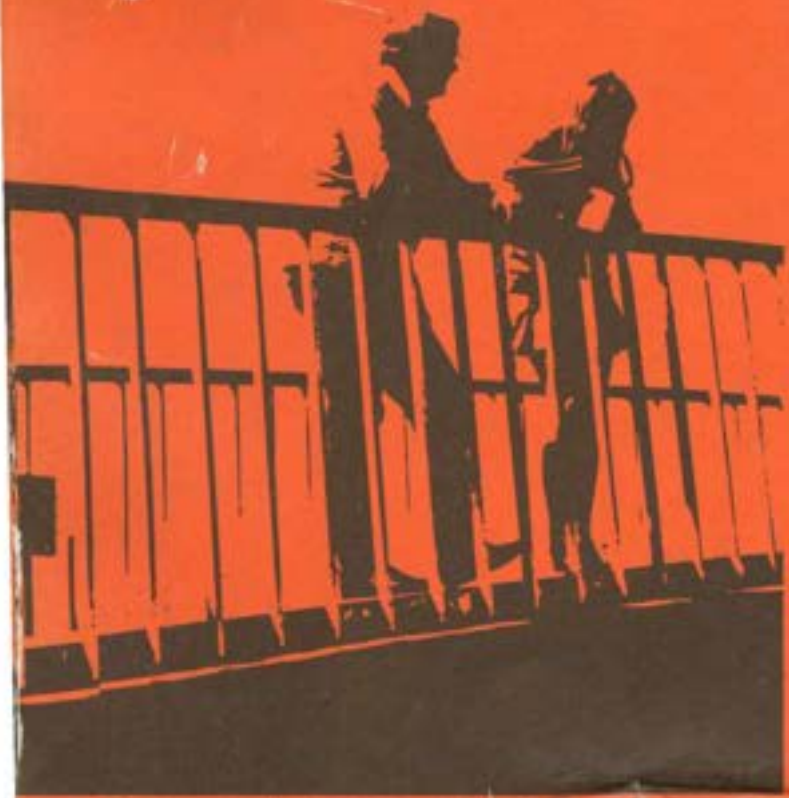


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OFFICIAL PUBLICATIONS OF OAKLAND UNIVERSITY

Oakland University Undergraduate Programs

General Catalog published annually in May.

Oakland University Graduate Programs

Graduate Bulletin published annually in November.

Oakland University Summer School

Bulletin published annually in February.

Academy of Dramatic Art

Prospectus published annually in March.

Division of Continuing Education

Catalog published twice yearly in September and January.

CORRESPONDENCE DIRECTORY

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.

Admissions Information and Bulletins

Undergraduate Students — Director of Admissions

Graduate Students — Dean of Graduate Study

Academy of Dramatic Art — Administrative Director

Business Matters

Vice President for Business Affairs

Career-oriented and Graduate Placement

Director, Placement Office

Continuing Education

Dean of Continuing Education

Educational Program, Transcripts, Academic Reports

The Registrar

Loans and On-Campus Employment

Undergraduate Students — Financial Aid Officer

Graduate Students — Financial Aid Officer

Scholarships and Grants

New Students — Director of Admissions

Upperclassmen — Financial Aid Officer

Graduate Students — Dean of Graduate Study

Student Affairs and Services

Undergraduate Students — Vice President for Student Affairs

Graduate Students — Dean of Graduate Study

Student Housing

Director of Residence Halls

Telephone: Area Code 313 377-2100

**OAKLAND
UNIVERSITY**

Undergraduate catalog

GENERAL CATALOG

1972-1973

Rochester, Michigan

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Oakland University affirms that an Assurance of Compliance with Title VI of the Civil Rights Act of 1964 has been executed and is fully applicable to the policies and practices of this University. Specifically, admission to the University or employment by the University is provided to qualified persons without discrimination on the ground of race, color, religion, sex, age, national origin or ancestry.

All announcements in this catalog are subject to revision at the discretion of the University.

September, 1972

Volume XIII, No. 1

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PROPOSED UNIVERSITY CALENDAR

1972-1973

Fall Semester, 1972

August 28, 29	Monday, Tuesday	Orientation
August 30, 31,		
September 1	Wednesday-Friday	Registration
September 5	Tuesday	Classes begin
November 23-26	Thursday-Sunday	Thanksgiving recess
November 27	Monday	Classes resume
December 15	Friday	Classes end
December 18-22	Monday-Friday	Final examinations

Winter Semester, 1973

January 8	Monday	Classes begin
March 1-4	Thursday-Sunday	Winter recess
March 5	Monday	Classes resume
April 20	Friday	Classes end
April 23-27	Monday-Friday	Final examinations

Spring Session, 1973

April 30	Monday	Registration
May 1	Tuesday	Classes begin
May 28	Monday	Holiday
June 2*	Saturday	Commencement
June 20	Wednesday	Classes end
June 21, 22	Thursday, Friday	Final examinations

Summer Session, 1973

June 25	Monday	Registration
June 26	Tuesday	Classes begin
July 4	Wednesday	Holiday
August 15	Wednesday	Classes end
August 16, 17	Thursday, Friday	Final examinations

This calendar is subject to revision.

*All students who have received or expect to receive their degrees during this academic year participate in this Commencement ceremony.

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BOARD OF TRUSTEES

Oakland University is governed by an eight-member Board of Trustees appointed by the Governor. Legislation creating Oakland University as an independent institution, separate from Michigan State University, was established under Act No. 35, Public Acts of 1970. The President of the University is appointed by the Board and is the presiding officer of that body. The Board also appoints a secretary and treasurer. The following are the Board members and officers:

Mr. Leland W. Carr, Jr.	Mr. Alan E. Schwartz
Mr. Marvin L. Katke	Mr. Otis M. Smith,
Mrs. Roger M. Kyes (Helen G.)	Chairman
Mr. David B. Lewis	Donald D. O'Dowd, President
Mr. Ken Morris	John De Carlo, Secretary
Mr. Arthur W. Saltzman,	Robert W. Swanson, Treasurer
Vice Chairman	

OFFICERS OF ADMINISTRATION

Donald D. O'Dowd	President
James R. Appleton	Vice President for Student Affairs and Dean of Students
Glen Brown	Assistant President for Campus Development Ombudsman
Kenneth H. Coffman	Secretary to the Board of Trustees and Vice President for Public Affairs
John De Carlo	Dean of Continuing Education
Lowell R. Eklund	Vice President for Academic Affairs and Provost
Frederick W. Obear	Assistant President for Planning and Administration
William F. Sturner	Treasurer of the Board of Trustees and Vice President for Business Affairs
Robert W. Swanson	

ACADEMIC AFFAIRS

Frederick W. Obear	Vice President for Academic Affairs and Provost
George L. Gardiner	University Librarian
John E. Gibson	Dean, School of Engineering
Laszlo J. Hetenyi	Dean, School of Education
G. Philip Johnson	Dean of Graduate Study
Terence Kilburn	Associate Dean, Theatre Arts
George T. Matthews	Vice Provost

Lewis N. Pino	Director of Research and Instructional Services
Norton C. Seeber	Dean, School of Economics and Management
Reuben Torch	Acting Dean, College of Arts and Sciences

BUSINESS AND FINANCIAL AFFAIRS

Robert W. Swanson	Treasurer of the Board of Trustees and Vice President for Business Affairs
Ray T. Harris	Budget Director
Richard A. Light	Assistant Vice President for Business Affairs for Administration
Robert J. McGarry	Assistant Vice President for Business Affairs and Controller

STUDENT AFFAIRS

James R. Appleton	Vice President for Student Affairs
Earl N. Gray	Director of Public Safety
M. Patricia Houtz	Assistant Vice President for Student Affairs
Judith E. Keegan	Assistant Dean for Student Services and Dean of Freshmen
Ronald B. Kevern	Director of Placement and Career Advising
Hollie L. Lepley	Director of Athletics and Physical Education
William K. Marshall	Director of Oakland Center
Manuel H. Pierson	Dean for Student Services
Jack T. Wilson	Director of Residence Halls
Dudley B. Woodard	Dean for Student Life
R. A. Zegers	Director of Psychological Services

PLANNING AND ADMINISTRATION

William F. Sturner	Assistant President for Planning and Administration
A. E. Charles Allan	Director, Computing and Data Processing Center
Thomas H. Atkinson	Director of Administrative Services
David C. Beardslee	Director of Institutional Research
Lawrence K. Fitzpatrick	Director of Personnel
Gladys B. Rapoport	Acting Director of Financial Aid
Jerry W. Rose	Director of Admissions and Scholarships
Lowell C. Ruggles	Registrar
Carl R. Westman	Director, Employment Relations

CAMPUS DEVELOPMENT

Glen Brown	Assistant President for Campus Development
Frederick J. Duranceau	Associate Director of Physical Plant
George Karas	Director, Physical Plant
Richard C. Moore	Coordinator of Structural Trades and Alterations

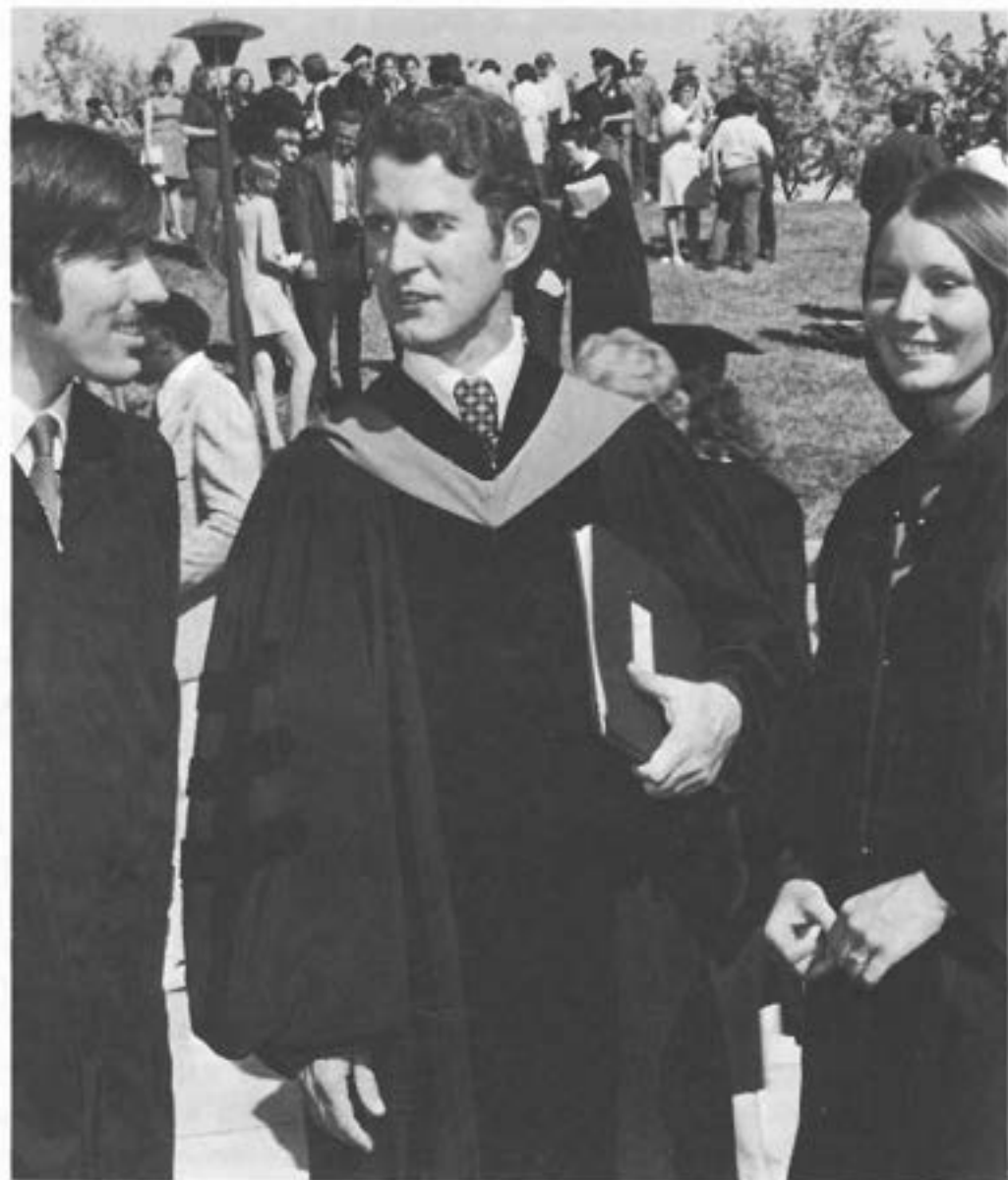
PUBLIC AFFAIRS

John De Carlo	Vice President for Public Affairs and Secretary to the Board of Trustees
Robert D. Kanter	Managing Director, Meadow Brook Theatre
W. W. Kent	General Director, Office of Cultural Affairs and Managing Director, Meadow Brook Music Festival
Terence Kilburn	Associate Dean, Theatre Arts and Artistic Director, Meadow Brook Theatre
Joseph L. Knapp	Director, University Relations

Oakland University as a state-supported institution has succeeded in creating a distinctive community of learning and has become a far-reaching cultural force. Today, it continues to follow the precedent it set in 1959 when it was applauded by the nation's leading academicians for its innovative approach to higher education.

As an effective community of learning, the University has no narrow bounds and its learning takes many forms. Its student body is both young and old, full-time and part-time, resident and commuter. Its diverse and astute faculty is drawn from private and public institutions throughout the nation and from many foreign countries.

The University has affected the larger community in southeastern Michigan not only through its undergraduate and graduate credit programs; its service activities and its performing arts events; but also through the multi-faceted non-credit courses, conferences, continuum center offerings and projects of the Division of Continuing Education.



OAKLAND UNIVERSITY: A BEGINNING

Oakland University owes its inception to the generosity of Mr. and Mrs. Alfred G. Wilson, who in 1957 gave to the Board of Trustees of Michigan State University their private estate, Meadow Brook Farms, and two million dollars to assist in the foundation of a new university.

On the 1,600-acre wooded and rolling estate are Meadow Brook Hall, formerly the Wilson home, and subsidiary residences and farm buildings.

Mrs. Wilson, widowed in 1962, was annually honored by the students on her birthday in a celebration marking their respect and affection. This happy tradition passed in observance but not in memory with Mrs. Wilson's death in 1967. The students of Oakland University expressed their sense of loss in a permanent memorial, the Matilda R. Wilson Memorial Collection in Kresge Library.

Following the Wilson endowment, President John A. Hannah and other administrative officers of Michigan State University initiated plans and designated fifty community leaders, later called the Oakland University Foundation, to support and assist in forming the emergent institution.

As Michigan State University leaders began curriculum studies, the Foundation invited twenty distinguished consultants to join both groups in a series of seminars framed to examine and assess new concepts of what a university should be. These consultants included Vassar College President Sarah Blanding, Professor Henry Steele Commager of Amherst, California Institute of Technology President Lee DuBridge, Johns Hopkins President Milton Eisenhower, Henry Heald of the Ford Foundation and Henry Luce of Time-Life publications. From these curriculum studies and consultations, Oakland University derived a conceptual identity which has shaped its growth and yet left it free to innovate.

In September, 1959, the University's first chancellor, Durward B. Varner, and a faculty of twenty-five received the charter class of 570 students. The University has since conferred over 5,000 degrees and more than 7,000 students are currently enrolled. Initially housed in three buildings, the University now has twenty-one buildings all concentrated in the northwest corner of the Wilson estate which is in the immediate vicinity of Pontiac, Michigan and 30 miles north of Detroit.

In 1963, the University's name was changed from Michigan State University Oakland to Oakland University, reflecting its maturing intellectual identity. This name change did not then affect the University's legal and administrative relationship with Michigan State University. In 1970, however, Oakland University became by

state legislative enactment an autonomous and separate state-supported institution of higher education having its own governing body. In October, 1970, the new Board of Trustees of Oakland University appointed Chancellor Donald D. O'Dowd as the first President of the University.



**OAKLAND
UNIVERSITY:
WITH THE
FUTURE
IN MIND**

In keeping with the University's founders' recommendations that each student be broadly educated with a curriculum emphasizing quality and depth of study and focusing primarily on principles and basic ideas, Oakland University requires that all undergraduate students in degree programs take prescribed studies in a broad range of liberal arts and sciences.

Students may meet this requirement in a variety of ways of which the experimental Inner Colleges—Allport, Charter and New—are examples. Each of these inner colleges offers its own characteristic version of the general education requirement. This area of studies is intended to complement the undergraduate's studies in the field of his major, whether in the humanities, social sciences, mathematics, natural sciences, management, teacher education or engineering.

Oakland University has sought from its inception to use the best, most innovative and challenging ideas in higher education. Further elaborating on its commitment to the teaching of principles and basic ideas, the University continues to develop strongly interdisciplinary programs. This approach to learning is utilized in the University's African, Asian, Chinese, Latin American, Slavic and other area studies programs. The same cross-disciplinary concept of learning is used in Jinguistics, premedical studies, elementary education, social studies, management, teacher education in general, certain fields of engineering and in various courses offered by the inner colleges.

Also in keeping with the intent of the founders that students learn to educate themselves and that they should gain knowledge of other cultures, the University extends to all students in good standing the option of individual programs of independent off-campus study related to their academic courses.

Recent overseas study programs have given students the experience of in-depth learning in Mexico, Hong Kong and several countries of western Europe. New College, moreover, requires that all of its students complete a one-semester field term studying contemporary society at first hand through salaried or volunteer work in off-campus communities.

Oakland University is a university actively concerned with sharing the resources of its faculty and students, curriculum and performing arts events with the surrounding larger community. It is deeply committed in programs, activities and financial assistance to equalizing educational opportunities.

Students of the University volunteer through the Pontiac-Oakland Educational Assistance Team to serve as tutors and friends for children of several elementary schools in Pontiac. During the summer months other projects offer help to pre-college students in the form of intensive academic skill development, cultural enrichment activities, orientation and counseling.

Through its expanding Urban Affairs program, the University is broadening its involvement in the community. In 1972, Oakland University graduated its first Career Opportunities Program student. Developed to meet the educational needs of persons in low income families, COP's goal is to attract capable persons to careers in education in order to improve both education and employment opportunities for the poor.

In both the Short Term Teacher Training Program and the Pontiac Urban Corps Program, the University seeks to develop teachers who can cope effectively with the special educational problems of inner-city children. The School of Education has recently initiated a two-year Teacher Intern Program aimed at training teachers and developing new curricula with the purpose of improving the learning environment of children from low-income, rural areas.

This September, the University also opens an undergraduate study evening college program which is designed to provide educational opportunities for community members who need credit and degree-program offerings but cannot attend daytime classes.

Oakland University has continued to widen its scope of cultural influence in the realm of the performing arts since 1963. Seeking to make a significant contribution in the sponsorship of professional performance and in the education of professional artists, the University with the massive support of its friends in the larger community opened the Meadow Brook Music Festival in the summer of 1964.

Housed in the Howard C. Baldwin Memorial Pavilion, the festival originally presented the Detroit Symphony Orchestra in four weeks of concerts. Now internationally recognized, it brings distinguished artists and ensembles in a nine-week season of orchestral concerts, ballet and modern dance, jazz and folk music.

The University moved even further toward the creation of a nationally prominent center for the performing arts with the opening in 1967 of a resident company of professional actors, Meadow Brook Theatre.

Inversely, the effect of these activities within the University community of learning was generative of new studies in music, drama, and dance in the School of Performing Arts. In 1965 summer music institutes in choral, vocal, orchestral, and chamber music were initiated for the professional musician. For five years these institutes successfully pioneered unique concepts in summer music instruction. The School then reformulated its summer programming around new formats and objectives to include the dance, cultural arts, rock music, and other contemporary arts instruction. In 1967 the Academy of Dramatic Art was founded to give an intensive two-year professional training in techniques of acting.



Oakland University's success as an all encompassing community of learning can be measured by the substantial support the University receives through such organizations as the Oakland University Foundation and its Scholarship Committee, the Community Leadership Committee for the Meadow Brook Theatre, the Meadow Brook Festival Committee, the Friends of Oakland, the Friends of Kresge Library and the Oakland University Alumni Association.

Widespread national attention has been directed by scholars of international reputation to the quality of the University's youthful faculty, to the effectiveness of its teaching and to the innovative style of its programs.

Increasing numbers of the University's students are being sought by the nation's leading graduate schools and a number of University scholars have been honored with such marks of excellence as Woodrow Wilson National Fellowship Foundation awards.

The academic structure of Oakland University is comprised of the College of Arts and Sciences, the School of Economics and Management, the School of Education, the School of Engineering, the School of Performing Arts, the Office of the Provost and the Faculty of the Library.

Undergraduate programs in the College of Arts and Sciences lead to the degrees of Bachelor of Arts and Bachelor of Science in a wide range of departmental and interdepartmental programs in the



humanities, social sciences, mathematics and natural sciences. These programs also provide for a specialization in teacher education and premedical studies. For further information, consult pp. 90-285 of this catalog.

The School of Economics and Management offers a program in management leading to the degree of Bachelor of Science. Designed to prepare students for initial entry into many positions in business, government and administration; it may alternatively lead to entry into industry training programs or to graduate studies in management. The economics faculty of the School directs the liberal arts program in economics leading to the degree of Bachelor of Arts in the College of Arts and Sciences. For further information, consult pp. 288-307 of this catalog.

The undergraduate program of the School of Engineering leads to the degree of Bachelor of Science and prepares students for



engineering occupations in industry, government, teaching and research. Although its curriculum is not geared towards specialization on the undergraduate level, students may choose from a flexible pattern of advanced electives which prepare them for careers in electrical, mechanical and biological engineering; in systems engineering; in computer science; in materials engineering; in engineering management; and in energetics. For further information, consult pp. 337-357 of this catalog.

The Office of the University Provost is responsible for: The Department of Learning Skills (see pp. 364-366); the Inner College Program (Allport College, Charter College, New College, see pp. 98-107); and the University Courses (see pp. 93-98).

Graduate studies at Oakland University are offered in twelve programs in the College of Arts and Sciences, the School of Education and the School of Engineering. The degree programs lead to a Master of Arts in English, mathematics and psychology; a Master of Science in physics, chemistry and engineering; and a Master of Arts in Teaching in six areas. For further information, consult pp. 285, 319 and 356 of this catalog and the Graduate Bulletin.

Oakland University launches its first doctoral program in systems engineering this fall. The program, which is interdisciplinary in scope, will train engineers to work with the complex large-scale technological problems faced by our society such as transportation system planning, resource management and health-care delivery. For further information, consult p. 356 of this catalog.

The School of Performing Arts offers in the Academy of Dramatic Art a credit program of instruction requiring a minimum training period of two years and leading to a Diploma in Dramatic Art. The curriculum is designed solely for students intending careers in the professional theatre. For further information, consult pp. 362-363 of this catalog and the prospectus of the Academy. Programs in music and the dance in the School of Performing Arts are at present in a phase of transition. For further information, consult p. 361 of this catalog.

The Division of Continuing Education offers adults a wide range of non-credit courses of instruction in the fields of the liberal arts and sciences, applied arts and sciences, and business and professional development. For further information consult p. 371 of this catalog and the catalog of the Division.

OAKLAND UNIVERSITY

GOVERNANCE

Oakland University is an autonomous institution of higher learning established and maintained by the State of Michigan. Its governing body is the Board of Trustees of Oakland University, an eight-member board appointed by the Governor of Michigan with the advice and consent of the state Senate. The President of Oakland University is ex officio a member of the Board and its president.

ACCREDITATION AND AFFILIATIONS

The degree programs of Oakland University participated from its founding in the full accreditation status of the programs of Michigan State University. All baccalaureate programs of Oakland University were separately accredited by the North Central Association of Colleges and Secondary Schools in August, 1966. Final accreditation was granted by the Association in 1971 for master's level programs leading to the degrees of Master of Arts, Master of Arts in Teaching, and Master of Science and preliminary accreditation was granted for the doctorate in engineering. Accreditation has been given to the program of the Department of Chemistry by the American Chemical Society. The undergraduate program of the School of Engineering has been accredited by the Engineers' Council for Professional Development.

The University is an institutional member of the following associations:

- The American Association of Colleges for Teacher Education
- The American Council on Education
- Institute of International Education, Incorporated
- Latin American Scholarship Program of American Universities

The appropriate departments of the College of Arts and Sciences are institutional members of the following associations:

- American Chemical Society
- American Institute of Physics
- American Mathematical Society
- Midwest Art Association
- Sigma Xi

CENTRALIZED AND SPECIALIZED RESEARCH FACILITIES

THE COMPUTING AND DATA PROCESSING CENTER

The Computing and Data Processing Center is a centralized computing facility which supports instructional, research and administrative programs and projects at Oakland University. The computing equipment consists of an IBM System 360/40 computer with high-speed printer, card reader/punch, tape drives, and disk storage units. Program libraries are maintained and consulting personnel are available to meet the computing requirements of faculty and students. A data preparation area is reserved for faculty and students to prepare programs and assignments for computer execution. A reference library is also maintained with current books, system manuals, and periodicals related to computing and data processing. Faculty and students can explore and complete computing assignments and projects and draw upon the advisory services of the Center in this user-oriented environment. The Center is located in specially designed quarters on the second floor of Dodge Hall of Engineering.

