Council for Professional Development, 110
- English composition certificate, 15
- English, Department of, 36
- English language proficiency, 15
- Enrollment deposit, 8
- Ensembles, music courses, 56
- Environmental and resource management option, 77
- Environmental health program, 77
- Environmental studies concentration, 84
- Equality of Opportunity, 4
- Evening program (credit), 122
- Exception, petition of, 16
- Extension program, 122
- Extension program fees, 8
- Faculty, 129
- Family Educational Rights and Privacy Act, 1974, 4
- Fees
  - application, 8
  - course competency by examination, 8
  - enrollment, 8
  - graduation service, 9
  - late add, 8
  - late penalty, 8
  - late registration, 8
  - off-campus programs, 8
  - on-campus programs, 8
  - orientation, 9
  - refund of, 9
  - residential services, 9
  - special, 8
  - tuition and, 8
- Film aesthetics and history concentration, 84
- Finance concentration, 90
- Financial assistance, 6
- Foreign students, admission, 5
- French language courses, 50
- Freshman standing, admission to, 5
- General and Career Studies, Center for, 121
- General education
  - Arts and Sciences, 19
  - elementary education, 97
  - Honors College, 82
  - HRD, 100
  - management, 88
  - New Charter College, 122
  - School of Engineering, 109
- General engineering option, 110
- General undergraduate degree requirements, 15
- German language courses, 51
- Grade point average, general graduation requirements, 15
- Grading system, 16
- Graduate degree programs, 13
- Graduate study, 13
- Graduation service fee, 9
- Graham Health Center, 12
- Grants-in-aid, 6
- Greek, 31
- Guest status admission, 6
- Health behavioral sciences concentration, 125
- Health-physical education, 100
- Health Sciences, Center for, 125
- Health services, 12
- Hindi/Urdu language courses, 52
- History, Department of, 39
- History, philosophy, and area studies (general education), 19
- Histotechnology concentration, 126
- Honors
  - academic, 17
  - department (see Department honors)
  - university, 17
- Honors College, 82
- Housing
  - facilities, 10
  - fees, 9
- Human interaction courses, 104
- Human resources development (HRD), 100
- Human resources management concentration, 90
- Institute of Biological Sciences, 4
- Interdepartmental programs and concentrations (Arts and Sciences), 83
- International economics minor, 91
- International management
  - concentration, 90
  - minor, 91
- Italian language courses, 52
- Japanese language courses, 52
- Journalism, 32
- Labor education service, Continuing Education, 14
- Language and thought (general education), 20
- Late add fee, 8
- Late penalty payment, 8
- Late registration fee, 8
- Latin, 31