THE LIBRARY

Oakland University's library collections are housed in Kresge Library and in a small Performing Arts Library (in Varner Hall) which contain a specialized collection of materials on the performance of music, theatre, and the dance. The collections of the University Libraries now contain approximately 220,000 volumes, 150,000 units of microfilm, and 6,000 recordings on disc or tape — all in open stacks. The Matilda R. Wilson Memorial Collection of works of reference, amassed through gifts of money from the University's students, constitutes a large part of the collections and provides a substantial research facility. Other remarkable special collections include one of the largest collections in the Midwest of underground newspapers, and the Hicks Collection of books by and about women.

The Library offers many services to its users: audio centers in both Kresge and the Performing Arts Library; a microfilm reading room; a Documents Department, which houses U.S. and U.N. publications and is a partial depository for the official documents of the United States and of the State of Michigan; a science area in which are concentrated the monographs, indexes, periodicals, and abstracts that pertain to this broad subject field; a General Reference Department; a Circulation Department with a computer-

OAKLAND UNIVERSITY

ized check-out system; and a Serials Department in charge of about 25,000 periodical volumes as well as other serials.

OTHER CENTRALIZED AND SPECIALIZED RESEARCH FACILITIES

The research facilities of the University also include the extensive scientific laboratories of the Departments of Biological Sciences, Chemistry, and Physics, and of the School of Engineering; the Institute of Biological Sciences; the Instructional Materials Center; the Kettering Magnetics Laboratory; the Learning Strategy Center; the Office of Institutional Research; the University Instrument and Electronics Shops; the University Reading Center; and the Audio Visual Department.

CAMPUS BUILDINGS

North Foundation Hall (1959)

Gift of Mr. and Mrs. Alfred G. Wilson. Office of the President; Offices of the Vice Presidents for Public Affairs, for Student Affairs, for Business Affairs; Office of Assistant President for Campus Development; Office of the Dean, School of Economics and Management; Office of the Dean, Evening School; faculty and staff offices (Economics and Management); classroom; Personnel Office; Office of the Registrar; Physical Plant Office; Space Utilization Office; Business Offices; Telephone Office; Office of University Relations; University Services.

South Foundation Hall (1959)

Gift of Mr. and Mrs. Alfred G. Wilson. Classrooms; Institutional Research Office; Student Congress Office; Division of Continuing Education Offices; Office of Assistant President for Planning; News Services and Publications Office; offices (Classics, Linguistics, Speech Communication).

Oakland Center (1959)

Self-liquidating funds. Office of University Ombudsman; Student Activities Offices; University Book Store and Gift Shop; Pickwick Games Area; barber shop; laundry and dry cleaners; Charlie Brown's Information Desk; Food Services Office; meeting, banquet, and conference facilities, lounges.

Kresge Library (1961)

Gift of the Kresge Foundation. Library collections, offices, and services; Instructional Materials Center.

OAKLAND UNIVERSITY

John Hannah Hall of Sciences (1961)

Funds appropriated by the State of Michigan. Classrooms and laboratories; faculty and staff offices (Chemistry, Physics, Psychology); University Instrument and Electronics Shops; Shipping and Receiving; Career Opportunities Program Office; Office of the Dean, Graduate Studies; Research Services Offices.

Sports and Recreation Building (1963)

Self-liquidating funds. Faculty and staff offices (Physical Education); gymnasium; swimming pool; handball and squash courts.

Charles F. Kettering Magnetics Laboratory (1963)

Gift of the Kettering Foundation. Facilities of the Magnetics Laboratory.

Howard C. Baldwin Memorial Pavilion (1964)

Gifts from multiple foundation 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 the Baldwin Pavilion.

Trumbull Terrace (1965)

Gift of Mr. and Mrs. George T. Trumbull. Patio; food and service facilities for Baldwin Pavilion.

Matilda R. Wilson Hall (1966)

Funds appropriated by the State of Michigan. Faculty and staff offices (Art, English, Modern Languages, Philosophy); Meadow Brook Theatre; Meadow Brook Theatre Offices; Meadow Brook Festival Offices; University Art Gallery; Admissions, Placement, Financial Aids and Urban Affairs Offices.

Dodge Hall of Engineering (1968)

Funds appropriated by the State of Michigan and federal grants. Classrooms and laboratories; Computing and Data Processing Center; Office of the Dean, School of Engineering; faculty and staff offices (Allport College, Biological Sciences, Engineering, Political Science); Institute of Biological Sciences; Office of Research Service.

Graham Health Center (1968)

Self-liquidating funds. Health services.

Paula and Woody Varner Hall (1970)

Funds appropriated by the State of Michigan and a federal grant. Classrooms and recital hall. Office of the Dean, College of Arts and Sciences; Office of the Dean, School of Education; faculty and

OAKLAND UNIVERSITY

staff offices (Academy of Dramatic Art, Education, History, Music, Sociology and Anthropology); Performing Arts Library; Audio Visual Department Office; Office of the Provost; Office of the Vice President for Academic Affairs.

Central Heating Plant (1971)

Funds appropriated by the State of Michigan.

Meadow Brook Hall

Gift of Mr. and Mrs. Alfred G. Wilson. Office of the Dean, Division of Continuing Education.

Implement Shed

Motor Pool Office.

Gate House

Public Safety Department; Credit Union.

Dodge Farm House

Continuum Center Offices.

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. B. 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. Office of the Dean of Student Affairs; Office of the Dean of Student Life; faculty and staff offices (Learning Skills, Mathematics); Psychological Services Offices.

Van Wagoner Hall (1965)

Self-liquidating funds.

Vandenberg Hall (1966)

Self-liquidating funds. Residence Hall and Food Services Offices; New College Offices; Charter College Offices.

Hamlin Hall (1968)

Self-liquidating funds.

ADMISSION, ADVISING, REGISTRATION, AND GRADING

ADMISSION TO FRESHMAN STANDING

Candidates for admission to the undergraduate degree programs* of the university should have completed regular college preparatory work at the high school level or otherwise demonstrated sufficient academic preparation to begin or continue college work. Highly qualified students may be admitted to the university without regard to the pattern of subject matter completed at their high school. Students planning majors in the sciences, mathematics, engineering, or management, must 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, aptitude test scores, educational goals, and potential for success at the university.

Application forms are available from high school counselors or from the university Office of Admissions and should be completed and submitted as early as possible in the senior year. Students who are residents of the State of Michigan are strongly urged to submit prior to registration either Scholastic Aptitude Tests (SAT) or scores from the American College Testing program (ACT). These test results will be used in advising candidates about courses of study and in assisting them to assess their qualifications for alternative course sequences in the curriculum. Students from states other than Michigan must present results from one of the aforementioned testing programs.

ADMISSION OF TRANSFER STUDENTS

Transfer students may enter Oakland University at four different times: Fall semester (September), Winter semester (January), Spring session (April), and Summer session (June). Students are encouraged to have their applications submitted approximately six weeks before the beginning of the semester in which they wish to enroll. To be eligible to enter Oakland University as a transfer student, a candidate must be in good standing and eligible to return to their former educational institution. All transfer candi-

*For requirements for admissions to the Academy of Dramatic Arts, write to the Academy of Dramatic Arts, Oakland University, Rochester, Michigan 48063.

ADMISSION AND GRADING

dates must complete an application form, have his or her dean of students complete the personal qualification form, and request the registrar of his or her institution to send an official transcript of record. Each application will be considered on its own merits.

ADMISSION OF TRANSFER STUDENTS FROM MICHIGAN COMMUNITY COLLEGES

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

A student may transfer to the university as many as 62 semester credit hours earned at a community college. Transfer credit will be granted for those courses in which a student received a C or a 2.0 grade or better. Technical and applied science courses will be granted credit only where the courses are directly relevant to the student's intended major.

RECOMMENDED PREPARATION FOR TRANSFER

Transfer students may present a wide variety of course work for transfer credit. The university tries to offer maximum credit for courses already completed. Most community college transfer students concentrate on completing courses related to general education prior to transfer. Although the university attempts to allow maximum flexibility for meeting the general education requirements while at the community college, the transfer student is advised to choose courses in such a manner so as to meet the majority of the general education requirements prior to transfer. Oakland University general education course work is arranged in field groups. Perspective transfer students should try to take at least one course in four of the five field groups outside of the intended major. The field groups and the academic units sponsoring courses within them are:

ADMISSION AND GRADING

A. Symbolic Systems

This group includes courses in linguistics; mathematics; foreign language, or computer programming.

B. Letters

This group includes literature courses taught in English or any foreign language; history, philosophy; religious studies; or classics. Courses may focus on Western or non-Western culture.

C. Arts

This group includes introductory courses in art, music, or theatre. Emphasis is placed on appreciation, history, elements, forms, styles, and criticism.

D. Social Sciences

This group includes course work in either anthropology, economics, political science, psychology, or sociology. Teaching majors should choose one course in psychology.

E. Area Studies

This group includes any course which deals in the fundamental principles, historical development or major achievements of the non-Western civilizations of Africa, China, India, or Japan; Latin America, or the Slavic Nations.

F. Natural Science

This group includes courses in Biology, Chemistry, Physics, or Environmental Studies.

It should be noted that the above listed general education courses serve merely as a guideline to the community college transfer student. Besides the general advising program, specific advising regarding course selection is available through the appropriate dean in the Schools of Engineering, Education, and Economics and Management. In most majors it is to the student's advantage to have as many of these requirements completed as possible prior to transferring. However, the student need not have all general education requirements completed before transferring.

ADMISSION OF STUDENTS WHO ARE NOT CITIZENS OF THE UNITED STATES

A student from abroad should write to the Director of Admissions, Oakland University, Rochester, Michigan, 48063, at least one year before the time he or she wishes to be admitted. The

ADMISSION AND GRADING

candidate will be sent instructions and an application form which should be completed and returned at once. When the application is approved, the candidate will receive a certificate of admission to enter the university. This certificate is 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 citizens of the United States transferring from other institutions to the university, must apply for permission to do so through the Immigration Office nearest them. Before applying for permission to transfer, the candidate must be in possession of a form I-20 from Oakland University.

ADVANCED PLACEMENT

Credit toward graduation is granted to students presenting evidence of satisfactory completion of courses in high school under the Advanced Placement Program of the College Entrance Examination Board. Oakland gives credit for grades of 5 or 4 in the Advanced Placement examinations. If a grade of 3 or 2 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

College Level Examination Program (CLEP):

Credit toward graduation can be granted to students demonstrating competency in the various subjects tested in the College-Level Examination Program administered by the College Entrance Examination Board, Princeton, New Jersey 08540. Candidates who wish to use this test as an admissions credential should have their scores forwarded to the Director of Admissions, Oakland University, Rochester, Michigan 48063.

Accelerated Degree Program:

Candidates entering Oakland University who have had no previous college experience and who have demonstrated superior preparation and accomplishment can be considered for admission into the Accelerated Degree Program of the University. Students who are successful in entering the program will be awarded credit toward graduation based on the College-Level Examination Program mentioned above to the extent that they will earn the baccalaureate in three academic years. Specific requirements for

ADMISSION AND GRADING

admission to the Accelerated Degree Program may be obtained from high school counselors or by contacting the Director of Admissions, Oakland University, Rochester, Michigan 48063.

APPLICATION FOR ADMISSION TO UNDERGRADUATE PROVISIONAL AND GUEST ADMISSION STATUS

Students enrolled at other colleges and universities may apply for guest admission status by filing the Michigan Uniform Undergraduate Guest Application blank, which is obtainable from the registrar's office of their home institution. In addition, students attending colleges outside the State of Michigan may apply for guest admission by filing Oakland University's guest application blank and arranging to have a transcript of grades forwarded to the Admissions Office. Students attending Michigan colleges and universities are not required to submit transcripts.

HEALTH CERTIFICATION REQUIREMENT

As a condition of enrollment, all full-time students must complete a physical examination. The results of the examination should be recorded on the University health form, and this form must be submitted to the Health Center prior to enrollment. If a student's form is not on file in the Health Center, he or she will not be permitted to register. A full-time student is one who is carrying 10 or more credits. All full-time transfer students may request that their physical examination records be sent from their previous institutions if these records are not more than a year old.

All foreign students must have a physical examination form on file in the Health Center; they must also have health insurance, which is available through a University program or which may take the form of a policy issued by a firm in their home country.

ORIENTATION

Freshman orientation is designed to introduce new students to academic programs and to campus life at Oakland University. The summer orientation program provides an opportunity for entering students to meet other students and faculty who can help them to anticipate the opportunities afforded by a university education and the responsibilities inherent in receiving such an education. From these meetings freshmen gain some insight into the distinctive character of Oakland University. At orientation students take placement tests, receive academic advising, register for classes, partici-

ADMISSION AND GRADING

pate in campus activities, and attend information meetings which are helpful in acclimating students to college. All new students, except those from other states and foreign countries, are expected to attend one of the summer orientation programs. Out-of-state and foreign students will participate in an orientation program after their arrival on campus and before entering classes in the fall. A fee of \$35 is charged to cover the cost of freshman orientation.

New transfer students must attend a special advising session late in the summer. A fee of \$10 is charged to cover the cost of orientation for transfer students.

ACADEMIC ADVISING

Students, depending upon class rank, receive assistance in planning a program of studies through the freshman advising program or the departmental advising program.

ADVISERS FOR FRESHMEN

Academic advisers for first-year students are selected to provide special assistance to freshmen because of the problems and opportunities that are unique to the freshman year. Each freshman is assigned a faculty adviser, a student affairs counselor, and a student adviser who work jointly in assisting the new student to understand and effectively deal with his or her new environment. Specifically, some of the many functions of advisers for freshmen are:

- (a) To provide a meaningful description and interpretation of the academic programs at Oakland University.
- (b) To assist freshmen with the formulation and achievement of their educational objectives.
- (c) To help them become acclimated to university life (particularly to the academic programs), giving individual attention and guidance to those with special concerns.
- (d) To develop a personal understanding of and appreciation for each advisee as an individual in order to be able to facilitate his or her academic progress and personal development.

Freshmen who have questions about the advising program should direct them to the Dean of Freshmen.

ADMISSION AND GRADING

ADVISERS FOR UPPERCLASSMEN

From the end of the freshman year until the senior year each student is advised by the department in which he or she intends to major. A faculty member from each department is responsible for the coordination of the advising functions for the department, and arrangements to meet with faculty advisers are scheduled through the departmental office. It is the adviser's function to help the student select courses, develop educational objectives and career interests, resolve problems related to academic procedures, and derive the maximum benefit from the educational experience. It is the student's responsibility to arrange an appointment with an adviser at any time the student may have questions about his or her academic program. In addition to faculty advisers, most departments employ selected upper-class student advisers who are available to assist students with most questions and problems.

Upperclassmen who have not indicated a preference for a major are advised by counselors in the Office of Student Services. Students who have questions about the Advising program should direct them to the Advising Office, 204 Hill House.

READMISSION

A student whose registration at Oakland is interrupted for one or more semesters must apply for readmission. Application should be made to the Readmissions Office, 219 Hill House at least one month prior to the beginning of the semester the student expects to reenter. Students who have attended another college or university during their absence from Oakland must pay a \$15 application fee. A check in this amount, payable to Oakland University, should accompany the application.

COURSE AND CREDIT SYSTEM

The unit of credit is the semester hour. Courses carry 4 credits unless otherwise specified. Normally, the maximum student registration is 16 to 18 credits a semester. With his or her adviser's permission, however, a student who has completed 12 or more credits at Oakland may register for as many as 21 credits provided that his or 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.

ADMISSION AND GRADING

PETITION OF EXCEPTION

Any student may request a waiver or modification of specific academic requirements.

Students in the College of Arts and Sciences may obtain a Petition of Exception form in the Office of Student Services. When it has been completed, countersigned by a faculty member in the student's major department, and returned to the Office of Student Services, it will be referred to the 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 by the committee.

Students in the School of Education, the School of Engineering, and the School of Economics and Management may request petitions from their respective schools. The procedures are similar to those outlined above.

CHANGE OF COURSES

To drop a course, an upperclassman must have the permission of the instructor. A freshman student should secure the signature of both the instructor and his or her adviser. Denial of permission is subject to review by the dean of the appropriate school or college. Courses may be dropped at any time during the term the student decides not to complete a course. The student who decides to drop a course will receive an "N" grade. The dropping of courses for which refund of fees is claimed must be processed on a "drop-and-add" slip through the Office of the Registrar. (See also Refund of Fees pp. 34, 35.) A student who wishes to drop a course after refund deadlines should request assignment of an "N" grade from his or her instructor.

No addition of courses or change of sections initiated by the student can be made after the end of the second week of classes.

MODIFIED MAJOR

Students taking certain majors may, if they so choose, apply to their major departments for permission to modify the normal requirements for the major in order to suit individual programs. Written permission for specific modifications must be given by the department and filed by the student in the Office of the Registrar.

ADMISSION AND GRADING

COURSE COMPETENCY

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

1. That they register for the course at registration with permission of the department chairman, 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 upon non-classroom experience. Ordinarily credit will not be permitted for a course when a student has acceptable credit for more advanced courses in the same area. The repeat course rule shall apply to repeating of such competency examinations.

REPEATING COURSES

With the permission of his or her adviser, a student may be allowed to repeat a course. No course may be repeated more than twice, including repetition by competency examination. The last grade earned in a course (excluding grades of "N") will be used to compute the student's grade point average.

GRADES AND GRADE POINT SYSTEM

Oakland University uses a numerical grading system in which the scale of grades rises by tenths from 1.0 to 4.0. The grade of 1.0 is the lowest grade for which credit is assigned; however, grades from 1.0 to 1.9 inclusive are in the penalty range in that they fall below the minimum cumulative grade point average of 2.0 required for graduation. Grades from 2.0 to 4.0 inclusive are in the range necessary to meet or exceed the minimum cumulative grade point average of 2.0 required for graduation. Thus, grades in the penalty range of 1.0 to 1.9 must be compensated for by grades in the range of 2.1 to 4.0 to the extent necessary to raise the cumulative grade point average to 2.0 or more.

Oakland University numerical grades may be described as follows:

4.0	excellent
3.0	good
2.0	satisfactory
1.0	inadequate but receives credit

ADMISSION AND GRADING

I—INCOMPLETE

The "I" (Incomplete) grade is a temporary grade that may be given only after the thirteenth week in a course in which a student is unable to complete the required work because of severe hardship. An "I" grade does not become official until approved by the Provost.

The "I" grade must be removed by completing the required work before the deadline set by the instructor but in no case later than the end of the next semester that the student is in residence, or a grade of "N" will be recorded. If more than three semesters intervene before the student resumes residence, then the "I" grade becomes an "N" grade.

N—NO GRADE

The grade of "N" (No grade) is assigned whenever a student registers for a course but for any reason does not receive credit for that course (except when a temporary grade of "I" or "P" has been assigned). The "N" grade will appear on the grade report, but will not be recorded on the transcript of the student.

P—PROGRESS

The grade of "P" (Progress) is a temporary grade that may be given only in a course that could not be completed in one semester. A department that wishes to assign the grade of "P" must receive approval for such courses from the dean of the appropriate school or college prior to the enrollment of students. Such courses are usually research projects. This grade is given only for work that is satisfactory in every respect; it is work for which students need more than one semester in order to complete the course.

"P" grades must be removed within two calendar years from the date of assignment. If not removed within the time limit, the "P" will be changed to an "N".

S—SATISFACTORY

The grade of "S" (Satisfactory) is given in certain selected courses and is meant to imply 2.0 or better. This grade carries credit toward graduation but is not used in computation of the grade point average.

GRADE POINT AVERAGE

A student's grade point average is computed by multiplying the grade received by the hours of credit for each course and dividing

ADMISSION AND GRADING

by the total credits carried in all semesters. If a course has been repeated, only the credits carried and points of the last grade earned are computed. Courses for which "I," "P," "S," or "N" are reported are not used in this computation.

ACADEMIC RECORD

A report of the student's grades in each course is sent to the student at the end of each semester.

A student may be warned, placed on probation, or suspended from the University if his or her work is not satisfactory.

A permanent record of all the student's courses, credits, and grades earned is kept at the Registrar's Office. Copies of the permanent record are available to the student upon request and payment of a small service charge.

ACADEMIC HONORS LIST

In recognition of academic achievement a list of outstanding undergraduate students in three categories is published each semester. These are: University Scholar, recognizing semester grade point averages of 3.9 or higher; Student of Great Distinction, recognizing semester grade point averages between 3.5 and 3.89; and Student of Distinction, recognizing semester grade point averages between 3.0 and 3.49. In order to qualify for the Honors List, a student must have received numerical grades in twelve or more credits of academic work with a grade point average of 3.0 or higher.

ACADEMIC PROBATION AND DISMISSAL POLICY

The academic probation and dismissal policy was revised in spring, 1971. A statement of the new policy is available from the Office of Student Services.

SEPARATION FROM THE UNIVERSITY

A student who is separated from the University is no longer officially enrolled and does not have the privileges of a registered student. A student who has been separated from the University may apply for readmission through the Office of Student Services unless he or she has been informed that he or she will not be considered for readmission.

WITHDRAWAL

A student withdrawing from the University must do so through the Office of Student Services. The withdrawal must be presented to the Registrar for recording and authorization of any possible refund. All students who withdraw must be readmitted in order to register for classes.

When a student withdraws from the University, a grade of "N" will be assigned in all courses.

FINANCIAL AID AND SCHOLARSHIPS

SCOPE OF THE PROGRAM

Oakland University offers aid to students who do not have sufficient funds to finance their education. This aid is offered in the form of grants in aid, Educational Opportunity Grants, National Direct Student Loans, College Work-Study Program employment, and Oakland University Student Employment. There are also some scholarship awards based on ability and achievement.

PROCEDURES FOR APPLICATION AND RENEWAL OF AID

The University, as a member of the College Scholarship Service, requires all students seeking assistance to file a confidential financial statement with that organization. Forms for this purpose may be obtained from the applicant's high school or from the University. In addition, the University requires that applicants provide the Oakland University Application for Financial Aid, and a copy of the most recently filed federal income tax forms 1040 and the corresponding W2 forms.

Stipends vary, and may range from an amount equal to full tuition, room and board, to a minimal amount, depending on the degree of financial need demonstrated in the application.

In order to renew aid each year, students must submit an application along with the financial statement and the tax forms. Oakland University Scholarship Aid is offered for a maximum of eight semesters.

SCHOLARSHIPS

Oakland University has a comprehensive scholarship program designed specifically for the student who has demonstrated outstanding academic achievement or who has contributed significantly to extra-curricular activities while in high school or college. These scholarships vary in amount, but outstanding freshmen or transfer students may be awarded up to an amount equal to full tuition, room and board. Further, Oakland University has a competitive program which is open to all high school seniors. The competitive examination is held annually during the month of November. It is not necessary for a student to have been ad-

FINANCIAL AID

mitted to Oakland to participate in the competition. Winners for these premium scholarships are selected by a scholarship committee.

FINANCIAL AID FOR TRANSFER STUDENTS

In addition to the scholarship programs described above, Oakland University also offers a full range of financial assistance programs to the transfer student. This aid is offered in the form of Oakland University Grants, Educational Opportunity Grants, National Direct Student Loans, College Work-Study employment and Oakland University student employment. The amount of the stipends depend upon the degree of demonstrated financial need.

SPECIAL AND ENDOWED SCHOLARSHIPS

Funds for the Oakland University Grant and Scholarship Programs are derived from the general budget, from the fund-raising efforts of a group of women in the greater Detroit area, and from gifts from individuals, groups and corporations.

These endowment funds for scholarship programs have been given to the University:

Mr. and Mrs. Benjamin Anibal Scholarship

Is awarded to a student in engineering.

Mary Fogarty Anibal Memorial Scholarship

Provides general scholarships and foreign study scholarships.

Alvin M. Bentley Foundation Award

Is a one-year award given for academic excellence and financial need.

Campbell-Ewald Scholarship

Supports general scholarships.

Harlow H. Curtice Memorial Scholarship

Supports general scholarships.

George H. Gardner Scholarship

Provides general scholarships.

General Motors Scholarship

Is awarded to outstanding students, with stipends ranging from \$200 to \$2,000 depending upon demonstrated need.

Lee Grekin Memorial Scholarship In Instrumental Music

Offers an award to upperclassmen.

FINANCIAL AID

Mrs. C. Allen Harlan Scholarship

Offers an annual award to an entering freshman.

Herbert M. Heidenreich Scholarship

Offers a full tuition, renewable grant annually to entering freshmen of Mexican-American or Latin-American descent.

Ormond E. Hunt Memorial Fund

Supports scholarships for students in engineering.

Isaac Jones Scholarship Fund

Provides scholarships for Black students in memory of the first Black graduate of the University.

Mr. and Mrs. Roger M. Kyes Scholarship

Is awarded annually to an upperclass student majoring in English.

John A. MacDonald Scholarship

Offers an award to a student in Government.

Mildred Byars Matthews Memorial Scholarship

Is awarded to students majoring in Art History.

Pontiac Central High School Scholarship

Is awarded to alumni of that school.

Gladys Rapoport Scholarship

Is awarded annually to a student who has offered outstanding leadership in residence hall government. This is the gift of Oakland alumni, Mr. and Mrs. Douglas Bastian.

Village Women's Club of Birmingham Scholarship

Is offered to a woman student from Oakland County.

Ruth E. Wagner Endowment Fund

Supports the general scholarship program.

A. Glen Wilson Endowment Fund

Supports the general scholarship program.

Alfred G. Wilson Memorial Honor Scholarship

Is awarded annually to an entering freshman.

Matilda R. Wilson Memorial Honor Scholarship

Is awarded annually to an entering freshman.

Thomas E. Wilson Scholarship

Supports the general scholarship program.

FINANCIAL AID

LOANS

The University participates in two government loan programs, the Federal Guaranteed Loan and the National Direct Student Loan program. Both of these offer loans at low interest rates and repayment periods.

Loans for personal and emergency needs, but not for payment of regular University fees for tuition, room and board or other fees that can be anticipated, are provided from gifts from the following individuals and groups.

Century Brick Loan Fund

David R. Robson Memorial Loan Fund

Pontiac Kiwanis Club Loan Fund

C. Allen Harlan Loan Fund

H. H. Corson Loan Fund

Joan Selby Memorial Loan Fund

Greater Pontiac Centennial Student Loan Fund

Li Russ Club Student Loan Fund

Walter K. Willman Loan Fund

W. Everett Grinnell Loan Fund

Oakland County Engineering Society Loan Fund

Student Activities Coordinating Council Loan Fund

John A. MacDonald Loan Fund

Lathrup Village Women's Club Fund

Piety Hill Chapter of the Daughters of the American Revolution of
Birmingham Loan Fund

Paul Solonika Loan Fund

William Spickler Memorial Loan Fund

George N. Higgins Loan Fund

James Mangrum Loan Fund

Pat Dandurand Memorial Loan Fund

Civitan Loan Fund

Alumni Loan Fund

Insurance Women of Detroit, Inc. Loan Fund

Michael Werenski Memorial Loan Fund

Mark Platt Memorial Loan Fund

Colony Green Garden Club Loan Fund

Women's Literary Club of Pontiac Loan Fund

PART TIME EMPLOYMENT

Although demand usually exceeds supply, on-campus jobs of varying kinds and durations are provided for students who wish to work during the school year. Students seeking employment should register for this in the Financial Aid Office. Most students who have part-time employment work between ten and twenty hours per week.

COURSE FEES AND OTHER FEES

GENERAL POLICY

The Board of Trustees of Oakland University reserves the right to change any and all rates of charge at such times as conditions or circumstances make change necessary.

All charges are assessed and payable, in U.S. dollars, at registration or as otherwise hereinafter provided. Students are urged to use checks or money orders payable to Oakland University, rather than cash, for the payment of charges. If checks or money orders are in excess of the required payments, the balance will be given to the student.

Course fees, housing fees, and special fees quoted here are for a semester and apply to undergraduates and graduates in degree programs. For charges applicable to the Spring and Summer Sessions refer to that separate bulletin.

COURSE FEES

All course fees and special fees must be paid in full at registration. No registration is considered final until all fees are paid.

Students who are residents of Michigan and register as undergraduates are assessed \$17.50 per credit hour. Those who register as graduate students are assessed \$22.50 per credit hour.

All students who are not residents of Michigan are assessed \$49 per credit hour. See p. 35 for out-of-state tuition rules.

SPECIAL FEES

Undergraduates who register for 10 or more credits are charged an additional \$16 (\$10 student center fee, \$5 activity fee, and \$1 Wilson Memorial Library fee).

Undergraduates who register for less than 10 credits will be charged an additional \$6 (\$5 student center fee and \$1 Wilson Memorial Library fee).

Graduates who register for 10 or more credits are charged an additional \$11 (\$10 student center fee and \$1 Wilson Memorial Library fee).

COURSE COMPETENCY BY EXAMINATION FEE

Students who are residents of Michigan and register as undergraduates for course competency by examination are assessed \$12 per credit. See p. 23 for course competency regulations. Those who register for course competency as graduate students are assessed \$15 per credit hour.

All students who are not residents of Michigan are assessed \$33 per credit hour for course competency registrations.

ENROLLMENT DEPOSIT

Within three weeks after notification of admission, an enrollment deposit of \$50 must be paid. This deposit will be applied directly to future course fees. For students applying for entrance to the Fall Semester one-half of the deposit is refundable if the university is notified before April 1 that the student does not intend to enroll. No refunds will be made after that date, and additional dates appropriate to other semesters will be announced.

APPLICATION FEE

A fee of \$15 must accompany all applications for admission. This is a processing fee and is not refundable.

LATE REGISTRATION FEE

Students registering or paying fees after the regular registration date are required to pay an additional, non-refundable fee of \$1 per credit hour for the first day and \$2 per credit hour on subsequent days.

ORIENTATION FEE

A fee of \$35 is charged to all freshman students to cover the cost of the two-day freshman orientation held in the summer. A fee of \$10 is charged to transfer students for a one-day pre-school orientation for transfers.

PARKING FEE

Parking automobiles on campus is regulated by the University's Department of Public Safety. The yearly parking fee is payable at the time of registration. For further information students should contact the Public Safety Office in the Gate House.

FEES

ROOM AND BOARD FEES

The Residence Halls are financially self supporting. Room and Board fees reflect the actual cost of operation and are established by the University's Board of Trustees. The 1972-73 rate is \$1,226.00 for the academic year. If the student signs a housing contract prior to or during the Fall Semester that contract is binding for both the Fall and Winter Semesters. If the contract is signed during the Winter Semester or Spring or Summer Session, it is binding for the single semester or session. The Room and Board fee is due at registration or may be paid in three installments, the first of which is due at registration. The second and third installments are due on the first day of the two months following registration. If a student withdraws from the University, the deposit is forfeited and housing fees are refunded on a prorated basis.

HOUSING DEPOSIT

Requests for housing reservations should be addressed to the Admissions Office and must be accompanied by a \$25 deposit. For the Fall Semester, this deposit is refundable if the University is notified prior to July 1 that the student does not intend to take up residence. This deposit is held on account as long as the student resides in University housing. It does not apply toward the housing fee.

REFUND OF FEES

A student who withdraws from the university or drops a course which reduces his or her total credit load will receive a refund of fees upon application to the appropriate office. Undergraduate students withdrawing from the university apply to the Office of Student Services. Graduate students withdrawing from the university apply to the Office of the Dean of Graduate Studies. Changes in enrollment are processed in the Office of the Registrar. The amount of refund will be based on the following schedule.

Date Application Is Received	Tuition Refund
Before the beginning of classes	100%
After the beginning of classes and before the beginning of the second week	80%
During the second week of classes	70%
During the third week of classes	60%
During the fourth week of classes	50%
During the fifth week of classes	40%
During the sixth week of classes	30%
During the seventh week of classes	20%
After the beginning of the eighth week of classes	0%

The date the application is received in the proper office determines the percentage of refund.

OUT-OF-STATE TUITION RULES

1. A resident of Michigan (except for aliens) is defined as a person who has resided in this State for six months immediately preceding his or her first enrollment.
2. No one may gain or lose the status of a resident while a student at the University.
3. The residence of a minor shall be the same as that of his or her legal guardian except where guardianship has been established in this State for the purpose of evading the fee.
4. Aliens who have secured their Declaration of Intent papers and have otherwise met the residence requirements shall be considered residents.
5. The resident status of any person other than a parent or legal guardian who may furnish funds for payment of University fees shall in no way affect the residence status of the student.

ESTIMATED EXPENSES

The cost of attending Oakland University is moderate. For a full-time undergraduate student, who is a Michigan resident living on campus, the total cost of course fees, special fees, books and supplies, and room and board will likely be \$979 per semester. For students who commute from a residence off campus, the direct cost will likely be \$366. Transportation and parking are extra. For students who are not residents of Michigan, the cost will likely be \$1,483.

RESIDENCE HALLS: FACILITIES AND COSTS

The University provides on-campus residence halls planned and administered to relate to and enhance the students' academic experiences. A communal living experience with one's peers has been likened to a "laboratory for living" and has inherent value in the personal growth of most students. In accordance with a belief in this principle the University provides for on-campus residence and dining accommodations. All students are encouraged to live on campus to take maximum advantage of the activities and resources of the University community.

Head Residents and Resident Assistants live in each hall and serve as advisers to individuals and student groups in their adjustment to group living and to the total University environment. Each Head Resident is responsible for the coordination of his hall's program and the work of his Resident Assistants. He is usually a member of the University faculty or a student personnel professional. Resident Assistants are student staff members of upper-class standing who have demonstrated success and leadership in University life.

RESIDENCE FACILITIES

The University maintains five residence halls which offer variety in program, accommodations, and size. The halls, all built in the last nine years, accommodate about one-third of the student population. They are attractively grouped on spacious wooded grounds overlooking a small lake and are all within convenient walking distance of classroom buildings, the Kresge Library, the Oakland Center, and the Sports and Recreation Building. Fitzgerald House, and Pryale House are L-shaped buildings with twenty-four double rooms in each wing; the wings are joined by a student lounge and an apartment for the Head Residents. Van Wagoner Hall is a six-story unit, containing 100 double rooms, a lobby, lounge, recreation room, and Head Resident's apartment. Vandenberg Hall, completed in 1966, is a seven-story twin-tower structure. It contains 285 double rooms, student lounges, multiple-use areas, study and seminar rooms, and recreation areas. Students enrolled in Charter and New College live in Vandenberg Hall, and the offices of these colleges are in the same hall. The newest facility, Hamlin Hall, completed in 1968, houses 676 students. A nine-story hall, it has a main lounge, a lounge on each floor, and several

RESIDENCE HALLS

multipurpose areas. Hamlin and Vandenberg Halls provide a variety of suite plans of accommodation.

Facilities which are provided in each hall include telephones in each room or suite, coin-operated washers and dryers, lounges with varying recreational facilities. Mail is picked up and delivered twice daily. Rooms are furnished with study desks and lamps, bookshelves, wastebaskets, bulletin boards, single beds, pillows, dressers, wardrobes, and venetian blinds. Residents provide their own blankets, bedspreads, 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. Maintenance service is provided by the University in common areas. Individual residents assume responsibility for keeping their rooms cleaned and in order.

FOOD SERVICE

Food service for resident students is managed by Szabo, Inc., a professional catering staff concerned with providing nutritionally balanced, tasteful, and attractively served meals. The dining room in Vandenberg Hall provides cafeteria-style service for resident students and their guests. Special dinners, often featuring ethnic or nationality foods, are planned at regular intervals. Arrangements are often made for food service at a variety of student functions. The Oakland Center provides dining facilities for the entire community through a public cafeteria and grill which features a rathskeller.

GENERAL POLICY

To be eligible for University housing a student must be enrolled for a minimum of eight credit hours, except with the permission of the Director of Residence Halls. The Board of Trustees of the University requires that:

- A. All full-time unmarried students who have earned less than 59 credit hours 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.
- B. Exceptions to this policy will be processed by a University administrative committee established for this purpose. Any exceptions which are granted to students under 18 must be

RESIDENCE HALLS

accompanied by a written endorsement of exception from the parent or legal guardian of the student.

Students must register the address of their actual residence with the Office of the Registrar and notify this Office of any change of residence which takes place during the school year.

ROOM AND BOARD FEES AND CONTRACTS

The residence halls are financially self-supported. Room and board fees reflect the actual cost of operation and are established by the University's Board of Trustees. The 1972-73 rate is \$1,226.00 for the academic year. If a student signs a housing contract prior to or during the Fall Semester, that contract is **binding for both the Fall and Winter Semesters**. If the contract is signed during the Winter Semester or Spring or Summer Session, it is binding for the single semester or session. The room and board fee is payable at registration each semester or in three payments, the first due at registration and the second and third due the first day of each of the next two months. If a student withdraws from the University the deposit is forfeited and housing fees are refunded on a prorated basis.

APPLICATION FOR RESIDENCE

New students should request a housing reservation through the Admissions Office. A housing deposit of \$25 must accompany this request. This deposit serves as a breakage or damage fee, and it is refunded when students properly check out of University housing, provided no deductions are necessary. Should an applicant for student housing find it impossible to honor an advance registration, the Director of Admissions should be notified of this change in plans prior to July 1 for the Fall Semester and one month prior to registration for the Winter Semester and Spring and Summer Sessions. Deposits are forfeited if notice of not attending is received after these dates. Deposits made after these deadline dates will also be forfeited if a student does not register and take up residence.

Upon a student's acceptance at Oakland, his or her reservation will be processed by the Residence Halls Assignment Office. Notification of assignment will be given approximately four weeks before the beginning of each semester. Returning students may renew housing contracts through the Residence Halls Assignment Office, 159 Vandenberg Hall.

CHECK-IN

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

STUDENT SERVICES

When a student arrives at the Oakland University campus, he or she finds that many persons are interested in helping him or her to enter effectively into college life. Some of the various student services and their operations are outlined in the sections following.

THE DIVISION OF STUDENT AFFAIRS

The primary objective of the Division of Student Affairs is to contribute to student development through a diversified program of educational services and activities. Opportunities are offered for students to receive assistance regarding personal and social problems, to experience group living, to share in student government, and to participate in cultural, intellectual, and social activities. The functions of the Division include: general counseling; academic advising and support services; administration of academic standing, withdrawal, and readmission policies; student housing; financial aid; placement; student health; physical education; public safety; student activities; operation of the University Book Center and other facilities of the Oakland Center. Students who need assistance concerning student affairs or personal matters are encouraged to consult the staff members of the various services and agencies which are a part of this Division.

Because services and agencies of the Division of Student Affairs relate to many areas and aspects of student life, reference to them is spread over many sections of this catalog. Specifically, for information on academic advising, see pp. 20-21; for information on academic standing, withdrawal, and readmission policies, see pp. 21, 25, 26; for information on student housing, see pp. 36-39; for information on financial aid, see pp. 27, 28; for information on placement, see pp. 42, 43; for information on student health, see p. 42; for information on physical education, see pp. 48-50; for information on the various facilities and activities in the Oakland Center, see p. 50.

THE OFFICE OF STUDENT PROGRAMS

The Office of Student Programs is designed to provide academic support for the student who needs particularized assistance for a successful academic experience at Oakland. This Office is staffed

STUDENT SERVICES

with tutors, professionally trained counselors, and curriculum innovators.

STUDENT SKILL DEVELOPMENT CENTER

The student Skill Development Center provides Oakland students with scheduled support seminars and tutorial assistance in an effort to maximize the students' chances for success. This particularized support is provided to complement and supplement the regular services of the University. Although the center was initially designed to meet the needs of students assigned to the Office of Special Programs at the time of admission, it is open to all students in the University. To achieve the goal of assisting students to enjoy successful academic experiences, individual and group counseling is provided. The counselors deal with personal-social problems and career-oriented advising to affect positively the attitude of students to education at Oakland University.

A new dimension of the Student Skill Development Center will be its attempt to house numerous reference material which can be checked out by students and returned for continued use with no cost to students.

READING CENTER

The University Reading Center is available for students who wish to improve their reading and study skills. While many students who have difficulties in meeting their reading and study obligations can benefit from the help offered by the Center, others whose skills are already well developed, but who wish to improve them further, can benefit at least as much. A trained staff and special facilities are available in the Reading Center. Students may arrange appointments either directly or through referral by their adviser, the Office of the Dean of Students, or the Office of Psychological Services.

WRITING CENTER

The Writing Center is designed to assist students in improving their writing competence. Members of the English faculty and a staff of graduate and undergraduate assistants accept students who enroll voluntarily in the Center and students who are referred by Freshman Exploratory instructors or academic advisers. Students in the latter category are enrolled in ENG 009, Aids to Expository

STUDENT SERVICES

Writing, in which "S" (Satisfactory) or "N" (No grade) grades are awarded.

Grades awarded in Learning Skills reflect the grades awarded in ENG 009.

HEALTH CENTER AND STUDENT INSURANCE

The Oakland University Medical Center consists of an out-patient department staffed by full-time physicians and nurses, fully equipped emergency room, physical therapy department, and laboratory. The facility offers emergency treatment, as well as diagnosis and treatment of both acute and chronic medical problems occurring within the University population. The Center is equipped to provide physical therapy, medication, and a number of laboratory analyses.

The University encourages each student to have adequate medical coverage either through a family plan or through the student insurance plan. Information concerning student insurance is mailed to all students in August. Foreign students must have proof of insurance as well as signed Authorization for Medical Treatment forms on file in the Health Center.

PSYCHOLOGICAL SERVICES

The Office of Psychological Services is staffed with clinical psychologists who provide specialized counseling, consultation, and psychotherapy to Oakland students with personal and interpersonal problems. Use of the service is voluntary and is available by appointment at no charge to the student. All personal material discussed is held **strictly** confidential and does not become part of the student's academic record.

OAKLAND UNIVERSITY CHILD CARE CENTER

While attending classes or participating in other campus activities, students who have pre-school children—two and a half through five years old—may leave them for a small fee at the Child Care Center. Complete information may be obtained from the Child Care Center or at the Student Affairs Office when the center is not open.

CAREER ADVISING AND PLACEMENT OFFICE

The Career Advising and Placement Office provides counseling services to graduating seniors interested in career-oriented em-

STUDENT SERVICES

ployment in industry, business, government service, teaching, and other professional fields. It also provides seniors with an opportunity to have interviews with representatives of many companies, government agencies, and school systems who regularly recruit on campus.

Occupational guidance and counseling is available to all students through this office as well as information on graduate and professional schools, and graduate school financial aid. A very complete library containing descriptive material on career opportunities and the requirements for specific occupations is maintained for students' use. Also available through this office are forms for the following examinations: Federal Civil Service, National Teacher Exam, Graduate Record Exam, Law School Admission Test and Graduate Study in Business.

Other services performed by this Office include alumni placement and assistance in securing part-time, off-campus, career-oriented employment.

FOREIGN STUDENT OFFICE

To date Oakland University has in attendance about fifty international students both undergraduate and graduate. The Foreign Student Office was created specifically as a service to such students and is located on the second floor of Hill House. It is a center of information for questions concerning immigration requirements; personal, academic, and financial counseling; off-campus visits; and participation in community programs.

INFORMATION ON STUDY ABROAD

In addition to information on study abroad supplied by individual departments, the Foreign Student Advising Office keeps a file on study and travel opportunities outside the United States for United States nationals. The Foreign Student Adviser has a library of information regarding travel, independent study, study programs offered by other accredited institutions, graduate and undergraduate programs, programs in English, and financial assistance for study abroad. Students considering spending time studying abroad are advised to begin gathering information as early as they can, since a great deal of correspondence is involved.

VETERANS' BENEFITS

Students eligible to attend the University under the various Public Laws providing veterans' benefits should keep in close con-

STUDENT SERVICES

tact with the Office of the Registrar. This Office provides advice and assistance to eligible veterans and is responsible for reporting to the Veterans' Administration. Counseling and other supportive services are offered by the Veteran's counselor on the second floor of Hill House.

SELECTIVE SERVICE

Questions regarding Selective Service should be directed to the Office of the Registrar.

STUDENT LIFE

Since intellectual and personal development derives from the students' cultural, social, and recreational activities as well as from their academic work, Oakland University seeks to provide the opportunities and the climate that will foster this development. Students are encouraged to participate in some phase of the University's comprehensive program of sports and recreational activities although there is no required physical education. Similarly, the pattern of available cocurricular experiences and activities in publications, discussion groups, student government, music, dramatics, and cultural offerings is intended to enhance the student's abilities to think, speak, write, organize, judge, and enjoy. Individual initiative is most important. Though help from faculty and staff is always available, students are responsibly and creatively involved in shaping and directing meaningful campus activity.

STUDENT ORGANIZATIONS

There are over eighty student organizations at the University, each serving the community in a different way by providing a myriad of opportunities to engage in activities, discuss issues, and attend performances.

Check these organizations out, because they are the real heart of extracurricular life at this University. Even if you don't find what you want among the existing organizations, there are immediate opportunities for you to establish your own!

The Office for Student Organizations, located on the lower level of the Oakland Center, assists these many groups in planning events, handling finances and cutting red tape. The office also seeks to enrich life at the University . . . among other things, by providing a free activity or event every week of the year, by providing free travel information and low-cost campus events, by providing a free selling and buying service for used items, by being open even during the lunch hour and coffee breaks, and by smiling at you even when you don't smile back. There's more, but you are beginning to get the picture . . . try us!

STUDENT BUSINESSES

A new policy around the University provides Oakland students with the opportunity to form and manage a business on campus.

STUDENT LIFE

There are some guidelines which such groups must follow and their initiation is more difficult than that of a Student Organization, but the possibilities are enormous.

At present, both student publications, Focus: Oakland, and Warp Publications, Inc. fall into this category with several student business applications pending approval.

Full information and assistance in this area is available at the Office for Student Organizations, lower level, Oakland Center.

STUDENT GOVERNMENT

The student government on campus is the University Congress. Congress provides an excellent opportunity for students to channel their wants, ideas and desires through a body which is very responsive to them.

At present, the transient status of students, the administrative hassles, and the University and state bureaucracies create quite an exciting role for the Congress. In fact, these circumstances can make things quite frustrating, but the birth of "new" ideas and ways of life for students make the frustration quite worthwhile and bearable. It's challenging, it's exciting, and it's hard — it's what you make it!

COMMUTER SERVICES

The principal objective of Commuter Services is to promote two interdependent forces — closer positive identification with the University and more meaningful student-to-student encounter. People do or do not identify with an institution in direct proportion to whether or not they have membership in **groups** associated with that institution. Commuter Services is viewing its services, programs and efforts as **means** to encourage these two forces to operate, rather than as goals in themselves. Thus, counseling, Ride Pool, legal aid, etc. exist to facilitate deeper relationships with others and the transfer of more positive attitudes and openness to other University offerings.

Some of the services and programs offered through Commuter Services are:

- **PEER ADVISING** — Student Assistants are trained as academic advisors and troubleshooters and are always present to assist other students with any concern.

STUDENT LIFE

- **RIDE POOL** — Students are assisted in matching schedules within geographic areas so they can ride together. Ride pool members have a reserved parking lot, reduced rates and less hassle in driving each day.
- **VOLUNTEER PROGRAMS** — Gives students a chance to give a bit of themselves to a needy person or a project.
- **LEGAL AID** — Provides free legal advice for students.
- **CONSUMER SERVICES** — Provides information that will help students get the most for their money in all areas of spending.
- **COMMUNICATIONS — RAP SESSIONS** — Provide vibrant give-and-take encounters and also serves as a vehicle for new ideas, programs and ways of reaching the commuter student.

DRAMA

The Student Enterprise Theatre (S.E.T.) is located at the south end of the campus in the Barn Theatre which was designed and constructed by and for the students, faculty and staff. S.E.T. produces one major show per semester and encourages student, faculty and staff participation in all aspects of production. Recent productions include Kopit's *Indians*, Peter Weiss' *Marat/Sade*, *Alice in Wonderland* with an original student score, *Stop the World — I Want to Get Off*, and *J.B.* S.E.T. enables students, faculty and staff to have experiences in acting, direction, production, set design and construction, lighting and costuming. Previous experience is not required to work with the organization. For information, please call 377-2245.

FILMS

The Student Enterprise Film Society (S.E.F.S.) had its beginning as an outgrowth of random film showings on and off the campus. The society now has a regular weekly series with showings on Tuesday, Friday, Saturday and Sunday evenings. This encompasses a wide range of films from Art/Classic to the current run popular films. The goal of the society is to provide good and diversified films to the University community for entertainment as well as academic support programs. The society also has its own equipment for the producing of new or experimental films. For information, please call 377-2247.

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LECTURES

Oakland University invites to its campus each year outstanding scholars, artists, authors, leaders in public life, and molders of national opinion, in order that members of the University community may hear, discuss, and evaluate a range of informed points of view on subjects of major significance in Lecture/Demonstration formats. Speakers on previous series have included Senator Muskie, Bill Baird, Julian Bond, Jane Fonda, John K. Galbraith, Florence Kennedy, Ralph Nader, Dick Gregory, and Arthur Koestler. For information, please call 377-2246.

MUSIC

Oakland students may participate in the following music ensembles: Collegium Musicum (specializing in performance of Renaissance and Baroque music for voices and original instruments), Oakland Singers, University Chorus, University Concert Band, and the University Orchestra.