- Latin American language and civilization major, 49
- Latin American studies program, 80
- Learning Skills, Department of, 124
- Legal assistant program, Continuing Education, 14
- Library, 13
- Linguistics, Department of, 44
- Literature (general education), 20
- Loans, 6
- Loans, short-term, 6
- Lowry Early Childhood Center, 12
- MACRAO agreement, 5
- Major/minor concentrations (School of Education), 98
- Majors (see also Modified majors)
  - anthropology, 73
  - art history, 22
  - biology, 24
  - chemistry, 28
  - Chinese language and civilization, 49
  - communication arts, 32
  - computer and information science, 112
  - double, 15
  - economics, 87
  - elementary education, 97
  - engineering, 110
  - English, 36
  - environmental health, 77
  - French, 49
  - German, 49
  - history, 39
  - human resources development, 100
  - journalism, 32
  - Latin American language and civilization, 49
  - linguistics, 44
  - management, 88
  - mathematical sciences, 46
  - mathematics, 46
  - medical physics, 125
  - medical technology, 126
  - modern language, 49
  - music, 56
  - nursing, 117
  - philosophy, 61
  - physics, 64
  - political science, 67
  - psychology, 70
  - public administration and public policy, 67
  - Russian, 49
  - Russian language and civilization, 49
  - secondary teaching (see Secondary teaching majors)
  - social studies, (secondary teaching), 78
  - sociology, 73
  - sociology and anthropology, 73
  - Spanish, 49
- Major standing, admission to
  - chemistry, 28
  - economics, 88
  - management, 89
  - modern languages, 50
  - music, 56
- Management minor, 91
- Management program, Continuing Education, 14
- Management, School of Economics and, 89
- Marketing program, Continuing Education, 14
- Mathematical and natural sciences (general education), 20
- Mathematical Sciences, Department of, 46
- Mathematics for elementary education majors, 48
- Meadow Brook Hall, 4, 14
- Meadow Brook Music Festival, 4
- Meadow Brook Theatre, 4
- Mechanical engineering concentration, 111
- Medical office assistant program, Continuing Education, 14
- Medical physics program, 125
- Medical review program, 127
- Medical technology program, 126
- Medicine, preprofessional studies in, 85
- Michigan community colleges, transfers from, 5
- Minors
  - art history, 22
  - chemistry, 28
  - economics, 91
  - history, 39
  - international economics, 91
  - international management, 91
  - journalism, 32
  - linguistics, 44
  - management, 91
  - modern language, 50
  - philosophy, 61
  - secondary teaching (see Secondary teaching minors)
- Modern language courses, 54
- Modern Languages and Literatures, Department of, 49
- Modern literatures in translation courses, 54
- Modified majors
  - anthropology, 73
  - chemistry, 29
  - communication arts, 32
  - English, 36
  - linguistics, 44
  - modern language, 49
  - philosophy, 61
  - psychology, 70
  - sociology, 73
- Music, applied, courses, 57
- Music, Department of, 56
- Music education courses, 59
- Music ensembles courses, 56
- Music history, literature, and appreciation courses, 58
- Music, theory and composition courses, 58
- National Student Nurses Association, 118
- Natural sciences, mathematical and (general education), 20
- Need-based grants-in-aid, 6
- New Charter College, 122
- Nonmatriculating admission, 122
- Non-U.S. citizens, admission of, 5
- North Central accreditation, 4
- Nursing, School of, 117
- Oakland University Foundation, 138
- Occupational health and safety option, 77
- Off-campus studies programs, 86
- Offices of the university, 135
- Operations research courses, 48
- Optometry, preprofessional studies in, 85
- Orientation, 10
- Orientation fee, 9
- Out-of-state tuition regulations, 9
- Performing Arts Library, 13
- Performing Arts, School of, 119
- Petition of exception, 16
- Philosophy, Department of, 61
- Physical education
  - academic, 100
  - extracurricular, 11
- Physics, Department of, 64
- Placement, 11
- Placement examinations, modern languages, 49
- Plastics technology, Continuing Education, 14
- Political Science, Department of, 67
- Post-baccalaureate status, 6
- Prelaw studies, 86
- Preprofessional studies in medicine, dentistry, and optometry concentration, 85
- Privacy act, 4