STUDENT VOLUNTEER PROJECTS

Through Pontiac Tutorial (P.O.E.A.T.), Project Look Ahead, hospital volunteer work, and a variety of other projects under way or in the planning stages, students have meaningful opportunities to demonstrate their individual concern for their fellow man. Students have found that benefits realized from volunteer involvement more than adequately compensate for time spent.

STUDENT PUBLICATIONS

Students may gain experience in creative writing, editing, and publishing through student publications. **Focus Oakland** and **WARP** attempt to provide a vehicle for student opinion. **Oakland Undiapered** is published annually to evaluate faculty members at Oakland. **The Oakland Review** publishes analytical research and critical articles written by Oakland University undergraduates. Publications are in a period of evolutionary change at Oakland University, and the field is now open for students to develop new and innovative publications.

THE PHYSICAL EDUCATION— ATHLETIC PROGRAM

The Sports and Recreation Building provides a range of facilities for recreation; activities in eleven different sports can be carried

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on simultaneously. The building houses a collegiate-sized swimming pool with diving area; courts for tennis, handball, paddleball, badminton, squash, basketball, and volleyball; equipment for fencing, gymnastics, modern dance, weight lifting, and wrestling. There are also outdoor courts, playing fields, and a ski slope with tow.

Oakland University's physical education program at present encompasses instruction in sports; spontaneous and planned recreation; sports clubs; competitive intramural and extramural sports; and competitive intercollegiate sports. The program is designed and organized as a service program for all men and women students as well as for the faculty and staff. It is directed to the participating individual, rather than to the spectator. Men and women with mutual interest in certain sports or recreational activities are encouraged to organize and develop clubs for instruction, practice, and competition both on and off campus.

Instruction is offered by the professional staff and spot-instructors in approximately twenty different sports and recreational activities. Aquatics and dance have important places in the program.

The facilities, equipment, and supplies are available about fourteen hours a day for spontaneous and planned recreation. Individuals, couples, and coed groups have the use of a variety of sports equipment, record players, table games, and so forth in the various rooms of the Sports and Recreation Building or on the adjacent tennis courts and playfields.

The competitive intramural sports program for men and women students and for faculty and staff includes eight to eleven different individual and team sports each term. Participants in the team sports may represent dormitory wings or floors, commuter districts, recognized campus clubs and organizations, or the faculty or staff. Participants in individual sports may also represent the foregoing groups, or they may compete as individuals unattached to any group. Students who participate in the intramural sports program are given further opportunity to compete with students from other colleges and universities during each term.

Students interested in intercollegiate sports competition in individual and team sports are encouraged to train for, to practice for, and to compete in regularly scheduled intercollegiate contests in cross country, soccer and volleyball, during the Fall Semester, basketball and swimming during the Winter Semester, and baseball, golf, and tennis during the latter part of the Winter Semester and during the Spring Session.

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Oakland University is pleased to compete with MIAA colleges, Adrian, Albion, Alma, Calvin, Hope, Kalamazoo, and Olivet; Aquinas College, Grand Valley State College, Ferris State College, Hillsdale College, Spring Arbor College, Lake Superior State College, Eastern Michigan University, Central Michigan University, Northern Michigan University, Western Michigan University, the University of Detroit, and Wayne State University, in one or more sports. Contests are also scheduled with colleges or universities in states and provinces bordering on Michigan such as Bowling Green University, Ashland College, and Wooster College in Ohio; University of Western Ontario and University of Windsor in Canada; University of Wisconsin-Milwaukee; Taylor University and Notre Dame University in Indiana; North Park College, Loyola University, University of Illinois-Chicago Circle, and Illinois State University at Normal, Illinois. Oakland University is a member of the National Collegiate Athletic Association.

OAKLAND CENTER

The Oakland Center traditionally has served as the center of social, recreational, and cultural activity for members of the University community and for guests of the University. The facilities of the Oakland Center include services to student organizations, the University Book Center and Gift Shop, dining facilities for the entire community in a public cafeteria and grill complete with rathskeller, the Pickwick Games Area, several open lounges, an exhibit lounge, a barber shop, a cashier, and a laundry and dry cleaners. Miscellaneous items such as candy, magazines, newspapers, and smoking products are available at Charlie Brown's Information Desk. The recently enlarged Book Center is the campus source for books and general supplies, and specialty items are available at the Gift Shop. Full meals at lunch are available at the public cafeteria, and the grill is a popular spot for short orders and snacks.

A program office located on the lower level assists student organizations in the planning and implementing of programs. Space for student groups is available in the vicinity of this office. The staff is available also to help with the financing and publicizing of student programs.

MEADOW BROOK MUSIC FESTIVAL

The Meadow Brook Music Festival, held each summer in the Howard C. Baldwin Pavilion of Oakland University, is now inter-

STUDENT LIFE

nationally recognized. The Detroit Symphony Orchestra is in residence on campus for eight weeks of concerts. Last year, the Orchestra, conducted by Sixten Ehrling was joined by soloists Alfred Brendel, Jerome Hines, Eugene Istomin, William Justus, Itzhak Perlman, Whittmore and Lowe, Earl Wild, and guest conductors Aaron Copland and Bruno Maderna. During the last season, the Detroit Symphony also played a series of seven pops concerts with such well-known guest conductors as Paul Freeman, Arthur Fiedler, Skitch Henderson, Mitch Miller, Michael Moores, and Meredith Willson and with soloists Phyllis Diller, Joann Freeman, Rita Reichman, and The D'Oyly Carte Opera Company. Additionally, the New York Philharmonic, conducted by Erich Leinsdorf and Andre Kostelanetz, joined by soloists Jorge Bolet, Kyung Wha Chung, and Christopher Parkening, presented three concerts on the Music Festival.

The Music Festival included The Pennsylvania Ballet Company in residence for four performances of classical and contemporary ballets, and The Erick Hawkins Dance Company was in residence for three performances on the Festival and a two-week modern dance workshop in the Oakland University Summer School.

Last summer's jazz and folk concerts included such solo artists as Count Basie, Ray Charles, John Denver, Ferrante and Teicher, Ella Fitzgerald, Pete Fountain, Arlo Guthrie, Peter Nero, Buffy Sainte-Marie, and Mary Travers, and groups included Woody Herman, Preservation Hall Jazz Band, and Doc Severinson.

MEADOW BROOK THEATRE

The Meadow Brook Theatre has a resident repertory company of distinguished British, Canadian, and American actors under the artistic direction of Terence Kilburn. Mr. Kilburn has long been internationally known as an actor in motion pictures and on the stage in Los Angeles, on Broadway, and in London. He has also been a successful director of stage plays in Los Angeles and London.

During its highly successful past seasons, the Meadow Brook Theatre staged classics of British and American drama, a range of plays by European dramatists, and premieres of some contemporary plays. During the 1971-72 season Meadow Brook's productions included works by Shaw, Miller, Ibsen and Saul Levitt. The 1972-73 season features the plays of Moliere, Sean O'Casey, Clifford Odets, Luigi Pirandello and George Kelly. The seasons are always highlights in entertainment at Oakland University and the Rochester community.

STUDENT LIFE

ART EXHIBITIONS; THE UNIVERSITY ART GALLERY

The University Art Gallery, located in the north wing of Matilda Wilson Hall across from the Meadow Brook Theatre, presents art exhibitions in various fields of visual art as an important component of Cultural Affairs programming at Oakland. Both the changing exhibitions and the permanent collection of the Gallery stress recent twentieth-century art, Oriental art, and sculptures of primitive peoples, especially those of Africa, Oceania, and the Pre-Columbian Americas. Presented as well are exhibitions of works by faculty members and by students of the Department of Art.

Major showings presented in the past by the Gallery included contemporary art from the collections of Richard Brown Baker and of Mr. and Mrs. S. Brooks Barron, and of the "Art of the Decade: 1960-70, paintings from collections of Greater Detroit." Additionally, previous exhibitions have included African art drawn principally from gifts given to Oakland University by former Gov. G. Mennen Williams, Mr. and Mrs. Ernst Anspach, and Dr. and Mrs. Hilbert DeLawter; Melanesian art, a loan from the University Museum of Philadelphia; and Chinese Fan Paintings from the collection of Chan Yee-pong.

Gallery activities are supported by participation of the Department of Art and the Area Studies program at Oakland, private and public grants, and the Oakland University Gallery Associates.

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OFFICES OF THE UNIVERSITY

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Ph.D., University of California (Los Angeles)

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(Faculty of Economics-Management)
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A.B., Marietta College

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B.A., Yale University; (Faculty of Economics-Management)
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WILLIAM D. ICE Instructor in Political Science
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PETER JAMMERS-MURDOCH Associate Professor of Psychology
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G. PHILIP JOHNSON Professor of Mathematics
B.S., University of Minnesota; Dean, Graduate Study
M.A., University of Minnesota; Ph.D., University of Minnesota

BEVERLY F. JONES Assistant Professor of English
B.A., University of Michigan; M.A., University of Michigan;
Ph.D., University of Michigan

ARTS AND SCIENCES

- BOAZ KAHANA Associate Professor of Psychology
B.A., Yeshiva University; Chairman, Department of Psychology
M.S., Yeshiva University; Ph.D., University of Chicago
- MARY C. KARASCH Assistant Professor of History
B.A., Rosary College; M.A., University of Wisconsin;
Ph.D., University of Wisconsin
- PAUL A. KETCHUM Assistant Professor of Biological Sciences
B.S., Bates College; Ph.D., University of Massachusetts
- SARA ANN KETCHUM Visiting Lecturer in Philosophy
A.B., Vassar College (Winter Semester)
- V. EVERETT KINSEY Professor of Biological Sciences
Director, Institute of Biological Sciences
B.S., University of Pittsburgh; Ph.D., University of Pittsburgh
- JOSEPH A. KLAITS Assistant Professor of History
A.B., Columbia University; A.M., University of Minnesota;
Ph.D., University of Minnesota
- CECELIA F. KLEIN Assistant Professor of Art History
A.B., Oberlin College; M.A., Oberlin College;
Ph.D., Columbia University
- GARY A. KLEIN Assistant Professor of Psychology
B.A., City College of New York; M.S., University of Pittsburgh;
Ph.D., University of Pittsburgh
- ROY A. KOTYNEK Assistant Professor of History
B.A., University of Illinois; M.A., Northwestern University;
Ph.D., Northwestern University
- HELEN KOVACH Professor of Russian
Law Diploma, University of Belgrade;
Teaching Certificate in Russian, Karlov University, Prague;
Ph.D., Elizabeth University, Pecs, Hungary
- ROBERT J. KROMPART Assistant Professor of History
B.A., Hamilton College; M.A., University of California (Berkeley)
- GRANVIL C. KYKER, JR. Assistant Professor of Physics
Sc.B., Brown University; Ph.D., Duke University
- HAROLD G. LAWRENCE Associate Professor of History
B.A., Wayne State University; M.Ed., Wayne State University
- ALFRED LESSING Associate Professor of Philosophy
B.A., Carleton College; M.A., Yale University;
Ph.D., Yale University

ARTS AND SCIENCES

YOSEF LEVANON Visiting Lecturer in History (Fall Term)
B.A., Hebrew University of Jerusalem;
M.A., Hebrew University of Jerusalem

ABRAHAM R. LIBOFF Professor of Physics
B.S., Brooklyn College; Chairman, Department of Physics
M.S., New York University; Ph.D., New York University

CARMINE R. LINSALATA Professor of Spanish
B.A., Ohio State University; M.A., Ohio State University;
Ph.D., University of Texas

ALVERN A. LOSTETTER, JR. Assistant Professor of Art
B.F.A., Yale University; M.F.A., Yale University

DAVID G. LOWY Associate Professor of Psychology
B.A., Drake University; Clinical Psychologist,
Office of Psychological Services
M.A., City College of New York; Ph.D., University of Tennessee

LESTER M. MACK Visiting Lecturer in Chemistry
B.S., Wayne State University; M.Ed., Wayne State University

ROY I. MADSEN, JR. Instructor in French
B.A., University of Redlands;
M.A., Middlebury Graduate School, University of Paris

DONALD G. MALM Associate Professor of Mathematics
B.S., Northwestern University; A.M., Brown University;
Ph.D., Brown University

JOHN S. MARKS Instructor in Political Science
B.A., University of Massachusetts

JOHN MARNEY Assistant Professor of Chinese
B.A., University of London; Diploma of Education, Oxford University;
Ph.D., University of Wisconsin

ROGER H. MARZ Professor of Political Science
B.S., Illinois Institute of Technology; M.A., Michigan State University;
Ph.D., Michigan State University

DAVID W. MASCITELLI Associate Professor of English
B.A., Middlebury College; M.A., Duke University;
Ph.D., Duke University

ANNA R. MASSACESI Special Instructor in Spanish
B.A., Oakland University; M.A., University of Michigan

GEORGE T. MATTHEWS Professor of History
A.B., Columbia University; Vice Provost
M.A., Columbia University; Ph.D., Columbia University

ARTS AND SCIENCES

RICHARD A. MAZZARA Professor of French
B.A., Queens College; M.A., The Johns Hopkins University;
Ph.D., University of Kansas

KATHRYN M. McARDLE Associate Professor of Spanish
B.A., Marygrove College; M.A., University of Puerto Rico;
Ph.D., Universidad Central de Madrid

JAMES H. McKAY Professor of Mathematics
B.S., Seattle University; M.S., University of Washington;
Ph.D., University of Washington

JOHN M. McKINLEY Professor of Physics
B.S., University of Kansas; Ph.D., University of Illinois

NAHUM Z. MEDALIA Professor of Sociology
Chairman, Department of Sociology and Anthropology
A.B., Harvard College; M.A., University of Missouri;
Ph.D., Harvard University

PAUL M. MICHAUD Associate Professor of History
B.A., College of Rimouski; M.A., University of Chicago;
Ph.D., University of Chicago

LORNA A. MIDDENDORF Assistant Professor of Psychology
B.S., Bowling Green State University; M.A., University of Chicago;
Ph.D., Rutgers University

STEVEN R. MILLER Associate Professor of Chemistry
B.S., Case Institute of Technology;
Ph.D., Massachusetts Institute of Technology

SIDDHESHWAR MITTRA Professor of Economics
(Faculty of Economics-Management)
B.Com., Agra University (India); M.Com., Agra University (India);
Ph.D., University of Florida

RALPH C. MOBLEY Professor of Physics
B.S.E.E., Lawrence Institute of Technology;
M.S., University of Wisconsin; Ph.D., University of Wisconsin

JACK R. MOELLER Professor of German
B.A., Oberlin College; M.A., Princeton University;
Ph.D., Princeton University

DONALD E. MORSE Associate Professor of English
A.B., Williams College; M.A., University of Connecticut;
Ph.D., University of Connecticut

ARTS AND SCIENCES

- COLIN A. PALMER** Assistant Professor of History
B.A., University of the West Indies; M.A., University of Wisconsin;
Ph.D., University of Wisconsin
- MYRTLE J. PALMER** Visiting Assistant Professor of Chemistry
B.S., University of Southwestern Louisiana;
Ph.D., University of Wisconsin
- SHIH-CHEN PENG** Special Instructor in Chinese
B.A., Taiwan Normal University; M.A., Seton Hall
- RAQUEL LUCÍA PÉREZ** Assistant Professor of Psychology
Profesora en Filosofía, National University of Tucumán;
Psicólogo Clínico y Laboral, National University of Tucumán
- CLIFFORD I. PFEIL** Assistant Professor of Music
B.M., American Conservatory of Music; B.A., Roosevelt University;
M.M., University of Arizona; Ph.D., Michigan State University
- LEWIS N. PINO** Professor of Chemistry
Director, Research and Instructional Services
A.B., University of Buffalo; Ph.D., University of Buffalo
- JESSE R. PITTS** Professor of Sociology
B.A., Harvard University; M.A., Harvard University;
Ph.D., Harvard University
- LON POLK** Assistant Professor of Economics
B.A., San Jose State College; (Faculty of Economics-Management)
Ph.D., University of Michigan
- MUNIBUR RAHMAN** Associate Professor of Hindi-Urdu
B.A., Aligarh Muslim University; M.A., Aligarh Muslim University;
Ph.D., University of London
- JOHN R. REDDAN** Associate Professor of Biological Sciences
A.B., St. Michael's College; Acting Chairman, Department of
Ph.D., University of Vermont Biological Sciences
- V. N. REDDY** Professor of Biological Sciences
Assistant Director, Institute of Biological Sciences
B.S., University of Madras (India);
M.S., Fordham University; Ph.D., Fordham University
- F. EDWARD RICE** Assistant Professor of Psychology
Associate Director, Office of Psychological Services
B.A., Denison University; M.A., Ohio University;
Ph.D., Michigan State University

ARTS AND SCIENCES

MICHAEL V. RILEY Associate Professor of Biological Sciences
B.A., Cambridge University; M.A., Cambridge University;
Ph.D., Liverpool University

LAWRENCE S. RITTENBERG Assistant Professor of Art
B.F.A., University of Rhode Island; M.F.A., Yale University

FRANK RODRIGUEZ Visiting Lecturer in Arts and Sciences
B.A., University of Detroit; M.Ed., Wayne State University

JOAN G. ROSEN Associate Professor of English
B.A., Vassar College; M.A., Wayne State University

ARUN K. ROY Assistant Professor of Biological Sciences
B.Sc., University of Calcutta; M.Sc., University of Calcutta;
Ph.D., Wayne State University

JOHN E. RUE Professor of Political Science
B.A., University of Minnesota; M.A., University of Minnesota;
Ph.D., University of Minnesota

JOEL W. RUSSELL Associate Professor of Chemistry
B.A., Northwestern University;
Ph.D., University of California (Berkeley)

DAVID SAINT-AMOUR Instructor in French
B.A., University of Wisconsin; M.A., University of Michigan

KAREN SACKS Assistant Professor of Anthropology
B.A., Brandeis University; M.A., Harvard University;
Ph.D., University of Michigan

LIESELOTTE T. SCHACHNER Special Instructor in German
B.A., Oakland University

JACQUELINE R. SCHERER Assistant Professor of Sociology
B.A., Barnard College; M.A., Wayne State University;
Ph.D., Syracuse University

RALPH J. SCHILLACE Associate Professor of Psychology
B.A., Fenn College; M.A., University of Cincinnati;
Ph.D., University of Cincinnati

PARBURY P. SCHMIDT Assistant Professor of Chemistry
B.A., Kalamazoo College; M.A., Wake Forest College;
Ph.D., University of Michigan

IRWIN SCHOCHETMAN Assistant Professor of Mathematics
B.S., City College of New York; M.A., Columbia University;
Ph.D., University of Maryland

ARTS AND SCIENCES

WILLIAM SCHWAB Professor of Linguistics and English
B.A., Bethany College; Chairman, Department of Linguistics
M.A., University of Wisconsin; Ph.D., University of Wisconsin

HELEN J. SCHWARTZ Assistant Professor of English
B.A., Cornell University; M.A., University of Washington;
Ph.D., University of Washington

NORTON C. SEEBER Professor of Economics and Management
Dean, School of Economics and Management
B.S., University of Colorado; M.A., University of Colorado;
Ph.D., University of California (Berkeley)

MICHAEL D. SEVILLA Assistant Professor of Chemistry
B.S., San Jose State College; Ph.D., University of Washington

DAVID W. SHANTZ Assistant Professor of Psychology
B.A., Bethel College; M.S., Purdue University;
Ph.D., Purdue University

ROBERT C. SHARPLEY III Assistant Professor of Mathematics
B.A., University of Texas; M.A., University of Texas

MARSHALL J. SHEINBLATT Assistant Professor of Physics
A.B., Harvard University; M.S., Northeastern University;
Ph.D., Northeastern University

ROSALYN S. SHERMAN-LESSING Assistant Professor of Philosophy
A.B., Boston University; M.A., Boston University;
Ph.D., Boston University

STEPHEN C. SHUCARD Associate Professor of Classics
Chairman, Department of Classics
B.A., Brooklyn College; Ph.D., University of Illinois

ROBERT E. SIMMONS Professor of German
Associate Dean for Instruction,
B.A., Stanford University; College of Arts and Sciences
M.A., Stanford University; Ph.D., Stanford University

PHILIP SINGER Professor of Behavioral Sciences
(Allport College) and Anthropology
Acting Chairman, Allport College
B.A., Syracuse University; Ph.D., Syracuse University

EDWARD J. SLAWSKI, JR. Instructor in Sociology
B.A., Loyola College, Baltimore; M.A., University of Chicago

ARTS AND SCIENCES

- AUDREY SMEDLEY Associate Professor of Anthropology
B.A., University of Michigan; M.A., University of Michigan;
Ph.D., University of Manchester (England)
- HARVEY A. SMITH Professor of Mathematics
B.S., Lehigh University; M.S., University of Pennsylvania;
A.M., University of Pennsylvania; Ph.D., University of Pennsylvania
- I. MICHAEL SOLOMON Assistant Professor of History
B.A., Brandeis University; M.A., Columbia University;
Ph.D., Columbia University
- SUSAN A. STEPHENS Assistant Professor of Classics
B.A., Stanford University; M.A., Columbia University;
Ph.D., Stanford University
- ROBERT L. STERN Associate Professor of Chemistry
A.B., Oberlin College; Acting Chairman, Charter College
M.A., Johns Hopkins University; Ph.D., Johns Hopkins University
- W. PATRICK STRAUSS Professor of History
A.B., Occidental College (Los Angeles); M.A., Stanford University;
Faculté des Lettres, University of Paris; Ph.D., Columbia University
- WILLIAM F. STURNER Associate Professor of Political Science
B.S., Fordham University; Assistant President for Planning
M.S., University of Wisconsin; Ph.D., Fordham University
- NORMAN SUSSKIND Professor of French
Chairman, Department of Modern Languages and Literatures
A.B., Adelphi College; Ph.D., Yale University
- AMITENDRANATH TAGORE Professor of Chinese
B.Com., Calcutta University (India);
M.A., National Peking University (China);
Ph.D., Visva Bharati University (India)
- ROBERT C. TAYLOR Associate Professor of Chemistry
B.A., College of Wooster; M.A., Princeton University;
Ph.D., Princeton University
- NORMAN TEPLY Associate Professor of Physics
S.B., Massachusetts Institute of Technology;
Ph.D., Massachusetts Institute of Technology
- S. BERNARD THOMAS Professor of History
B.S., City College of New York; M.A., Columbia University;
Ph.D., Columbia University

ARTS AND SCIENCES

- PAUL A. TIPLER Associate Professor of Physics
B.S., Purdue University; M.S., University of Illinois;
Ph.D., University of Illinois
- PAUL TOMBOULIAN Professor of Chemistry
A.B., Cornell University; Chairman, Department of Chemistry
Ph.D., University of Illinois
- REUBEN TORCH Professor of Biological Sciences
Acting Dean, College of Arts and Sciences
B.S., University of Illinois; M.S., University of Illinois;
Ph.D., University of Illinois
- IRVING TORGOFF Associate Professor of Psychology
B.S., City College of New York; Ph.D., University of Rochester
- JOHN E. TOWER Assistant Professor of Economics and Management
(Faculty of Economics-Management)
B.S.E., University of Michigan; M.B.A., University of Michigan;
Ph.D., State University of New York at Buffalo
- ANNE H. TRIPP Associate Professor of History
A.B., Wheaton College; M.A., University of Michigan;
Ph.D., University of Michigan
- RICHARD P. TUCKER Associate Professor of History
A.B., Oberlin College; A.M., Harvard University;
Ph.D., Harvard University
- NALIN J. UNAKAR Associate Professor of Biological Sciences
B.Sc., Samaldas College (India); M.Sc., University of Bombay;
Ph.D., Brown University
- CARMEN M. URLA Associate Professor of Spanish
Bachillerato, Institute Lope de Vega, Madrid;
M.A., University of Illinois
- CARL R. VANN Professor of Behavioral Sciences (Allport College)
A.B., Syracuse University; and Political Science
M.A., Syracuse University; Ph.D., Syracuse University
- FLAVIO VARANI Lecturer in Music
B.M., Manhattan School of Music; M.M., Manhattan School of Music
- CHERRYL A. WAGNER Assistant Professor of Classics
B.A., University of Montana; M.A., University of Washington;
Ph.D., University of Illinois
- W. DONALD WALLACE Assistant Professor of Physics
A.B., Eastern Michigan University; M.S., University of Maryland;
Ph.D., Wayne State University

ARTS AND SCIENCES

UNDERGRADUATE CURRICULUM IN ARTS AND SCIENCES

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

There are four sets of requirements which a student must fulfill in order to graduate with the degree of Bachelor of Arts or Bachelor of Science. These are:

I. The Residence Requirement

In order to graduate with the degree of Bachelor of Arts or Bachelor of Science, the student must:

- A. Have completed 124 credits.
- B. Have completed at least 32 of these credits at Oakland University, of which at least 16 credits must be in his or her elected major.
- C. Be registered at Oakland University for at least 8 credits during the semester in which the degree is conferred.
- D. Have a cumulative grade-point-average of at least 2.0. (Exceptions to the residence requirement may be obtained only by successful petition to the Dean of the College of Arts and Sciences.)
- E. Be in substantial compliance with all legal curricular requirements.

II. Requirement of Proficiency Certificate in English Composition

A certificate of proficiency may be awarded by the Department of Learning Skills upon satisfactory achievement in an examination at the time of entrance into the University. Any student unable to meet the required proficiency level may enroll in one of several Learning Skills courses to develop the writing skill necessary for certification. (For further details on Learning Skills courses, see p. 364.)

III. The General Education Requirement

In order to graduate with the degree of Bachelor of Arts or Bachelor of Science, the student must:

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- A. Satisfy the distribution requirement by completing 32 credits or more (as specified by his or her chosen major) in appropriate departmental courses or in University courses or in equivalent programs in Allport College, Charter College, or New College.
- B. Have completed at least 8 elective credits.

IV. Requirement of an Independent Concentration or an Elected Major

In order to graduate, the student must have fulfilled all requirements for an independent concentration or an elected major. (For details concerning the independent concentration see pp. 107-109.) The student electing a major must have at least a 2.0 average in the courses required for the major. (For further details concerning the major, see pp. 109-111 and entries under particular departments.)

THE INSTRUCTIONAL PROGRAM

The instructional program of each student seeking to fulfill the general requirements for the degree of Bachelor of Arts or Bachelor of Science has two components; either general education distribution requirement and an independent concentration or general education distribution requirement and a major.

- I. General Education Distribution Requirement
- II. Independent Concentration
- III. The Major

1. General Education Distribution Requirement

The distribution requirement for the baccalaureate in the College of Arts and Sciences is designed to provide all undergraduates with minimal experience of the fields of letters, of the fine arts, of the social sciences, of the natural sciences, of symbolic systems, and of area studies.

The distribution requirement consists of 8 courses (32 credits). The academic departments and programs are arranged into 6 field groups, and students are expected to offer course work in at least 4 out of the 5 field groups outside their major field. The six field groups are:

- | | |
|---------------------|--------------------|
| A. Symbolic Systems | D. Social Science |
| B. Letters | E. Area Studies |
| C. Arts | F. Natural Science |

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Each student must take at least one course in 4 of the 5 field groups outside the major field, but there is no prohibition against the student sampling all 5. (It is within the authority of the major department to require courses from all fields as corequisites to major work.) In no case, however, may a student offer more than 3 courses (12 credits) in any one field group toward fulfilling the general education requirement. Any departmental or program course or courses may be used to satisfy the distribution requirement in the appropriate field group. Courses bearing the UC designation may be used to satisfy the distribution requirement in any appropriate field group. (See descriptions of University Courses, Exploratories, and Colloquia, p. 93.) The distribution requirement for the baccalaureate in the College of Arts and Sciences may also be satisfied by enrollment in, and completion of, the programs offered by Allport College, Charter College or New College. (For information on these programs, see p. 98.)

A. The field groups and the departments and programs offering courses within the groups are as follows:

1. Field Group A. Symbolic Systems

*Classics (courses marked GRK or LTN 114-115, 214-215)

Computer and Information Science (courses marked CIS)

Linguistics (courses marked LIN)

Mathematics (courses marked MTH)

Modern Languages and Literatures (courses marked ML, CHE, FRH, GRM, HBR, HIUR, IT, POR, RUS, SPN, SWA emphasizing grammar, composition and conversation)

SCN 207 Semantics (crosslisted with LIN 207)

2. Field Group B. Letters

Classics (courses marked CLS; all literature courses marked LTN or GRK, excluding 114-115, 214-215. See Symbolic Systems.)

English (courses marked ENG)

History (courses marked HST)

Philosophy and Religion (courses marked PHL or REL)

Modern Languages and Literatures (CHE, FRH, GRM, RUS, SPN, TCL)
(Only courses in literature either in translation or in the foreign language. Courses in literature offered by the Modern Language Department numbered 285, 286, 287 or having the letters MLT are in English. The readings are translations. The courses satisfy

*Special Note: The Classics Department will not permit students to use only the first semester of an introductory language course (GRK or LTN 114) to satisfy the symbolic systems requirement. Students must either complete GRK or LTN 115 or show equivalent competence by means of a proficiency test.

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the distribution requirement in Letters. Other language courses count in the Symbolic Systems group.)

SCN 310 Philosophy of Rhetoric (cross-listed with PHL 365)

3. Field Group C. Arts

Art (courses marked AH—Art History; SA—Studio Art)

Music (courses marked MUS)

Theatre (UC 045 Introduction to Theatre)

4. Field Group D. Social Science

Economics (courses marked ECN)

Political Science (courses marked PS)

Psychology (courses marked PSY)

Sociology/Anthropology (courses marked SOC or AN)

ED 244, 245

ENV 151

Speech Communication (courses marked SCN except SCN 207, see Symbolic Systems; and SCN 310, see Letters.)

Social Studies 100 Introduction to Social Science

5. Field Group E. Area Studies

The Committee on Area Studies sponsors:

UC 062 Introduction to China

UC 063 Introduction to Japan

UC 064 Introduction to Africa

UC 066 Introduction to India

UC 068 Introduction to Latin America

UC 070 Introduction to the Slavic World

(The Committee will also designate other courses that may count in this group.)

6. Field Group F. Natural Science

Biology (courses marked BIO)

Chemistry (courses marked CHM)

Physics (courses marked PHY)

Environmental Studies (courses marked ENV, except ENV 151. See Social Sciences.)

Science (courses marked SCI)

EGR 101

B. THE UNIVERSITY COURSES

The University courses are designed to provide an extensive experience of the principal intellectual elements of a liberal and unspecialized education in arts, in letters, in the social sciences, and in the natural sciences, and mathematics. The courses, all of

ARTS AND SCIENCES

which carry four credits, fall into three divisions: (1) courses which fulfill distribution requirements, (2) exploratories, (3) colloquia. Brief explanations of these divisions follow:

1. University courses which fulfill the distribution requirement for specific field groups are:

A. Symbolic Systems

UC 085 Mathematics

A course for non-science majors which emphasized the creative and deductive nature of mathematics. Material is selected from set theory, logic, number systems, algebra, geometry, topology, and axiomatics. Not open to those with previous credit in mathematics except with permission of the Department of Mathematics.

B. Letters

UC 018 Western Literature

Lectures on the literary traditions, forms, and conventions of the West, enabling the student to acquire a sound foundation for the understanding and judgment of literature.

UC 036 Western Institutions

Lectures on exploration of the development of characteristic political, social, and economic institutions of Western society in the context of those ideas which have been advanced to explain, understand, or justify them. Beyond providing a sense of fact, the course develops the skills of critical inquiry into complex historical situations.

UC 037 Western Philosophy

Lectures on some of the great attempts of Western man to give meaning and significance to his life, to justify his activities, and to discover the foundations of his beliefs.

C. FINE ARTS

UC 045 Introduction to Theatre

An introduction to all aspects of the theatre, including: the place and function of the theatre in both society and world art, history of the theatre, production, dramatic literature and criticism.

UC 047 Introduction to Art

A survey of architecture, painting, and sculpture from prehistory to the present. The dualistic nature of the work of art is emphasized as the visual expression of artistic choice, individual and unique, yet part of a historical sequence of related forms. Major styles and periods and the fundamentals of visual analysis are stressed. Studio practice is not required.

UC 049 Introduction to Music

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. Note: Prospective music majors should consult with the Department of Music before registering for this course.

D. SOCIAL SCIENCES

UC 052 Introduction to American Politics

A study of the process of decision-making in the American national government and of the ways in which parties, groups, and individuals work to produce public policy in the Congress, the Presidency, and the courts.

UC 054 Introduction to Social Psychology

Observational, experimental, and analytical techniques for the objective study of relationships among men and the effects of these relationships upon the participants in them. The analysis of social functions and roles; the study of the development and change of attitudes, beliefs, and values; the influence of social groups on the individual; and the development of personality in relation to the social milieu are considered. Required of all teaching candidates, who should take this course in one of the first two semesters.

UC 056 Introduction to Economics

Topics include national income and employment, money and banking, government expenditures and taxes, inflation and deflation, economic growth, prices in competitive and monopolistic markets, labor problems, and international trade. Note: Prospective economics or management majors should take this course in the first or second semester.

UC 058 Introduction to Sociology

An 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, social stratification, collective behavior, population, and the major institutional areas.

E. AREA STUDIES

UC 062 Introduction to China

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.

UC 063 Introduction to Japan

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.

UC 064 Introduction to Africa

An introduction to the geography and ecology of Africa and the history and cultures of African peoples. Attention will be directed also to social organization; economic, political, and religious systems; and problems of social change.

UC 066 Introduction to India

A study of the traditional civilization and modern development of the Indian sub-continent. Topics include philosophy and religion, literature and the arts, history, political structure, and social organization.

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UC 068 Introduction to Latin America

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.

UC 070 Introduction to the Slavic World

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.

F. NATURAL SCIENCE

UC 086, UC 087, UC 088, UC 089 Science

Courses for non-science majors which provide knowledge and appreciation of science through readings, discussions, demonstrations, and laboratory work.

UC 086

Selected topics in modern biology. The course will involve a discussion of the nature of living things at various levels of biological organization from molecules to man. Examples will be drawn from the following topics—molecular biology, reproduction, inheritance, embryonic development, structure and function of the adult organism, evolution, the relationship of the organism to the environment, and the potential danger of man's influence on the environment.

UC 087 and UC 088

These courses will deal with selected topics which emphasize the ramifications of the effects of science and technology on man and his environment.

UC 089

Selected topics in physics and/or astronomy chosen to illustrate the aims, development, and limitations of science. This course is especially designed for, and open only to, non-science majors. High school algebra is a prerequisite.

2. Exploratories

Exploratories may be taught by faculty representing all academic units in the University. Classes are designed to permit an orderly but autonomous examination of a subject, a topic, or an area of intellectual concern chosen by the instructor. Further, exploratories are limited in size to enable meaningful discussion of ideas and to encourage a close relationship between students and instructors. These classes may be elected by freshmen and sophomores and may be used to meet the general education distribution requirement if the course number carries the specific field group letter designation (e.g., an exploratory designated UC 01E would be counted toward fulfilling the distribution requirement in Area Studies).

Exploratories carry four credits each and are offered in the following groups:

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UC 01A Symbolic Systems

Study of materials from the fields of foreign languages, linguistics, computer science, and mathematics to gain some familiarity with the structure and use of a system of symbols other than the English language.

UC 01B Letters

Studies from a variety of viewpoints of the unique interpretation of human experience which literature represents; of the nature and development of significant social institutions and ideas of the ancient and modern world; and of attempts to organize knowledge and explain phenomena according to diverse philosophic or religious convictions.

UC 01C Fine Arts

Studies in art, music, or theatre designed to enhance the student's disciplined understanding of and engagement in the experience of visual and auditory modes of art.

UC 01D Social Science

An exploration of selected problems, ideas, issues, or topics under the direction of faculty drawn primarily from the social science fields of anthropology, economics, political science, psychology, and sociology.

UC 01E Area Studies

An exploration of selected problems, ideas, issues, or topics in African, Chinese, Indian, Latin American or Slavic studies under the direction of faculty drawn from the area studies program.

UC 01F Natural Science

Studies in selected areas of the natural sciences. These exploratories, taught by faculty drawn primarily from the fields of biology, chemistry, engineering, and physics, are designed for students with no necessary previous preparation in mathematics or the natural sciences.

3. Colloquia

The colloquia are limited in enrollment and deal with significant cross-disciplinary issues of broad import. They are designed to provide an opportunity for junior and senior students to study outside their major fields in any one of the last four semesters of their residence. The colloquia (UC 09A-F) are offered by faculty drawn from all disciplines and emphasize discussion, reading, research, and writing. Colloquia may be used to meet the distribution requirement if the course number carries the specific field group letter designation (e.g. a colloquium designated UC 09B would be counted toward fulfilling the distribution requirement in Letters). Each colloquium will study intensively a broad problem of perennial or contemporary concern; students will be expected to contribute to the discussion the insights of whatever disciplines they have studied and thus will gain an idea of their broader relevance.

Colloquia carry four credits each and are offered in the following groups:

UC 09A Symbolic Systems

Studies of broad topics in linguistics, computer science, and mathematics and of the relations between these areas and other human activities.

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UC 09B Letters

Studies in literature, history, philosophy or religion as they relate to a variety of issues in human experience.

UC 09C Fine Arts

Studies in the arts and their relation to broad human and social problems.

UC 09D Social Science

Studies of contemporary social problems, conducted by faculty drawn primarily from the social and behavioral sciences: anthropology, economics, psychology, sociology, and political science.

UC 09E Area Studies

Studies of current problems in Africa, India, China, Latin America, or the Slavic world and of the relations between these areas and North America and Europe in the present and future.

UC 09F Natural Science

Studies of scientific issues of broad significance and of the role of science and technology in the modern world.

4. University Forum

Students may take one or two 2-credit courses designated University Forum as elective credits. Each time the University Forum is offered it will be devoted to the study of a new subject. The course may be repeated for credit only once for a total of 4 credits.

UC 04 University Forum

Each University Forum will explore in lecture format current views on a subject of topical importance and interest. Each course will be presented by faculty drawn from multiple disciplines. Visiting experts will address the classes, and films will be used as resource material. Open to all students who have completed 28 or more credits.

ALLPORT COLLEGE PROGRAM

Faculty:

Chairman: Carl R. Vann, Ph.D., Professor of Behavioral Sciences and Political Science (on leave 1972-73)

Acting Chairman: Philip Singer, Ph.D., Professor of Behavioral Sciences and Anthropology

Adjunct Faculty:

Enrique Araneta, M.D., Adjunct Professor of Behavioral Sciences (Psychiatry)

Daniel E. DeSole, M.D., Adjunct Professor of Behavioral Sciences (Psychiatry)

John Scotti, M.D., Adjunct Professor of Behavioral Sciences (Medicine—Surgery)

Ralph Cash, M.D., Adjunct Associate Professor of Behavioral Sciences (Pediatrics)

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George Gerber, M.D., Adjunct Associate Professor of Behavioral Sciences (Medicine—Obstetrics—Gynecology)

Melvyn Reubenfire, M.D., Adjunct Associate Professor of Behavioral Sciences (Cardiology)

Michael Glanz, B.S., Adjunct Assistant Professor of Behavioral Sciences (Medical Care Organization)

Allport College is an inner college program founded in 1969 with the goal to provide throughout the undergraduate years, both student-faculty contact and collateral program affiliations, courses, and activities.

Behavioral Sciences and their interrelationships with the health sciences and humanities are central to the program of Allport College. The Allport curriculum will focus on the study of two major aspects of the Behavioral Sciences: analysis of the basic facts of human behavior, individual and social, and the application of these facts in areas such as education, health administration, communications, and the problems of emerging countries.

Allport College does not offer a major in behavioral sciences; its program may be pursued in conjunction with a major in Arts and Sciences departments. However, Allport College is prepared to sponsor a student in an independent concentration with a behavioral science emphasis.

This option should be of particular appeal to pre-professional students in medicine, law and the health-related professions. For further information concerning independent concentrations see pp. 274-280 and consult Prof. Singer.

The College uses various disciplines to relate: culture and personality; language, culture, and behavior; various modes of institutional behavior (e.g., political, bureaucratic, family, community, national, and international); science and technology and their impact on the human organism and organization; and their interconnections with institutional and scientific enterprises. Optional off-campus research and internships are available in the United States and overseas as applied aspects of the educational objectives.

Students enrolled in the Allport College program will be expected to meet all the regular academic requirements of the College of Arts and Sciences (see pp. 90-91) but they will be able to fulfill many of these requirements by taking courses especially planned and taught by the Allport College faculty. In the fresh-

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man year each student will be required to enroll in a two-semester Introduction to Behavioral Sciences course (AC 101-102). This sequence satisfies the university distribution requirement in the social sciences. It also meets introductory course requirements in some social science departments.

Sophomore students may take University courses meeting other distribution requirements under the direction of Allport College and with the cooperation of the departments. These courses are developed in close relationship to a program of guest scholars. These adjunct scholars will visit the campus for periods of several days during which they will have extensive contacts with students and faculty.

The Allport College experience also offers throughout the four years an opportunity for off-campus study. These programs may be initiated by individual students. Allport also has developed a number of on-going off-campus programs in which students work on-the-job and under the supervision of professionals.

Distinctive Features of the Allport College Program

- This academic program is especially designed to provide the students with an experience relevant to the contemporary world.
- The use of small classes and tutorial experiences is coupled with large-group activities. Among the group events are traditional activities such as lectures and debates, as well as somewhat unusual cultural demonstrations and participatory activities.
- Students in Allport College are afforded opportunities for off-campus applied research.
- Upon completion of the Introduction to Behavioral Sciences (AC 101-102), students of the College may, with the cooperation of the academic departments involved, proceed directly to advanced course work.
- All incoming first year students may apply for admission to Allport College. The program of Allport College is also available to transfer and upper-division students. Students planning on majors with specially detailed requirements should consult with their advisers; the College is willing to discuss adjustments. Decisions on admission will be made prior to the Fall Semester. Enrollment is limited.
- Allport offers a unique faculty which blends the health professions with the social-behavioral sciences.

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COURSE OFFERINGS

AC 101-102 Introduction to Behavioral Sciences (4 credits each)

An introduction to the methods, data, and insights of the behavioral sciences with emphasis on anthropological, sociological, psychological, ethological, and political research. The implications and relevance of these basic and applied studies for the behavior of individuals, groups, and nations are examined. (This is a two-semester course. It is required of all students in Allport College and meets the social sciences distribution requirement. AC 101-102 is also open to any student at Oakland University on an elective basis.)

AC 103, 104 Preceptorial (4 credits each)

An exploration in depth of a significant issue in the behavioral sciences emphasizing group discussion and individual contributions.

AC 202 Research Techniques and the Behavioral Sciences (4 credits)

This course is designed to teach in depth the reference materials and research methods for the various disciplines in the behavioral sciences.

AC 205 Evaluation of Music (4 credits)

A course designed to encourage active, discriminating listening and based on the premise that verbalization about one's auditory experiences can lead to enhanced enjoyment and understanding.

Prerequisite: MUS 100.

AC 300 Applied Research in the Behavioral Sciences (4, 8, 12, or 16 credits)

A semester of independent study and applied research undertaken away from the University. Projects will be developed in cooperation with and supervised by Allport faculty within the framework of methodology and explanation in the behavioral sciences.

Prerequisites: AC 101-102, or permission of Instructor.

AC 499 Senior Seminar in Behavioral Sciences (4 credits)

D. CHARTER COLLEGE PROGRAM

Faculty:

Chairman: Robert L. Stern, Professor of Chemistry

Vice Chairman: William C. Fish, Assistant Professor of Education

Sheldon L. Appleton, Professor of Political Science

Edward A. Bantel, Professor of Education and Psychology

Alfred Lessing, Professor of Philosophy

Dolores Burdick, Associate Professor of French

Julien Gendell, Associate Professor of Chemistry

Norman M. Brown, Assistant Professor of German

James D. Graham, Assistant Professor of History

Rosalyn Sherman-Lessing, Assistant Professor of Philosophy

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Charter College was formed in 1965 in an effort to retain some of the advantages of the small college within the structure of a larger, growing university. We the members of the Charter College community believe that in a smaller, more intimate social-academic context students and faculty can work together to produce a program which allows a self-selected, but representative, group of university students to integrate the various aspects of their college life—academic, personal, residential, extracurricular—while allowing individuals the freedom to develop their own unique personalities and to grow in areas of **personal interest**. The College welcomes innovative teaching methods and student participation in the making and implementing of College policies. Charter College courses, which grow out of faculty and student interest, are general education courses which often aim to be interdisciplinary, dealing with topics of academic, societal and personal concern. We try to offer courses which students want to take and which particular faculty members are enthusiastic about teaching. The main focus of Charter College courses is not a particular area or subject matter, but rather the development of individual inquiry and judgement in dealing with concerns which may span or extend beyond traditional academic boundaries.

Charter students satisfy the College of Arts and Sciences' general education requirements by taking 32 credits of Charter College courses, usually distributed over six to eight semesters. They choose a major or an independent concentration from the baccalaureate programs offered by Oakland University and meet the requirements of their elected major or independent concentration in accordance with the University regulations. Charter students are exempt from the University General Education course requirements. All Charter courses are currently graded S (satisfactory) or N (no grade). Grading and competition for grades are deemphasized.

Less than fifty freshmen are accepted into Charter College each year. The College is **not** in any sense an honors college. We welcome applications from University students from any background, with any high school grades, regardless of their intended majors or whether they are commuters or residents. Admission to the college is decided by a panel of faculty and students. Other than a reasonable balance between men and women we aim simply at achieving a cross section of Oakland University students with a wide range of interests and personalities who are interested in the educational aims and processes of Charter College. Classes are kept as small as basic university economics will allow, usually ranging from 10 to 30 students per course.

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The College believes that students should be as responsible as possible for their own educations. One of the strong features of Charter is the opportunity to do a large amount of work in **independent study** classes. These are courses designed by you as students which you carry out on your own or in groups with the guidance of a faculty member. Independent study may be taken for credit (from 1-16 hours per semester is allowed) and any topic is legitimate, provided there is educational merit to the course you have designed.

To help integrate the personal and academic programs, the Charter offices, classrooms and lounge are all together on the first floor of Vandenberg Hall. Any Charter students who are residents may live together if they so desire. The college is now looking into the possibility of having a dormitory of its own, which the students in the college will plan.

Charter College believes in flexibility, experimentation, and responsiveness to the needs and suggestions of its students and faculty. Hence its organization and curriculum have in the past undergone almost constant revision. We are trying to become a more cohesive, more effective academic community in which individuals can profitably inquire into and deal with some of the problems of higher education and of our society. At present, too, the College is changing. The Forums and Town Meetings of the whole Charter community provide a structure and incentive for facilitating such change and revision. Because change and flexibility are in this way built into the structure and aim of the College it is difficult to provide an accurate catalog description of its program that will be informative and yet not outdated. Therefore the College will from time to time issue more detailed and up-to-date statements describing its structure, curriculum, and current areas of concern. The most recent such statement will be available from the Charter College office to all incoming freshmen and to anyone else who desires more specific and current information about the College. Application forms are available during freshman orientation or on request from the Charter College office. The College will consider new applications for admission at any time.

COURSE OFFERINGS

Course offerings in Charter College vary from semester to semester according to the interests of its students and faculty. The particular courses to be offered during any semester are announced about a month before the end of the preceding semester. Detailed descriptions of each course to be offered are also made available

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at this time in the Charter College office so that Charter students may have adequate information on which to base their decisions.

E. NEW COLLEGE PROGRAM

Faculty:

Chairman: F. James Clatworthy, Assistant Professor of Education

Richard J. Burke, Professor of Philosophy

Norman Susskind, Professor of French

Marc E. Briod, Associate Professor of Education

Peter J. Bertocci, Assistant Professor of Anthropology

Edward M. Liddle, Assistant Professor of Education

Clifford I. Pfeil, Assistant Professor of Music

Mary Ann Vosgerchian, Instructor in Learning Skills

Thomas Aston, Visiting Lecturer (on leave 1972-73)

William Brewster, Jr., Visiting Lecturer in New College

Bertha M. Malm, Visiting Lecturer in New College

New College provides an alternative to the College of Arts and Sciences' general distribution requirement of 32 credits and an opportunity for upperclassmen to pursue an independent concentration in lieu of a departmental major.

In the lower division New College provides a program for entering Freshmen or Freshmen transfers that satisfies the General Distribution requirement of 32 credits. In four semesters, students will be able to participate in experiential and academic courses that will assist them in becoming more creative, knowledgeable and autonomous.

In the upper division New College provides an opportunity to work out an Independent Concentration with an emphasis in **Creative Arts** or **Community Studies**, or to select seminar or Field Study courses to supplement a Departmental major. For further information concerning independent concentrations, see pp. 274-280 and consult Prof. Clatworthy.

Participation in the affairs of the College is strongly encouraged so that students and faculty have a sense of responsibility for their own community. The faculty attempts to provide an environment that stimulates the individual to learn, and to know herself/himself better through a wide variety of academic, artistic, experiential and social experiences. Small classes with a high degree of interaction between students and faculty are an important part of the College.

New College is not isolated from the University but rather seeks to provide a unique learning environment within the University.

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Faculty who teach in New College also teach in academic departments and represent a distinguished cross-section of academic disciplines.

When students join New College only a part of their total course work is taken through New College classes. This gives students an opportunity to take introductory courses in their major field or to sample various academic or pre-professional courses to make that often difficult decision that will determine their undergraduate major. New College classes and the faculty/staff are often of great advantage to the student who is undecided about the major or post college career.