- Probation, academic, 17
- Procedural requirements, 15
- Professional concentrations, School of Education, 99
- Proficiency certificate in English composition, 15
- Proficiency exams, mathematics, 46
- Program-planning and counseling guidelines (Arts and Sciences), 21
- Program plans, 15
- Psychological center, 12
- Psychology, Department of, 70
- Public administration major, 67
- Public management concentration, 67, 85, 90
- Reading Center, 11
- Readmission, 18
- Real estate, Continuing Education, 14
- Records, academic, 17
- Refund of fees, 9
- Regulations governing courses, 16
- Religious studies concentration, 85
- Repeating courses, 17
- Residence hall facilities, 10
- Residence requirements, 15
- Residential services fees, 9
- Responsibility, student, 15
- Russian courses, 52
- Russian language and civilization major, 49
- Scholarships, 7
- Science studies courses, 107
- Science, teaching minor in, 86
- Secondary education teaching certification, 99
- Secondary teaching majors
  - biology, 24
  - chemistry, 28
  - English, 36
  - French, 49
  - German, 49
  - language arts, 44
  - mathematics, 46
  - modern language, 49
  - music, 56
  - physics, 64
  - Russian, 49
  - social studies, 78
  - Spanish, 49
- Secondary teaching minors
  - art, 22
  - biology, 24
  - chemistry, 28
  - communication arts, 32
  - English, 36
  - health/physical education, 99
  - history, 39
  - mathematics, 46
  - modern language, 50
  - music, 56
  - physics, 64
  - political science (see social studies major), 78
  - science, 86
  - social studies, 78
  - sociology (see social studies major), 78
- Secondary teaching social studies major, 78
- Services for disadvantaged students (TRIO), 11
- Short-term loans, 7
- Skill Development Center, 11
- Slavic studies program, 80
- Social justice and corrections concentration, 86
- Social sciences (general education), 20
- Social services concentration, 86
- Social studies courses, secondary, 78, 107
- Social studies program, secondary, 78
- Sociology and Anthropology, Department of, 73
- South Asian studies program, 80
- Spanish courses, 53
- Special fees, 8
- Special high school students, admission of, 5
- Special instructional programs (Arts and Sciences), 21
- Special needs groups, 11
- Special Programs, Department of, 11
- Specific degree requirements, 15
- Speech communication courses, 32
- Standard program
  - economics, 88
  - engineering, 111
  - management, 89
  - nursing, 118
- Statistics (applied), university concentration in, 128
- Statistics courses, 48
- Student Affairs, Campus and, 9
- Student life, 10
- Student loans, 6
- Student Nurses Association, National, 118
- Student responsibility, 15
- Student services, 11
- Studio art, 23
- Summer support program, 11
- Supervision program, Continuing Education, 14
- Systems engineering concentration, 111
- Teaching certification, secondary education, 99
- Teaching minor in science, 86
- Theatre arts, 32
- Theory and composition courses, music, 58
- Transfer students, admission of, 5
- Transfer students from Michigan community colleges, 5
- Translation program, Modern Languages, 49
- TRIO program, 11
- Tuition/fees, 8
- Tuition, out-of-state regulations, 9
- Two-plus-two program for associate degree holders, 121
- Upward Bound program, 11
- University-Community Counseling and Psychological Center, 12
- University Honors, 17
- University offices, 135
- Veterans' Affairs, Office of, 11
- Withdrawals, undergraduate, 18
- Women's Center, 11
- Writing Center, 11
- Writing proficiency, 15
- Youth and adult services concentration, 101





DATE DUE


**2 HOUR**

RESERVE MATERIALS MUST  
BE RETURNED TO THE  
CIRCULATION DESK  
KRESGE LIBRARY


BAYLOR

PRINTED IN

# CORRESPONDENCE DIRECTORY

# REFERENCE

Mailing address: Oakland University, Rochester, Michigan 48063. Officers of the university will be pleased to answer questions. For prompt attention address specific inquiries to the officers listed below. Telephone numbers are also included (area code 313).

## ADMISSIONS INFORMATION AND BULLETINS

Undergraduate Students — Director of Admissions 377-3360

Graduate Students — Dean of Graduate Study 377-3166

## BUSINESS MATTERS

Vice-President for Business Affairs 377-2240

## CAREER ADVISING AND PLACEMENT

Director, Placement Office 377-3250

## CONTINUING EDUCATION

Dean of Continuing Education 377-3120

## EDUCATIONAL PROGRAM, TRANSCRIPTS, ACADEMIC REPORTS

Registrar 377-3450

## LOANS AND ON-CAMPUS EMPLOYMENT

Financial Aid Officer 377-3370

## SCHOLARSHIPS AND GRANTS

New Students — Director of Admissions 377-3360

Other Undergraduates — Director of Financial Aid 377-3370

Graduate Students — Dean of Graduate Study 377-3166

## STUDENT AFFAIRS AND SERVICES

Undergraduate Students — Vice-President for Campus and Student Affairs 377-3350

Graduate Students — Dean of Graduate Study 377-3166

## STUDENT HOUSING

Director of Residence Halls 377-3570



AD 5 4589.1.21

OAKLAND UNIVERSITY  
LIBRARY

Rochester,  
Michigan