The core program for the lower division consists of the following courses:

Freshman Year:

NC 105 (Fall), NC 106 (Winter) Images of Man (4 credits each)

This course is unique at Oakland University in combining in a two semester course the study of both Eastern and Western cultures. The course tries to expand your mind by emerging you in a series of cultures other than your own. The instructors for this course represent a variety of disciplines—philosophy, literature, history—which can shed light on human nature and culture. Their role will not be that of authorities on the cultures studied, but rather guides and models in the exercise of intelligence and imagination. They may know only a little more than you about African culture, for example, but they know how to find out about it. What you can learn from them is not facts (books are better for that), but skills and attitudes that have many uses, and a sense of the joy of learning. Above all, however, this course is designed to help students learn from each other through pooling information and comparing attitudes in class, reading and reacting to each other's ideas, and participation in group activities. For when the subject is man, we are all students, and we all have something to teach.

NC 111 (Fall), NC 112 (Winter) Creative Arts (4 credits each) Workshop

This course explores the various dimensions of creativity and literacy in music, theatre, dance and art, and is designed to allow you to test and explore your creativity, to loosen your inhibitions, but not to train you to be a professional. The emphasis will be on the experiential dimensions of learning with a second semester goal of improvisation that will work toward a culminating New College Arts Festival.

Sophomore Year:

NC 200 (Fall or Winter) Natural Science Workshop (4 credits)

This course will involve the student in explorations of various science laboratories on campus and introduce the students to the value of science in dealing with contemporary problems in community development. The course will be of practical value for the non-science major and will offer the science major an opportunity to further his own research interests.

NC 202 (Winter, Spring-Summer, Fall) Field Term (12 credits)

New College Field Term pioneered a full semester off-campus study at Oakland University and offers a student an opportunity to gain valuable academic and

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experiential knowledge in a learning environment chosen by and beneficial to the student. Field Terms have been done with well known free schools on the East or West coast; an alternative newspaper in Atlanta, Georgia. (*The Great Speckled Bird*) or the *New York Times*; a civil rights and community support group for blacks in Kenbridge, Virginia; residential treatment centers for emotionally disturbed children (Browndale); a prison support group in Chicago; and overseas Field Terms in Israel, Belize (British Honduras), Italy and Great Britain. The possibilities are only limited by your imagination, energy, and enthusiasm. Prior to enrollment a student must file a plan approved by the Director of Field Term.

NC 211 Mime (2 credits)

An active examination of the techniques and styles of classical mime, dealing specifically with the spiritual preparation for mime and the practice of mask-making. Offered occasionally.

NC 212 Contemporary Dance (2 credits)

The emphasis in this course will be on learning modern dance and ballet techniques and developing these techniques into dance studies utilizing rhythm, space, and energy. Offered occasionally.

UPPER DIVISION (Junior-Senior year)

Independent Concentrations in Creative Arts or Community Studies

New College will accept a limited number of students who have either completed their general education requirements or who transfer to Oakland University and wish to work toward an independent concentration (in lieu of a departmental major) in either Creative Arts or Community Studies.

Creative Arts

Opportunities for experimental programs in Dance, Music, and Theatre (Acting or Theatre Productions), Commercial Art, Studio Art, Experimental Architecture (Domes and Inflatables), and synergistic programs in Art, Music, Dance and Theatre. Individual or Group Learning Contracts through New College and a wide variety of courses available through various academic departments on campus.

Community Studies

Opportunities for experimental programs in the social sciences including, but not limited to, Public Interest Research, Community Organization work, Urban Organic Gardening, adaptations of world game to local communities, and synergistic applications of the social sciences to community development. A Seminar in Community Studies through New College during the Junior year and a wide variety of academic courses available through various academic departments. Individual or Group research projects during the Senior year to provide for up to a full semester off-campus study/research opportunity.

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New College does not offer a series of required courses, but an opportunity, unique at Oakland University, to take academic courses that seem relevant to your study and work interests from various departments and supplement them with first hand experience through Independent Learning Contracts and off-campus study-research or service opportunities in the S.E. Michigan area, out-of-state, or abroad.

Why have a concentration that only gives you theory and isolated classroom experiences? Why not an independent concentration that allows you to take all the necessary courses in theory, but supplements that theoretical knowledge with realistic learning experiences out in the communities, agencies, or organizations that represent the growing edge for the arts and social sciences?

Courses offered:

NC 305 (Fall)

NC 306 (Winter) Seminar in Community Studies (4 credits each)

This course will involve the student in preparing a research-project proposal which will be developed out of theoretical and practical data.

NC 311 (Fall)

NC 312 (Winter) Independent Learning In Creative Arts (4 credits each)

To enroll in this course a student will have to submit a learning contract signed by supervising faculty or qualified teacher prior to registration.

NC 401 (Fall, Winter) Independent Study (4, 8, 12 credits) [Individual or Group]

A research or creative arts project on a topic of specific interest to the student's major or to the Independent concentration in Creative Arts or Community Studies.

NC 403 (Fall, Winter) Apprentice Teaching (4 credits)

Apprentice teaching in the College. Approval is required at least a semester in advance.

II. Independent Concentration.

(See also paragraph IV of the General Degree Requirements.) An independent concentration of courses may be offered in lieu of a customary major in partial fulfillment of the requirements for the Bachelor of Arts degree. The regulations governing such an independent concentration in the College of Arts and Sciences are as follows:

A. That the credits in an independent concentration be not less than 40 nor more than 60, such credits to be in courses above the introductory level.

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B. That these 40 to 60 credits must be in an organized program of study exhibiting sufficient coherence and depth to warrant being offered in lieu of a standard concentration or major in partial fulfillment of the requirements for the Bachelor of Arts degree.

C. That this program shall be developed in consultation with an adviser who has authority to recommend its approval by the Committee on Instruction and to attest to its satisfactory completion for graduation purposes.

D. That the Committee on Instruction (or a duly constituted committee established for the purpose) approve all such programs (and subsequent modifications) and sponsor students in independent concentrations for the degree.

E. That the Committee on Instruction be charged to develop procedures concerning independent concentrations.

F. That students electing to offer an independent concentration in partial fulfillment of the requirements for the Bachelor of Arts degree must fulfill all requirements for the degree other than the requirement of an elected major.

It should be noted further (a) that students entering as freshmen will be admitted to the independent concentration program only after completion of 32 credits, and (b) that transfer students with 32 or more credits may elect the independent concentration with the provision that their first term in this program is to be regarded as probationary. Any students wishing to combine an independent concentration with a teaching credential should consult the School of Education and a major department in the College of Arts and Sciences to be sure that all pertinent requirements are met.

Advisers for the academic year, 1972-1973 are:

Professor Max Brill (Psychology)

Professor Charles Broh (English)

Professor Steven Miller (Chemistry)

Professor James Ozinga (Political Science)

Professor Philip Singer (Behavioral Science and Anthropology, see Allport College)

Each student is expected to present to his or her adviser a reasoned statement of motives for electing an independent concentration and to propose a course program that he or she feels will help him or her achieve his or her educational objectives. The adviser will exercise his judgment concerning the educational objectives and academic soundness of the proposed course of studies. He will help

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the student refine his or her proposal and guarantee its worth as a substitute for a major. This program is to be submitted to the Committee on Instruction, which may approve, disapprove, or modify the proposal.

Students are encouraged to use the Fall Semester of 1972 to plan their programs in consultation with authorized advisers, and to present their programs to the Committee on Instruction by November 15 for action by the Committee prior to the beginning of the Winter Semester of 1973.

Only in exceptional cases will programs be acted upon at the beginning of the Fall Semester of 1972.

III. The Major

(See also paragraph III of the General Degree Requirements.) Each student seeking candidacy for the degree of Bachelor of Arts or Bachelor of Science who does not offer an independent concentration must choose a major and fulfill the specified requirements as prescribed by the relevant department or, in certain cases, the relevant interdepartmental committee.

A. The College of Arts and Sciences offers the following liberal arts majors. (For more detailed information, see material under each department.)

- | | |
|---------------------------------------|---|
| 1. Art History | 16. Russian Language and Civilization |
| 2. Studio Art | 17. Spanish |
| 3. Biology | 18. Latin American Languages and Civilization |
| 4. Chemistry | 19. Music Theory and Composition |
| 5. Classical Languages | 20. Music History and Literature |
| 6. Latin | 21. Philosophy |
| 7. Economics | 22. Physics |
| 8. English | 23. Political Science |
| 9. History | 24. Psychology |
| 10. Linguistics | 25. Sociology |
| 11. Mathematics | 26. Anthropology |
| 12. Chinese Language and Civilization | 27. Sociology and Anthropology |
| 13. French | |
| 14. German | |
| 15. Russian | |

B. The College of Arts and Sciences offers secondary teaching majors under the auspices of the following departments. (For

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detailed information see material under each departmental entry and p. 315 of the section of this catalog devoted to the School of Education.)

- | | |
|---|---|
| 1. Biological Sciences | 6. Mathematics |
| 2. Chemistry | 7. Modern Languages
and Literatures |
| 3. Classical Languages
and Literatures
Secondary teaching major
in Latin only. | Secondary teaching majors
in French, German, Russian,
and Spanish only. |
| 4. English | 8. Music |
| 5. History | 9. Physics |

C. Minors are not required by the General Degree Requirements for the degree of Bachelor of Arts. However, they are required of prospective secondary school teachers seeking certification by the Department of Education of the State of Michigan. Consequently, the following departments and interdepartmental groups make available minor programs for such students. (For more detailed information see material under each departmental entry and p. 315 of the section of this catalog devoted to the School of Education.)

- | | |
|------------------------|--|
| 1. Art | 7. Modern Languages
and Literatures |
| 2. Biological Sciences | 8. Physics |
| 3. Chemistry | 9. Social Sciences |
| 4. English | 10. Science |
| 5. History | 11. Speech Communication |
| 6. Mathematics | |

D. The College of Arts and Sciences offers an interdepartmental secondary teaching major under the auspices of the Committee on the Social Studies Program. This Committee also makes available a secondary teaching minor in social studies. (See pp. 278-279.)

E. The College offers an interdisciplinary major in elementary education under the Committee on Elementary Education. (For further information, see pp. 315-318 of the section of this catalog devoted to the School of Education.)

F. The College offers several standard concentrations in special programs which are pursued in conjunction with a departmental major. These concentrations are:

1. East Asia Studies (See pp. 267-268.)
2. Environmental Studies (See pp. 275-276.)
3. Linguistics (See pp. 178-180.)
4. Premedical Studies (See p. 276.)

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5. Religious Studies (See pp. 277-279.)
6. Slavic Studies (See pp. 270-271.)
7. South Asian Studies (See pp. 269-270.)
8. Speech Communication (See pp. 261-262.)

G. The College of Arts and Sciences through several departments, through Allport College and New College, and through community service courses offers various programs for off-campus study. (See pp. 104-107 and pp. 279-282.)

H. The College offers limited work in geography (see p. 283).

I. The College offers work in science for elementary education majors. (See p. 283.)

MAJOR STANDING AND GENERAL REQUIREMENTS FOR MAJORS

There are no College regulations governing admission to major standing or retention in major standing. Each department establishes its own procedures in these areas. At the earliest possible moment students should consult the chief advisor of the department in which they wish to major to be sure they are eligible for departmental programs, are fulfilling the proper prerequisites and corequisites, and can meet all requirements for departmental sponsorship for the baccalaureate. Failure to consult the advisor and follow the appropriate sequence of courses may delay graduation.

MAJOR DEPARTMENTS OF INSTRUCTION AND COURSES

Detailed requirements for majors, the departmental courses of instruction, and other pertinent information regarding departmental programs may be found under each department's entry.

REGULATIONS GOVERNING COURSES

1. All courses are assigned four credits unless otherwise specified.
2. A course sequence joined by a hyphen (e.g., GRK 114-115) must be taken in the order indicated. The first course in such a sequence is regarded as a prerequisite to that following. A department has, however, the right to waive these and any other prerequisite course requirements.

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3. 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 govern the order in certain cases, however.
4. With the exception of University courses, a special series of course numbers such as 000 to 099 are reserved for courses specially designed to enrich academic skills. (Not more than 16 credit hours in such courses and in tutorial work may be presented toward graduation requirements.) University Courses and courses numbered 100 to 299 are introductory or intermediate undergraduate courses. Courses numbered 300 to 499 are advanced courses primarily for undergraduates. Courses numbered 500 and above are primarily for graduate students.
5. The Registrar reserves the right to cancel any course in which there is insufficient registration.

DEPARTMENT OF ART & ART HISTORY

Professors:	Carl F. Barnes, Jr., Chairman (Art History) John B. Cameron (Art History)
Associate Professor:	John L. Beardman (Art)
Assistant Professor:	P. Michael Brakke (Art) Charles E. Brownell, Jr. (Art History) Ralph F. Glenn (Art History) Cecelia F. Klein (Art History) Alvern A. Lostetter, Jr. (Art) Lawrence S. Rittenberg (Art)

The Department of Art & Art History offers programs of study leading to the degree of Bachelor of Arts with majors in art history and in studio art. The department also offers a secondary teaching minor in art.

The artists and historians who direct this program are dedicated to creative, disciplined training of both majors and non-majors. While the undergraduate major in art is not professionally career-oriented as such, the major receives preparation for graduate study in art history or studio art which may lead to a professional career in college teaching, museum curatorship, editorial work with art publishing firms, or independent practice of film-making, multimedia, painting, printmaking, and sculpture.

The non-major discovers that undergraduate study of art history or studio art reinforces his grasp of the historical or analytical aspects of other specializations within the liberal arts curriculum. Knowledge of art helps to prepare all students for discerning cultural citizenship and enriched perception of creative values. Majors in disciplines other than art are encouraged to take, with the approval of their departmental advisers, period or subject courses in the history of art and studio art electives as corollaries to upper-division offerings in their own fields of specialization.

The department strengthens its program of instruction through group visits to the Detroit Institute of Arts and other public and private collections in the area, by the visits of artists who offer criticism of student work, and by guest lecturers. It also presents exhibitions in the University Art Gallery in Wilson Hall, including an annual faculty exhibition and two student exhibitions each year which present the best works by studio art majors and non-majors.

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In 1971 an Archives of Michigan Architecture was established in the department. This research facility, at present limited in scope and in materials, will expand to make available to students original documentation concerning the architectural heritage of Michigan and especially of the southeastern area of the state. Students enrolled in Art History 350 and 450 are assigned projects related to these archives.

Each year several majors and minors in art are selected to work as student assistants in the department. Appointed on the basis of responsibility and academic achievement, these students receive training, for which they are remunerated, and experience useful for future graduate specialization and career work.

Requirements for the Liberal Arts Major in Art History

Art History 100 or Art History 101, 262, 350, 480, and seven additional departmental courses in art history (one of which must be at the 400-level), a total of 44 credits, are required. One course must be taken from each of the following sequences:

- Art History 300 through Art History 302
- Art History 310 through Art History 314
- Art History 320 through Art History 326
- Art History 330 through Art History 334
- Art History 340 through Art History 342

Required corequisites for the art history major are (a) Studio Art 100 and Studio Art 101 and (b) four semesters of German and two semesters of French.

Majors who intend to apply for admission to graduate school in art history should consult with the departmental advisor (Professor Brownell) or chairman (Professor Barnes) in the sophomore year.

Art History Courses

Art History 100-level and 200-level courses have no prerequisites; Art History 300-level courses have Art History 100 or Art History 101 as a prerequisite; Art History 400-level courses are seminars and have Art History 100 or Art History 101 and 12 additional credits in art history as prerequisites.

All art history courses are for one semester and carry four credits.

Art History 100 Introduction to Art History

An introduction to the history and analysis of the visual arts. Studio work is not required. (May not be taken for credit by students who have passed UC 047.)

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Art History 101 Introduction to Art

Art History 100 with studio laboratory for education majors. (May not be taken for credit by students who have passed UC 047 or Art 147; not offered 1972-1973.)

Art History 200 African Art

The arts of the tribal peoples of West, Central, and East Africa. (May not be taken for credit by students who have passed Art 451.)

Art History 202 Oceanic Art

The arts of the tribal peoples of the Pacific. (May not be taken for credit by students who have passed Art 351.)

Art History 204 Pre-Columbian and American Indian Art

The arts of the Indians of South, Central, and North America. (May not be taken for credit by students who have passed Art 457.)

Art History 262 20th-Century Painting and Sculpture

Art in Europe and America from A.D. 1905 to the present. (May not be taken for credit by students who have passed Art 381.)

Art History 300 Oriental Art

The stylistic development of the arts of India, China, and Japan, and their correspondence to the visual art forms of other Asiatic countries. (May not be taken for credit by students who have passed Art 400.)

Art History 301 Japanese Art

The major aspects of Japanese architecture, sculpture, painting, and the decorative arts from the 5th to the 19th century A.D. (May not be taken for credit by students who have passed Art 425.)

Art History 302 Buddhist Art

Buddhist visual imagery and iconography from Ashokan India, 3rd century B.C., through Kamakura Japan, early 14th century A.D.

Art History 310 Art of the Ancient Near East

The architecture, sculpture, and painting of Egypt, Mesopotamia, Iran, Asia Minor, and Syria from the Neolithic to the Roman Period. (May not be taken for credit by students who have passed Art 445.)

Art History 312 Greek Art

The architecture, sculpture, and painting of the pre-Hellenic Aegean civilizations and Classical Greece from 1500 B.C. to 100 B.C. (May not be taken for credit by students who have passed Art 455.)

ARTS AND SCIENCES

Art History 314 Roman Art

The architecture, sculpture, and painting of Etruria and Rome from 600 B.C. to A.D. 330. (May not be taken for credit by students who have passed Art 455.)

Art History 320 Byzantine Art

Byzantine architecture, sculpture, and painting from the time of Justinian in Byzantium and Italy to A.D. 1500 in Russia and the Balkans. (May not be taken for credit by students who have passed Art 465.)

Art History 322 Early Medieval Art in the West

The architecture, sculpture, and painting of medieval Europe from A.D. 300 to A.D. 1000. (May not be taken for credit by students who have passed Art 361 or 461.)

Art History 324 Romanesque Art

The architecture, sculpture, and painting of western Europe from A.D. 1000 to A.D. 1200. (May not be taken for credit by students who have passed Art 361 or 461.)

Art History 326 High Gothic Art

The architecture, sculpture, and painting of western Europe from A.D. 1150 to A.D. 1300. (May not be taken for credit by students who have passed Art 361 or 461.)

Art History 326 International Gothic Art

The architecture, sculpture, and painting of the late Gothic style from A.D. 1300 to A.D. 1450. (May not be taken for credit by students who have passed Art 361 or 461.)

Art History 330 Renaissance Art in Italy

Architecture, sculpture, and painting of Italy from A.D. 1400 to A.D. 1525. (May not be taken for credit by students who have passed Art 369.)

Art History 332 16th-Century Renaissance Art

The art of the later Renaissance and Mannerism, especially in Italy, from A.D. 1525 to A.D. 1600.

Art History 334 Renaissance Art in Northern Europe

The style and iconography of Flemish, Dutch, French, and German painting and related arts from A.D. 1400 until A.D. 1500. (May not be taken for credit by students who have passed Art 370.)

Art History 340 17th-Century Art

The rise of the Baroque style of architecture, sculpture and painting in Italy and

ARTS AND SCIENCES

its development in France, Spain, and the Low Countries. (May not be taken for credit by students who have passed Art 373.)

Art History 341 18th-Century Art

The evolution and spread of the Baroque style throughout the western world and the emergence and diffusion of the Rococo. (May not be taken for credit by students who have passed Art 473.)

Art History 350 American Art

The European tradition in the architecture, sculpture, and painting of the United States from A.D. 1630 to A.D. 1890. (May not be taken for credit by students who have passed Art 333.)

Art History 352 English Art

The Renaissance tradition in the architecture, sculpture, and painting of England from A.D. 1530 to A.D. 1830. (May not be taken for credit by students who have passed Art 371.)

Art History 354 German Art

Architecture, sculpture, and painting in Central Europe from Roman times to the present. (May not be taken for credit by students who have passed Art 341.)

Art 360 19th-Century Art

Architecture, sculpture, and painting in Europe from A.D. 1789 to A.D. 1914. (May not be taken for credit by students who have passed Art 380.)

Art History 362 Modern Architecture

Architecture in Europe and America from A.D. 1850 to the present. (May not be taken for credit by students who have passed Art 383.)

Art History 364 Urban Design

A study of the attempts to organize and control the urban environment in the past, present, and future.

Art History 400 Chinese Art

The history of Chinese artistic expression in painting, sculpture, ceramics, jade, and bronze from the Shang Dynasty, ca. 1550 B.C., until the advent of the Chinese Republic in A.D. 1912. (May not be taken for credit by students who have passed Art 435.)

Art History 401 Japanese Painting

The major Japanese ink painters from the Zen Buddhist artists of the Kamakura period, A.D. 1185-1334, through the Kano school and Nanga painters of the Edo period, A.D. 1615-1868.

Art History 403 Asian Ceramics

An intensive study of the ceramics of Persia, China, Japan and South East Asia. Research includes visits to museums and to local private collections.

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Art History 420 Iconography in Christian Art

The literary and artistic origins and developments of the major themes in western Christian art, with emphasis on the medieval transformations of classical sources.

Art History 421 Stained Glass

The techniques and styles of stained glass from antiquity through A.D. 1500, with concentration on medieval glass in France.

Art History 450 The Architecture of Michigan

The domestic, public, and religious architecture of Michigan and the former Northwest Territories from A.D. 1701 to the present. Special prerequisite: Art History 350. (May not be taken for credit by students who have passed Art 431.)

Art History 462 Architecture Now

The architecture of the last five years with emphasis on the problems of dealing with architectural history as it is being made. Special prerequisite: Art History 362.

Art History 480 Seminar in Art History

The history and criticism of art as disciplines from classical antiquity to the present, with emphasis on the main approaches to the study of art since A.D. 1500. Students will read selections from the major contributors to these disciplines. (May not be taken for credit by students who have passed Art 480.)

Art 490 Special Problems in Art History

Specific assignments and research problems in various art historical problems. With permission of the Chairman of the Department of Art & Art History, may be taken under different instructors in two different semesters for a total of 8 credits. Special prerequisite: Permission of Instructor. (May not be taken for credit by students who have passed Art 490.)

Requirements for the Liberal Arts Major in Studio Art

Studio Art 100, 101, 200, 201, 300, 301, 400, and 401, a total of 32 credits, are required. In addition, a portfolio approved by faculty jury in the senior year is required for graduation.

Studio Art 305, 306, 405, and 406 are elective, interdisciplinary courses without specific prerequisites, save permission of the instructor, open to non-majors.

Required corequisites for the studio art major are Art History 100, Art History 262, and two 300-level art history courses, a total of 16 credits in art history.

ARTS AND SCIENCES

Majors who intend to apply to graduate school in studio art should consult with a member of the studio art faculty in the sophomore year.

Studio Art Courses

Note: Course equivalents in this curriculum are based on credits rather than courses completed in the old curriculum except for Studio Art 100. These equivalents are as follows:

- Art 226 equals Studio Art 100
- 4 credits equal prerequisite to Studio Art 101
- 8 credits equal prerequisite to Studio Art 200
- 12 credits equal prerequisite to Studio Art 201
- 16 credits equal prerequisite to Studio Art 300
- 20 credits equal prerequisite to Studio Art 301
- 24 credits equal prerequisite to Studio Art 400
- 28 credits equal prerequisite to Studio Art 401

All studio art courses are for one semester and carry four credits, and require six hours of student participation per week, 4.5 hours of instruction and 1.5 hours of criticism/laboratory. The following courses may, with permission of the instructor, be taken for eight credits in a given semester or, if taken for four credits, may be repeated in a later semester for four additional credits: Studio Art 200, 201, 300, 301, and 400.

Studio Art 100 Introduction to Studio Art, I

Introduction to visual concepts and their relationships to various media and expressive considerations. Prerequisite or corequisite: Art History 262. (May not be taken for credit by students who have completed Art 226.)

Studio Art 101 Introduction to Studio Art, II

Continuation of Studio Art 100. Prerequisite: Studio Art 100. (May be taken for credit in 1972-1973 by students who have passed 4 credits of studio art.)

Studio Art 200 General Compositional Elements, I

Exploration of various elements of composition including line, color, field, and scale. Emphasis will vary depending on the instructor. Prerequisites: Studio Art 100, Studio Art 101, Art History 262, and approved portfolio. (May be taken for credit in 1972-1973 by students who have passed 8 credits of studio art.)

ARTS AND SCIENCES

Studio Art 201 General Compositional Elements, II

Continuation of Studio Art 200. Prerequisite: Studio Art 200. (May be taken for credit in 1972-1973 by students who have passed 12 credits in studio art.)

Studio Art 300 Specific Compositional Elements, I

Detailed exploration of specific elements of composition such as horizontals, modules, and environmental art. Emphasis and title listing will vary depending on the instructor. Prerequisite: Studio Art 201. (May be taken for credit in 1972-1973 by students who have passed 16 credits in studio art.)

Studio Art 301 Specific Composition Elements, II

Continuation of Studio Art 300. Prerequisite: Studio Art 300. (May be taken for credit in 1972-1973 by students who have passed 20 credits in studio art.)

Studio Art 305 Non-Traditional Media, I

Investigation of the use of specific contemporary media such as audio and video tape, computers, and other electronic devices. Open to non-majors. Prerequisite: Permission of Instructor.

Studio Art 306 Non-Traditional Media, II

Continuation of Studio Art 305. Open to non-majors. Prerequisite: Permission of Instructor.

Studio Art 400 Specific Media, I

Independent exploration of one or two specific media. Portfolio will be judged at end of the semester. Prerequisite: Studio Art 301. (May be taken for credit in 1972-1973 by students who have passed 24 credits of studio art.)

Studio Art 401 Specific Media, II

Continuation of Studio Art 400. Portfolio will be judged at the end of the semester. Prerequisite: Studio Art 400. (May be taken for credit in 1972-1973 by students who have completed 28 credits of studio art; must be taken by senior majors who have not passed Art 490.)

Studio Art 405 Information, I

Investigation of various aspects of the visual arts such as historical movements and the relationships of the visual arts to other disciplines. Open to non-majors. Prerequisite: Permission of Instructor.

Studio Art 406 Information, II

Continuation of Studio Art 405. Open to non-majors. Prerequisite: Permission of Instructor.

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Requirements for the Secondary Teaching Minor in Art

Art History 101, Art History 262, Art History 350, and three additional courses in Art History or Studio Art are required, making a total of 24 credits. Consult the Dean of the School of Education for more detailed information.

A secondary teaching major in art is not offered.

ARTS AND SCIENCES

DEPARTMENT OF BIOLOGICAL SCIENCES

Professors:	William C. Forbes Clifford V. Harding, Assistant to Provost, for Allied Health Professions (1972-1973) V. Everett Kinsey V. N. Reddy Reuben Torch Walter L. Wilson
Associate Professors:	Francis M. Butterworth Moon J. Pak John R. Reddan, Acting Chairman Michael V. Riley Nalin J. Unakar
Assistant Professors:	Madison B. Cole, Jr. John D. Cowlshaw Earl M. Ettienne Esther M. Goudsmit R. Douglas Hunter Paul A. Ketchum Arun K. Roy Barry S. Winkler
Lecturers:	Philip T. Clampitt James R. Wells

The Department of Biological Sciences offers programs of study leading to the degree of Bachelor of Arts. These programs prepare the student for graduate studies in the life sciences, laboratory and research work in industries concerned with biological materials, professional careers in medicine, dentistry, and allied fields or science teaching in junior and senior high schools. This liberal arts program in biology is particularly well suited to the needs of the premedical student.

The Department of Biological Sciences offers a diversified selection of courses with its main strength being in Cell Biology, but also with courses and research programs in Biochemistry, Physiology, Morphology, Genetics, Botany, Ecology, Aquatic Biology, Invertebrate Zoology, Developmental Biology, and Microbiology. The student selects courses that suit his goals and interests and also has the opportunity to become involved in an undergraduate research program. Since modern biology requires physico-chemical insight, corequisite training in chemistry, physics and mathematics is required.

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Biology majors may complete their general education requirement through courses chosen from departmental offerings, from University courses, or in Allport College, Charter College, or New College, but it is important that they should consult in advance with a departmental adviser and the head of their chosen college in order to avoid class scheduling problems.

The secondary education biology teaching major, with group minor in chemistry and physics, is designed for the student wishing to teach in junior or senior high school. The required education courses are included in the program so that the graduate may be sponsored for certification.

Requirements for the Liberal Arts Major in Biology

Forty credits in biology are required. This total must include eight lecture courses. (Corresponding lecture and laboratory courses should normally be taken simultaneously.) In addition, 15 credits in chemistry, 10 credits in physics, and 8 credits in mathematics (from the sequence MTH 134, 154-155, or MTH 121-122) are required. The Department also recommends competence in a foreign language.

Requirements for the Secondary Teaching Major in Biology

Thirty-five credits in biology are required. Minors in chemistry or physics, or a group minor in chemistry and physics (as listed under requirements for the teaching minor in science p. 283 are recommended. Additional requirements include 8 credits in mathematics and the following education courses: ED 244, 245, ED 428, and ED 455.

Requirements for the Secondary Teaching Minor in Biology

Twenty credits in biology are required. Courses used to satisfy this requirement must be numbered BIO 111 or above.

Liberal Arts Major in Biology

(A Typical Program)

Semester 1

BIO 111, 112

Chem¹ 104 or 114, 117

Distribution Requirement

Learning Skills or Math¹

Semester 2

BIO 113, 114

Chem¹ 105, 107 or 115, 118

Distribution Requirement

Learning Skills or Math¹

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Semester 3

BIO Lecture and Lab
Chem¹ 203, 206 or 234, 217
Distribution Requirement
Math or elective

Semester 5

BIO Lecture and Lab
Distribution Requirement or
Foreign Language³
Physics¹ 101 or 151
Distribution Requirement or
elective

Semester 7

BIO Lecture and Lab
Distribution Requirement
Elective
Elective

Semester 4

BIO Lecture and Lab
Distribution Requirement
Math¹ or elective
Chem² 204, 207 or 235, 218 or
elective

Semester 6

BIO Lecture and Lab
Distribution Requirement or
Foreign Language³
Physics 102 (or 152) and 158
Elective

Semester 8

BIO Lecture and Lab
Distribution Requirement
Elective
Elective

¹The choice chemistry, math and physics courses should be made with care. Chem. 114, 115 should be chosen by students with strong interest and aptitude in chemistry, and who desire a particularly rigorous sequence. Chem. 104, 105 offers special emphasis on biochemical applications. Students planning on graduate work or professions requiring a strong mathematical training are urged to take Math 154-155 and Physics 151, 152. Students with insufficient background to enter Math 154-155 may take Math 134 which provides the background for Math 154. Math 121-122 will also satisfy departmental requirements. Placement examinations are given in Math and Chem. to entering freshmen to assist in course selection.

²Certain professional or graduate schools require a fourth semester of Chem.

³German, French or Russian is recommended but not required.

Secondary Teaching Major in Biology With a Group Minor in Chemistry and Physics

(A Typical Program)

Semester 1

BIO 111, 112
Chem¹ 104 or 114, 117
Distribution Requirement
Learning Skills or Math¹

Semester 3

BIO Lecture and Lab
Chem¹ 203, 206 or 234, 217
ED 244
Math¹ (or elective)

Semester 2

BIO 113, 114
Chem¹ 105, 107 or 115, 118
Distribution Requirement
Learning Skills or Math¹

Semester 4

BIO Lecture and Lab
Distribution Requirement or
elective
ED 245
Math¹ (or elective)

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Semester 5

BIO Lecture and Lab
Distribution Requirement or
Foreign Language³
Physics¹ 101 or 151
Field Group Requirement or
elective

Semester 7

BIO Lecture and Lab
Distribution Requirement
Elective
Elective

Semester 6

BIO Lecture and Lab
Distribution Requirement or
Foreign Language³
Physics¹ 102 (or 152) and 158
Elective

Semester 8

ED 428
ED 455
Elective
Elective

¹The choice of chemistry, math and physics courses should be made with care. Chem. 114, 115 should be chosen by students with strong interest and aptitude in chemistry, and who desire a particularly rigorous sequence. Chem. 104, 105 offers special emphasis on biochemical applications. Students planning on graduate work or professions requiring a strong mathematical training are urged to take Math 154-155 and Physics 151, 152. Students with insufficient background to enter Math 154-155 may take Math 134 which provides the background for Math 154. Math 121-122 will also satisfy departmental requirements. Placement examinations are given in Math and Chem. to entering freshmen to assist in course selection.

²Certain professional or graduate schools require a fourth semester of Chem.

³German, French or Russian is recommended but not required.

The following courses are open to all students and are ordinarily **not** counted toward the biology major or minor requirements. (They may be used to satisfy a natural science Field Group Distribution by nonscience majors).

BIO 104 Biology of the Human (4 credits)

The biology of man. Cells, tissues, organs, conduction, contraction, circulation of blood and lymph, breathing, will be discussed. Offered in the Fall Semester.

BIO 105 Biology of the Human (4 credits)

Digestion, excretion, the endocrine system and reproduction will be discussed. Offered in the Winter Semester.

Prerequisite: BIO 104 or permission of the Instructor.

BIO 106 Local Flora (4 credits)

A study of the plant life native to Michigan with emphasis upon flowering plants. The following topics will be considered: woody plants in winter; life cycle of seed plants, e.g., lily and pine; preparation and use of biological keys to higher plants; recognition of a few families of native vascular plants; fern life history and identification; plant communities in Michigan.

BIO 108 Bio-engineering (4 credits)

Selected topics to introduce students of engineering to biological systems. Control and communication, mechanics of locomotion, rheology of circulation, excretion, respiration, systems approach to biomedical problems will be discussed. Usually taught in the Winter Semester.

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

BIO 111 Biology (4 credits)

The structure and function of living matter, its organization into cells, tissues, and organs of both animal and plant forms. The physical and chemical basis of movement, nutrition, reproduction, development, inheritance, and evolution. The principles governing animal and plant populations, species, higher taxonomic groups, and biota. Basic principles will be emphasized. Offered in the Fall Semester.

BIO 112 Biology Laboratory (1 credit)

To accompany BIO 111.

BIO 113 Biology (4 credits)

Continuation of BIO 111. Offered in the Winter Semester.

BIO 114 Biology Laboratory (1 credit)

To accompany BIO 113.

BIO 121 Introductory Microbiology (4 credits)

A survey course emphasizing the relationship between microorganisms and man. The topics covered will include microbial structure and function; nutrition, growth and genetic systems in microorganisms; host-parasite relationships; basic principals of immunology; antimicrobial agents; microorganisms and the environment. Classification of bacteria, algae, slime molds and protozoa. No prerequisites.

BIO 221 Physiology (4 credits)

A detailed study of general physiological principles. Primary emphasis will be focused on the following topics: characterization of the internal environment; bio-energetics; transport of material across the cell membrane; osmoregulation; respiration; conduction; contraction; circulation. Offered in the Fall Semester.

Prerequisite: BIO 113.

BIO 222 Anatomy and Physiology Laboratory (1 credit)

A detailed study of vertebrate anatomy and physiology. To accompany BIO 221.

BIO 223 Histology (4 credits)

The microscopic anatomy and histochemistry of vertebrate tissues and organs, in relation to tissue function. Offered in the Fall Semester.

Prerequisite: BIO 113.

BIO 224 Histology Laboratory (1 credit)

To accompany BIO 223.

BIO 225 Elementary Biophysics and Cellular Biochemistry (4 credits)

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

Prerequisite: BIO 113.

BIO 226 Elementary Biophysics and Cellular Biochemistry Laboratory (1 credit)

To accompany BIO 225.

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BIO 237 Botany (4 credits)

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.

Prerequisite: BIO 113.

BIO 238 Botany Laboratory (1 credit)

To accompany BIO 237.

BIO 241 Plant Morphology (4 credits)

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.

Prerequisite: BIO 113.

BIO 242 Plant Morphology Laboratory (1 credit)

To accompany BIO 241.

BIO 243 Plant Physiology (4 credits)

Mineral nutrition, absorption and translocation, metabolism, hormonal control, dormancy, growth and reproduction, and physiological responses to the environment.

Prerequisite: BIO 241.

BIO 244 Plant Physiology Laboratory (1 credit)

To accompany BIO 243.

BIO 247 Invertebrate Zoology (4 credits)

Comparative study of major invertebrate groups, with particular reference to their evolution.

Prerequisite: BIO 113.

BIO 248 Invertebrate Zoology Laboratory (1 credit)

To accompany BIO 247.

BIO 249 Endocrinology (4 credits)

An integrated study of the vertebrate endocrine systems with emphasis on their inter-relationship, control, and mechanism of action. Offered in the Winter Semester.

Prerequisite: BIO 225 or 221.

BIO 250 Endocrinology Laboratory (1 credit)

To accompany BIO 249. Individual research projects. Offered in the Winter Semester.

Prerequisite: Permission of the Instructor.

BIO 301 Ecology (4 credits)

Basic principles of environmental biology, illustrated through field study and having applications to Man.

BIO 302 Ecology Laboratory (1 credit)

To accompany BIO 301.

BIO 309 Parasitology (4 credits)

A survey of parasitic relationships: taxonomy and anatomy of involved organisms, life cycles, nutrition, pathology, immunology, and preventive methods. Opportunity for individual projects.

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- BIO 310 Parasitology Laboratory (1 credit)**
Observation and description of type specimens, post mortem of selected animals, histological techniques in slide preparation.
- BIO 323 Developmental Biology (4 credits)**
The principles of embryology and related topics. 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. Offered in the Winter Semester.
Prerequisites: BIO 113, 114.
Corequisite: BIO 324.
- BIO 324 Developmental Biology Laboratory (1 credit)**
To accompany BIO 323. A study of the anatomy of developing vertebrate animals. Individual and group research projects in experimental morphogenesis. Offered in the Winter Semester.
Corequisite: BIO 323.
- BIO 331 Microbiology (4 credits)**
A discussion of the classification, morphology and physiology of microorganisms.
Prerequisite: BIO 113, and one year of chemistry.
- BIO 332 Microbiology Laboratory (2 credits)**
To accompany BIO 231.
- BIO 341 Genetics (4 credits)**
The physical and chemical basis of inheritance. Selected topics in human genetics, microbial genetics, biochemical genetics, and cytogenetics.
Prerequisite: BIO 113.
- BIO 342 Genetics Laboratory (1 credit)**
To accompany BIO 341.
- BIO 343 Aquatic Biology (4 credits)**
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.
Prerequisites: BIO 111, 112, 113, 114
- BIO 344 Aquatic Biology Laboratory (1 credit)**
To accompany BIO 343.
- BIO 350 Physiology of the Central Nervous System (2 credits)**
A course on 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 (including special senses) and control of motor activity.
Prerequisite: Introductory Biology course or equivalent.
- BIO 403 Protozoology (4 credits)**
Recognition, morphology, reproduction, and physiology of the more important taxonomic groups of the Protozoa.
- BIO 404 Protozoology Laboratory (1 credit)**
To accompany BIO 403.

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

Prerequisite: Permission of the Instructor.

BIO 407 Cellular Biochemistry (4 credits)

An advanced level discussion of the cellular function in the perspective of the recent developments in molecular biology. The topics to be covered include macromolecular chemistry, enzymology, metabolic interrelationships, subcellular organelles, protein and nucleic acid biosynthesis and cellular control mechanisms. Offered in the Fall Semester.
Prerequisites: BIO 225, CHM 204, PHY 102.

BIO 408 Cellular Biochemistry Laboratory (1 credit)

To accompany BIO 407. An introduction to modern research techniques in biochemistry. The laboratory work will include: different chromatographic techniques (paper, column, thin layer, etc.), electrophoresis and immunoelectrophoresis, enzyme chemistry (purification and kinetic analysis), ultracentrifugation and cell fractionation, isolation and density gradient analysis of the nucleic acids. Offered in the Fall Semester.

BIO 409 Cellular Biochemistry (4 credits)

Continuation of BIO 407.

BIO 410 Cellular Biochemistry Laboratory (1 credit)

To accompany BIO 409.

BIO 415 Differentiation (4 credits)

A consideration of the theories relating to the control of differentiation and development.
Prerequisite: BIO 323.

BIO 425 Biophysics (4 credits)

BIO 426 Biophysics Laboratory (1 credit)

To accompany BIO 425.

BIO 429 Cytochemistry (4 credits)

A survey of techniques currently used in microscopy to analyze the distribution and quantity of specific chemicals within cells and their organelles. Techniques included are: specific staining reactions, enzyme digestion, metabolic inhibition, and autoradiography. Offered in the Fall Semester.
Prerequisites: BIO 223, 224, and permission of the Instructor.

BIO 430 Cytochemistry Laboratory (1 credit)

To accompany BIO 429. Individual research projects employing cytochemical techniques to study and compare the chemical compositions of several types of cells.

BIO 435 Biochemical and Biophysical Genetics (4 credits)

An integrated discussion of the concepts of biochemical genetics derived from microbial systems, and their application to the problems of development in multicellular organisms.
Prerequisite: BIO 341.

BIO 436 Biochemical and Biophysical Genetics Laboratory (1 credit)

To accompany BIO 435.

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- BIO 437 Virology (4 credits)**
Molecular biology of viruses, predominantly bacterial. Offered in the Winter Semester.
Prerequisite: BIO 225, 231, or 341.
- BIO 438 Virology Laboratory (1 credit)**
To accompany BIO 437.
- BIO 441 Microbial Genetics (4 credits)**
A discussion of the genetics of microbial systems, including molds, bacteria, Protozoa, and viruses.
Prerequisites: BIO 231 and BIO 341.
- BIO 442 Microbial Genetics Laboratory (1 credit)**
To accompany BIO 441.
- BIO 445 Ultrastructure (4 credits)**
A consideration of the fine structure of cells and cell products as revealed by electron microscopy and other procedures.
Prerequisite: BIO 223.
- BIO 446 Ultrastructure Laboratory (1 credit)**
To accompany BIO 445.
- BIO 455 Seminar (4 credits)**
Discussion of recent publications in the biological sciences.
- BIO 463 Cell Biology (4 credits)**
Prerequisites: BIO 223 and permission of the instructor.
- BIO 464 Cell Biology Laboratory (1 credit)**
To accompany BIO 463.
- BIO 471 Advanced Physiology—Nerve (4 credits)**
Review and analysis of the modern concepts of membrane excitation phenomena of nerve and synapse. Electrophysiological phenomena discussed mostly at cellular and molecular levels. Offered in the Fall Semester in alternate years.
Prerequisites: BIO 221 and permission of the instructor.
- BIO 472 Advanced Physiology Laboratory (1 credit)**
To accompany BIO 471. An introduction to research techniques in electrophysiology. Work will include: use of oscilloscope, amplifiers, and stimulator; extracellular potential recording technique; microelectrode technique. Offered in the Fall Semester in alternate years.
- BIO 473 Advanced Physiology—Muscle (4 credits)**
Review and analysis of the modern concepts of muscular activity and molecular mechanism of contraction. The discussions will include the ultrastructural correlation of muscle function and mechanics, biochemical approaches to elucidate energetics of muscle contraction, theories of molecular basis of muscular contraction. Offered in the Fall Semester in alternate years.
Prerequisites: BIO 221 and permission of the instructor.
- BIO 474 Advanced Physiology Laboratory (1 credit)**
To accompany BIO 473. An introduction to research techniques in muscle physiology. Work will include: neuromuscular transmission study; isometric force measurements;

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isotonic lever design problems; length-tension, force-velocity relations; stress-strain relations of series elastic component; contractile properties of isolated actomyosin system and glycerinated muscle fiber. Offered in the Fall Semester in alternate years.

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

Prerequisite: Permission of the Instructor.

BIO 497 Apprentice College Teaching (2 credits)

An elective course open to any well-qualified upperclassman who wins consent of a faculty member in his major field to assist in presenting a regular college course, usually a laboratory course, to underclassmen. Open to teaching or liberal arts majors with the support of the Department. Does not satisfy departmental major requirements.

ARTS AND SCIENCES

DEPARTMENT OF CHEMISTRY

Professors:	Paul Tombouliau, Chairman Gottfried Brieger Kenneth M. Harmon Lewis N. Pino
Associate Professors:	James E. Davis Julien Gendell Steven R. Miller Frederick W. Obear Joel W. Russell Robert L. Stern Robert C. Taylor
Assistant Professors:	Jeffrey A. Greenhouse Parbury P. Schmidt Michael D. Sevilla Donald C. Young

The Oakland University chemistry programs offer students the laboratories, equipment, and research opportunities typically found in larger universities while retaining the strong emphasis on undergraduate education and informality of student-faculty relations characteristic of smaller liberal arts colleges. The Department offers both highly professional and interdisciplinary chemistry programs while retaining the liberal arts dedication to developing the highest intellectual and creative potential of its students. Oakland University and the Department of Chemistry are accredited by the American Chemical Society. The Department of Chemistry offers programs of study leading to the degrees of Bachelor of Arts, Bachelor of Science, and Master of Science. For details of the graduate programs, see the *Graduate Bulletin*.

The Department is pleased to offer credit through the Advanced Placement Program. (See p. 18.) Entering students interested in this option should consult with a departmental adviser well in advance of their first registration.

Requirements for the Major in Chemistry

This program is highly structured and provides excellent professional preparation in chemistry, physics, and mathematics either for graduate study or for industrial work. Well-prepared students who regularly attend the Spring Sessions (April—mid June) may also obtain the degree of Master of Science in chemistry in four calendar years.

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Forty-eight credits in chemistry are required. Of these at least 32 credits must be taken in lecture courses including CHM 235, 312, and 345 and at least 13 credits in laboratory courses including CHM 218, 317, and 348. (CHM 444 and 351 are highly recommended electives.) Twenty-six credits in mathematics and physics are required, including MTH 254, PHY 158, and PHY 371. Admission to major standing requires a total of 32 credits in chemistry, physics, and mathematics.

American Chemical Society Certification Program

Students who complete the above major including CHM 324, 328 and who complete in addition GRM 101-102 or RUS 114-115 meet the minimum standards for professional education of the American Chemical Society and will be so certified by the Department. (Language proficiency equivalent to the above is highly desirable for all students planning to enter graduate schools in chemistry.)

Requirements for the Liberal Arts Major in Chemistry

This curriculum is a flexible program with a minimum of specific requirements and a maximum of free electives; it is designed for those students who prefer to plan much of their own programs. This curriculum might well be selected by a student with a strong interest in biochemistry, chemical physics, and environmental studies; or in scientific-business careers such as patent law and chemical sales; or by premedical students.

Thirty-four credits in chemistry are required, including CHM 204 or CHM 235 and CHM 305 or CHM 344. Of this total, at least 7 credits must be in laboratory courses in chemistry, including CHM 308 or 317 or 328 or 348. MTH 155, PHY 152, and PHY 158 are required. (PHY 371 is a highly recommended elective and a prerequisite to CHM 312 and 345.) Admission to major standing requires a total of 28 credits in chemistry, physics, and mathematics.

Requirements for the Secondary Teaching Major in Chemistry

Thirty credits in chemistry are required, including CHM 204 or 234, and CHM 205 or 344. Of this total, 6 credits in laboratory courses in chemistry are required. Eight credits in mathematics are required, including MTH 155. A biology-physics group minor consisting of at least 12 credits in each discipline is strongly recommended. Other minors are available under certain conditions; consult the chairman of the Department of Chemistry for details.

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The following education courses are required: ED 244, 245, 428, and 455. ENV 151 and 181 are strongly recommended electives. Admission to major standing requires a total of 28 credits in chemistry, biology, physics, and mathematics.

B.A. and B.S. Degrees in Chemistry

Students completing the requirements for the major in chemistry may receive either the B.A. degree or B.S. degree at their option. Students completing the requirements for the liberal arts major or the secondary teaching major in chemistry receive the B.A. degree.

Requirements for the Secondary Teaching Minor in Chemistry

Twenty credits in chemistry courses are required.

Major in Chemistry

(A Typical Program)

Semester 1

CHM 114 or 124, 117
MTH 154
Learning Skills or
Distribution Requirement

Semester 3

CHM 234, 217
MTH 254
PHY 152, 158
Distribution Requirement

Semester 5

CHM 344
CHM 317
(CHM 351, 357)¹
Distribution Requirement

Semester 7

CHM 312
(CHM 444, 448)¹
Elective

Semester 2

CHM 115 or 125, 118
MTH 155
PHY 151
Learning Skills or
Distribution Requirement

Semester 4

CHM 235, 218
PHY 371
(MTH 255)¹
Distribution Requirement

Semester 6

CHM 345, 348
(CHM 324, 328)¹
Elective
Distribution Requirement

Semester 8

CHM Elective
Distribution Requirement or
Elective
Elective

¹Courses in parentheses are not required but are recommended electives.

Liberal Arts Major in Chemistry

(A Typical Program for a Premedical Student
with a Chemistry Major)

Semester 1

CHM 104 or 114, 117
MTH 134 or 154
Learning Skills or
Distribution Requirement

Semester 2

CHM 105, 107 or 115, 118
MTH 154 or 155
Learning Skills or
Distribution Requirement

Semester 3

CHM 203, 206 or 234, 217
MTH 155 or 254
PHY 151
Distribution Requirement

Semester 4

CHM 204, 207 or 235, 218
MTH 254 or Elective
PHY 152, 158
Distribution Requirement

Semester 5

CHM 305 or 344
BIO 111, 112
PHY 371

Semester 6

CHM Elective¹
BIO 113, 114
Elective

Semester 7

(CHM Elective)¹
BIO Elective
Elective

Semester 8

(CHM Elective)¹
Distribution Requirement
Elective

¹CHM 312, 324, 328, 345, 351, and 371 are recommended electives.

**Secondary Teaching Major in Chemistry
with a Group Minor in Biology and Physics**

(A Typical Program)

Semester 1

CHM 104
MTH 134 or 154
Learning Skills or
Distribution Requirement

Semester 2

CHM 105, 107
MTH 154 or 155
UC 054
Learning Skills or
Distribution Requirement

Semester 3

CHM 203, 206
PHY 151
MTH 155 or Elective
ED 244

Semester 4

CHM 204, 207
PHY 152, 158
ED 245
Elective

ARTS AND SCIENCES

Semester 5
CHM Elective
BIO 111, 112
Distribution Requirement

Semester 7
BIO Elective
PHY Elective

Semester 6
CHM Elective
BIO 113, 114
Distribution Requirement
or Elective

Semester 8
ED 428
ED 455

There are three introductory chemistry courses: CHM 104, 114, and 124. CHM 104 is the first course of a five-semester sequence including CHM 105, 203, 204, and 305 intended primarily for chemistry students in the liberal arts program, premedical students, secondary science teachers, and biology majors. CHM 114 and 124 are intended for chemistry students in the chemistry major program and for engineering, physics, and mathematics students. CHM 124 is designed for the student with a strong high school science and mathematics background.

CHM 104 Introductory Chemistry (4 credits)

Introduction to atomic and molecular structure, chemical bonding, and stoichiometry. Offered in the Fall Semester.

Prerequisite: Two years of high school mathematics.

CHM 105 Introductory Chemistry (4 credits)

Chemical equilibria, solution chemistry, and reaction mechanisms.

Prerequisite: CHM 104.

CHM 107 Introductory Chemistry Laboratory (1 credit)

Experiments which illustrate fundamental chemical principles and introduce modern laboratory techniques; methods of analysis and physical properties of compounds.

Prerequisite: CHM 104.

CHM 114 Chemistry (4 credits)

An introduction to the study of gases, liquids, solids, atomic and molecular structure, stoichiometry, equilibria, thermodynamics, and kinetics. Offered in the Fall Semester.

Prerequisite: Two years of high school mathematics. Some knowledge of high school chemistry is assumed. Concurrent registration in MTH or MTH 134 is recommended.

CHM 115 Chemistry (4 credits)

Chemical equilibrium: ionic, heterogeneous, oxidation-reduction, pressure, temperature, and concentration effects; rates and mechanisms of chemical reactions; an introduction to biochemistry, organic, inorganic, and nuclear chemistry. Offered in the Winter Semester.

Prerequisite: CHM 114 or 124.

Prerequisite or corequisite: MTH 154.

CHM 117 Chemistry Laboratory (1 credit)

Introductory experiments in various areas of chemistry. Offered in the Fall Semester.

Prerequisite or corequisite: CHM 114 or CHM 124.

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CHM 118 Chemistry Laboratory (1 credit)

Experiments illustrating principles and techniques of analytical chemistry. Offered in the Winter Semester.

Prerequisite: CHM 117.

CHM 124 Chemistry (4 credits)

An introduction to the study of gases, liquids, and solids; atomic and molecular structure; thermodynamics and kinetics. Offered in the Fall Semester.

Prerequisite: One year of high school chemistry and three years of high school mathematics.

Corequisite: MTH 154.

CHM 125 Chemistry (4 credits)

Chemical equilibrium: ionic, heterogeneous, oxidation-reduction, pressure, temperature, and concentration effects; rates and mechanisms of chemical reactions; an introduction to biochemistry, organic, inorganic, and nuclear chemistry. Offered in the Winter Semester.

Prerequisite: CHM 124.

Corequisite: MTH 155.

CHM 191 Computer Techniques (2 credits)

Introduction to computer programming and numerical methods used in chemistry: Fortran, curve fitting, roots of equations, numerical integration.

Prerequisite: One year of college chemistry or two years of high school chemistry.

CHM 203 Introductory Organic Chemistry (4 credits)

Rates of chemical reactions; basic organic chemistry; synthetic polymers; biopolymers. Offered in the Fall Semester.

Prerequisite: CHM 105 or 115.

CHM 204 Intermediate Organic Chemistry (4 credits)

Treatment of organic reactions and nomenclature: stereochemistry, mechanisms, synthesis, and structure proof. Special emphasis will be placed on topics that are biologically significant. Offered in the Winter Semester.

Prerequisite: CHM 203.

CHM 206 Introductory Organic Chemistry Laboratory (1 credit)

Fundamental techniques of organic chemistry.

Prerequisite or corequisite: CHM 203, Prerequisite: CHM 107 or 117.

CHM 207 Intermediate Organic Chemistry Laboratory (1 credit)

Synthetic, degradative, and analytical techniques of organic chemistry with emphasis on natural products.

Prerequisite: CHM 206.

Corequisite: CHM 204.

CHM 217 Introductory Analytical Laboratory (2 credits)

Instrumental analysis with applications to analytical chemistry and emphasis on basic features and use of instruments. Includes lectures on instrumental and analytical techniques closely integrated to elucidate experimental laboratory work.

Prerequisite: CH 118.

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CHM 218 Introductory Synthetic Laboratory (2 credits)

Preparation of organic and inorganic compounds with emphasis on laboratory techniques and skills. Methods of purification, separation, and handling of materials. Simple applications of instrumental methods (IR, UV, NMR, and GC) and computer file searching to identification of compounds.

Prerequisite: CHM 217, CHM 234.

CHM 234-235 Organic Chemistry (4 credits each)

Functional groups, reaction mechanisms, stereochemistry, rearrangements, polymers, and natural products. Offered as a Fall-Winter sequence.

Prerequisites: CHM or 105.

CHM 261 Radiochemistry (3 credits)

Nuclear structure and stability, nuclear reactions, decay schemes, dosimetry, radioisotope production, tracer applications, radioisotope methodology; includes laboratory.

Prerequisite: CHM 206 or 118.

CHM 305 Introductory Physical Chemistry (4 credits)

An introduction to the systematic treatment of thermodynamics, kinetics, and transport theory. Applications will be drawn from biochemical sources where appropriate.

Prerequisites: PHY 101, MTH 121 or 134, CHM 105 or 115.

Prerequisite or Corequisite: MTH 122 or 154.

CHM 308 Introductory Physical Chemistry Laboratory (1 credit)

Experiments which illustrate the determination of physical properties of compounds with emphasis on biological systems: thermochemistry, equilibrium, electrochemistry, kinetics, surface phenomena, macromolecules, electric and magnetic properties.

Prerequisite or corequisite: CHM 305.

CHM 312 Inorganic Chemistry (4 credits)

Discussion of representative inorganic compounds including salts, covalent and ionic molecules, and transition metal compounds with emphasis on structure, bonding, kinetics, and mechanisms.

Prerequisite: CHM 305.

CHM 317 Inorganic Chemistry Laboratory (1 credit)

Advanced preparatory techniques; methods of purification and analysis.

Prerequisite or corequisite: CHM 312.

CHM 324 Analytical Chemistry (2 credits)

Advanced quantitative techniques and measurements; theory and application of modern analytical methods.

Prerequisites or corequisites: CHM 237 or 207; CHM 344 or 205; PHY 152.

Corequisite: CHM 328.

CHM 328 Analytical Chemistry Laboratory (2 credits)

Laboratory coordinated with CHM 324.

Corequisite: CHM 328.

CHM 344 Physical Chemistry (4 credits)

Physical chemistry of macroscopic systems: thermodynamics, kinetics, transport properties.

Prerequisites: CHM 203 or 115, MTH 155, PHY 152.

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- CHM 345 Physical Chemistry (4 credits)**
Physical chemistry of microscopic systems: elementary quantum chemistry, bonding theories, introductory statistical mechanics.
Prerequisites: CHM 205 or 344, MTH 254, PHY 371.
- CHM 348 Physical Chemistry Laboratory (2 credits)**
Prerequisites: CHM 344, PHY 158.
- CHM 351 Biochemistry (4 credits)**
An introduction to molecular biology and the chemistry of biological macromolecules; proteins and nucleic acids, enzymology, bio-energetics, and metabolic cycles.
Prerequisite: CHM 235 or 204.
- CHM 357 Biochemistry Laboratory (1 credit)**
Prerequisite or corequisite: CHM 351.
- CHM 371 Environmental Chemistry (3 credits)**
A detailed treatment of a variety of chemical topics and problems in the current environment. The basis for phenomena of eutrophication, combustion chemistry, modes of pesticide action, chemical ecological relationships are typical topics considered.
Prerequisites: CHM 203 or 234; CHM 305 or 344; some knowledge of biochemistry desirable.
- CHM 400 Seminar (1 credit)**
Weekly discussions of all fields of current interest in chemistry. (This course may be taken twice for credit.)
- CHM 405 Selected Topics (2, 4 or 6 credits)**
Advanced study in special areas; seminars, laboratory work, and readings.
Prerequisite: Permission of the Department.
- CHM 413 Advanced Inorganic Chemistry (4 credits)**
A study of the families of elements and classes of compounds from the standpoint of molecular structure and the rates and equilibria involved in chemical reactions.
Prerequisite: CHM 312.
- CHM 422 Advanced Analytical Chemistry (4 credits)**
Detailed treatment of the theory and applications of modern analytical methods.
Prerequisite: CHM 324.
- CHM 426 Instrumentation (3 credits)**
Analysis of design and operation of instrumental equipment; includes laboratory.
Prerequisites: CHM 238, 328, 348; PHY 158.
- CHM 434 Advanced Organic Chemistry (4 credits)**
Discussion of the various aspects of modern synthetic methods, stereochemistry, and reaction mechanisms; selected special topics.
Prerequisite: CHM 204 or 235.
- CHM 444 Advanced Physical Chemistry (4 credits)**
Application of quantum mechanics and statistical mechanics to chemical kinetics, molecular structure, and molecular spectroscopy.
Prerequisite: CHM 345.

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CHM 448 Spectroscopy Laboratory (2 credits)

Experimental techniques of spectroscopy: infrared, ultraviolet, nuclear magnetic resonance, electron spin resonance, mass spectroscopy.
Prerequisite or corequisite: CHM 444.

CHM 452 Advanced Biochemistry (4 credits)

Topics in intermediary metabolism, cellular regulation, and molecular genetics.
Prerequisite: CHM 351 or BIO 407.

CHM 487 Advanced Preparations (2 or 4 credits)

Specialized laboratory work in selected areas emphasizing advanced techniques.
Prerequisite: Permission of the instructor is required prior to registration.

CHM 490 Research (1, 2, 4, 6, or 8 credits)

Laboratory and library practice in undergraduate research.
Prerequisite: Permission of the Department is required prior to registration.

CHM 497 Apprentice College Teaching (2 or 4 credits)

Supervised participation in the teaching of selected undergraduate courses, usually laboratories. Open to upperclass majors. May not be used to satisfy major requirements (Graded S/N).
Prerequisite: Permission of the department.

Chemistry courses on the 500 level are graduate level courses available to well-prepared undergraduate students with permission of the Department. These courses may be offered as reading courses on a tutorial basis or as small lecture courses.

CHM 512, 513 Topics in Inorganic Chemistry (4 credits each)

Advanced treatment of selected topics of inorganic chemistry.
Prerequisite: CHM 413 or equivalent.

CHM 523, 524 Topics in Analytical Chemistry (4 credits each)

Advanced treatment of selected topics of current analytical chemistry such as separation methods, instrumentation, electrochemistry.
Prerequisite: CHM 422 or equivalent.

CHM 531, 532, 533 Topics in Organic Chemistry (4 credits each)

Advanced treatment of selected special topics: natural products, organometallics, reaction mechanisms, synthesis.
Prerequisite: CHM 434 or equivalent.

CHM 543, 544 Topics in Physical Chemistry (4 credits each)

Special topics in physical chemistry such as quantum mechanics, statistical mechanics and thermodynamics, kinetics, group theory.
Prerequisite: CHM 444 or equivalent.

CHM 552, 553 Topics in Biochemistry (4 credits each)

Advanced treatment of selected topics in biochemistry. This course is usually conducted as tutorial with topics chosen according to the interests and backgrounds of the students.
Prerequisite: CHM 452 or equivalent.

**DEPARTMENT OF CLASSICAL LANGUAGES
AND LITERATURES**

Associate Professor: Stephen C. Shucard, Chairman

Assistant Professors: Peter J. Binkert
 Susan A. Stephens
 Cheryl A. Wagner

Once, to play the role of educated man successfully it was necessary to study and imitate the Greek and Latin "classical" models of literature and philosophy and the great historical figures of antiquity. This educational theory repressed the study of the natural sciences, logic, political science, and grammar, and students of these fields gradually asserted their independence of the classics and defined new purposes for science and education. In the study of literature and history more and more attention was paid to modern and comparative studies, although the classical epoch will always remain an important segment of these disciplines. Even the study of character, conceptual systems ("mythologies" or "cosmologies"), and the motives for human behavior, always the main purpose of the humanities as a liberal education for lawyers, politicians, administrators, officers, and teachers, is now being taken over by more scientific approaches in psychology, sociology, anthropology, and communication science. Yet, we must still study our great men and writers through their acceptance and rejection of their traditions, including the Greco-Roman, Judaic, and early Christian traditions. A sense of this past is still prerequisite for those who wish today to reject or maintain traditional concepts and systems or to create new mythologies and new directions.

Hence the Department is dedicated to the constant re-examination of heroic models, conceptual systems, and concepts such as individual liberty, democracy, justice, ambition, duty, sin, which were originally defined within classical mythologies and are of contemporary concern. It offers all students the opportunity to examine them both in the total context of the conflicting mythologies from which they were created and in their intellectual history in Western civilization and modern America. We also study the literature, history, art, and languages of the ancient world for their intrinsic interest and value.

For those who wish to read the material in the original language the Department offers elementary language courses in Greek and

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Latin, designed to provide after one year an understanding of the structure of each language, and after two years an adequate reading knowledge. Students who have studied either language previously may test out of some or all of this two-year program.

Students majoring in the Department study the works of antiquity in the original languages, usually in small tutorials based on the content of a classics course (history, literature, mythology, philosophy). They may be planning to go on to graduate school in one of these fields, in classical studies, or in a professional field (such as law or politics) which requires an understanding of man's behavior in the light of his traditions and influences. Others are preparing to be Latin or humanities teachers and to help keep alive the classical past and its relevance to modern problems. In each case students should consult carefully on what courses outside the major are most appropriate to their purposes.

The Department of Classical Languages and Literatures offers programs of study leading to the degree of Bachelor of Arts with liberal arts major in classical languages, liberal arts major in Latin, and secondary teaching major in Latin. The requirements of all three of these programs are compatible with the general education requirements of the College of Arts and Sciences and of the Allport College, the Charter College, and the New College programs.

Requirements for the Liberal Arts Major in Classical Languages

Thirty-six credits are required, to be chosen from the departmental offerings in Latin (in courses beyond LTN 215), in Greek, and in classics or ancient history. A typical classics major would include: 12 credits in Latin; 12-16 credits in Greek (GRK 114-115, GRK 214-215); 8-12 credits in classics (CLS 312, 339, 340, etc.). This major is usually taken together with a concentration in a discipline such as ancient history, conceptual history, linguistics, or literature. Those planning graduate work should plan their program with their departmental adviser so that their degree includes at least 20 credits in Greek and 20 credits in their concentration. Admission to major standing requires successful completion of the English proficiency requirement and the completion of LTN 215 (either by course work or by proficiency examination).

Requirements for the Liberal Arts Major in Latin

As for the major in classical languages except that the 36 required credits are made up without any courses in Greek.

Requirements for the Secondary Teaching Major in Latin

Thirty-two credits in Latin and classics or ancient history are required, including 20 credits in Latin (in courses beyond LTN 215) and 12 credits in classics. The following education courses are required: ED 244, ED 245, ED 428, ED 455; a minor concentration in language arts or in (ancient) history is strongly advised. Admission to major standing requires successful completion of the English proficiency requirement, the completion of LTN 215 (either by course work or by proficiency examination), acceptance by the Department, and concurrent acceptance into the Teacher Education Program.

Programs for Concentration:

History Major with a Concentration in Classics:

Three (3) courses to be selected from courses in Greek, Roman, or Jewish history. May include CLS 130-131; HST 230-231.

Three (3) courses to be selected from other history or classics courses.

Four (4) courses in Greek or Latin (114/115; 214/215, or the equivalent).

Classics Major with a Concentration in Linguistics

Five courses (20 credits) in linguistics, and five courses (20 credits) in classics.

The courses in linguistics should include LIN 301, LIN 302, LIN 403, LIN 404, and one elective.

The courses in classics should include two courses in the Latin language beyond Latin 215, two courses in the Greek language (Greek 114 and Greek 115 or beyond), and one elective.

Recommended Course Elections for Specific Majors:

Classical Languages

Learning Skills or Elective

Latin 214

Greek 114 (or Distribution Req.)

Distribution Requirement

Learning Skills or Elective

Latin 215

Greek 115 (or Distribution Req.)

Distribution Requirement

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Greek

See Classical Languages

Latin

See Classical Languages

Courses Open to Freshmen

Classical Languages and Literature

Classics	CLS 101, 203, 205
Latin*	LTN 114, 214, 320
Greek*	GRK 114

CLS 101 Human Nature and the Properties of Mind (4 credits)

A cross-disciplinary investigation into the nature of man and of mind, and a discussion of the capacities and potentialities of human beings. Topics to be covered include the acquisition of knowledge, the dynamics of change, and the evolution of culture. Special emphasis will be placed on the crucial roles of language and of ancient civilization.

Prerequisites: None. Open to freshmen and sophomores only.

CLS 130/131 (HST 230/231) The Dynamics of Ancient Civilization (4 credits)

A comparative examination of the major ancient societies in the light of the origins, characteristics and development of political institutions, the methods of integration of the individual in society, and the responses of the various societies to contact with, and incorporation of, foreign groups and ideas.

CLS 130/HST 230 Egypt, Mesopotamia, Israel, Greece.

CLS 131/HST 231 Rome and the Mediterranean.

Course to be offered 1973-74.

CLS 203 Survey of Greek Literature (4 credits)

Survey of the major writers of Greece. All works in translation. Recommended for freshmen and sophomores.

Classics 203/Philosophy 204 will be offered in conjunction with the Philosophy Department as one 8 credit course in the Fall of 1972. This course, which will be limited to 30 students, will be an integrated study of the literature, history, art and philosophy of Classical Greece. The emphasis will be on studying and understanding the inter-relations between these various kinds of human activity and the importance of their manifestations in Classical Greece for us. In addition to lectures and discussions the course will involve films, play readings, guest lecturers and museum trips. There are no prerequisites except that permission of the instructor is required for freshmen.

CLS 204 Classical Greek Philosophy (4 credits)

Identical with PHL 204.

CLS 205 Survey of Roman Literature (4 credits)

Survey of the major writers of Rome. All works in translation. Recommended for freshmen and sophomores.

*Students with good high school grades in Latin (or Greek) normally begin in LTN 214 (or GRK). In exceptional cases freshmen may enter LTN 320. Such students may petition, upon successful completion of LTN 320, to receive credit for LTN 214/215. LTN 114 is open only to those with little or no Latin. All freshmen entering Latin courses should consult with the department.

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CLS 211 An Introduction to Old Testament Literature (4 credits)

A study of the types of literature found in the Old Testament. Identical with ENG 211. Prerequisites: Sophomore standing or permission of the instructor.

CLS 312 Classical Mythology (4 credits)

The principal Greek and Roman myths and their uses in classical and post-classical art and literature. Offered each Winter Semester. Identical with ENG 312. Note: Oakland University students concentrating in English may count this course toward their major.

CLS 317 The Classical Tradition (4 credits)

A study of the classical influence on Western culture. While some attention is given to the visual arts, the main emphasis is on the classical traditions in Western literature.

CLS 324 The Ancient Historians (4 credits)

The aims, methods, achievements, and limitations of ancient historiography studied through a reading of the most prominent ancient historians in translation. Identical with HST 324. Offered in alternate years.

CLS 337 Hellenic Greece (4 credits)

Greek history from the Bronze Age through the Peloponnesian War. Identical with HST 337. Offered in alternate years.

CLS 339 Republican Rome (4 credits)

Roman history from the regal period to the end of the Republic. Identical with HST 339. Offered in alternate years.

CLS 340 Imperial Rome (4 credits)

Roman history from the principate of Augustus to the fall of the western empire. Identical with HST 340. Offered in alternate years.

CLS 355 Greek and Roman Art (4 credits)

The course is directed toward an historical and critical interpretation of pre-Classical and Classical styles of architecture, sculpture, and painting from the Minoan age through the Roman Imperial epoch. Identical with ART 455.

Prerequisite: AH 100 or AH 101.

CLS 382 Ancient and Medieval Philosophers (4 credits)

An intensive study of the works of one major philosopher of the ancient or the medieval period. The specific philosopher to be considered will vary from year to year. May be repeated for credit. Offered every year. Identical with PHL 382.

Prerequisite: PHL 101. Recommended: PHL 204 or 205, depending on the philosopher studied.

CLS 396 The Ancient Near East: The World of the Bible (4 credits)

The historical, geographic, sociological, and intellectual environment reflected in the Bible, beginning with ancient Mesopotamian and Egyptian civilization and concluding with the Hellenistic period. Identical with HST 396. Offered at irregular intervals.

CLS 397 History of the Second Jewish Commonwealth (4 credits)

The historical events from the return from Babylon to the end of the Second Commonwealth (538 B.C. to 70 A.D.), including a consideration of the Great Assembly, the

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emergence of the synagogue, the Sanhedrin and Jewish sects, the origins of Christianity, and Greek-Roman-Jewish relations. Identical with HST 397. Offered at irregular intervals.

GRK 114-115 Elementary Greek (4 credits each)

Forms and grammatical structures of classical Greek, together with simple connected reading.

GRK 214-215 Intermediate Greek (4 credits 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 or an equivalent proficiency.

GRK 320 Selections from Greek Literature (4 credits)

A reading course, offered every semester as a tutorial in association with the classics courses offered in that semester. May be taken for one or more semesters.

Prerequisite: GRK 215 or an equivalent proficiency.

GRK 480 Advanced Greek (4 credits)

Tutorial study of individual authors, selected themes, or problems associated with the subject matter of a classics course. Students must be concurrently in a classics course above 310 or have the permission of the instructor. May be taken for one or more semesters. Offered every semester.

Prerequisite: GRK 320 (4 or more credits).

GRK 490 Independent Study: Greek (4 credits)

Individual reading and research for advanced classics majors. Taught by arrangement.

Prerequisite: Consent of the instructor.

LTN 114-115 Elementary Latin (4 credits each)

Forms and grammatical structures of classical Latin, together with simple connected reading. Designed for students with no prior knowledge of Latin.

LTN 214-215 Intermediate Latin (4 credits each)

Review of grammar, training in translation from and into Latin, and the reading of simple literary works, including selections from Vergil and medieval or renaissance Latin.

Prerequisite: LTN 115 or an equivalent proficiency.

LTN 320 Selections from Latin Literature (4 credits)

A reading course, offered every semester as a tutorial in association with the classics courses offered in that semester. May be taken for one or more semesters.

Prerequisite: LTN 215 or an equivalent proficiency.

LTN 480 Advanced Latin (4 credits)

Tutorial study of individual authors, selected themes, or problems associated with the subject matter of a classics course. Students must be concurrently in a classics course above 310 or have the permission of the instructor. May be taken for one or more semesters. Offered every semester.

Prerequisite: LTN 320 (4 or more credits).

LTN 490 Independent Study: Latin (4 credits)

Individual reading and research for advanced Classics majors. Taught by arrangement.

Prerequisite: Consent of the instructor.

DEPARTMENT OF ECONOMICS

Professors:	Robbin R. Hough (on leave 1972-73) Sid Mittra (on leave 1972-73) Norton C. Seeber
Associate Professors:	Eleftherios N. Botsas, Chairman (on leave Winter 1973) Karl D. Gregory
Assistant Professors:	David P. Doane John Hurd II (on leave 1972-73) Lon Polk John E. Tower Kenneth C. Young
Instructors:	William R. Cron Alice C. Gorlin
Adjunct Faculty:	Theodore O. Yntema

The curriculum for the liberal arts major in economics emphasizes concepts and tools of analysis and their application to problems of economic and social policies. By learning ways of thinking in economics, students gain insight into how to approach economic questions in various applied areas. Students are prepared for careers in industry and government or for graduate study in economics, law, management, or business administration.

The liberal arts program in economics leads to the degree of Bachelor of Arts and is offered in the College of Arts and Sciences under the direction of the faculty in economics of the School of Economics and Management. Students taking liberal arts majors, including the economics major, must satisfy the appropriate degree requirements in the College of Arts and Sciences as described in this catalog. Economics majors may satisfy the University's general education requirements for graduation either by participating in the College of Arts and Science's General Education Program (see pp. 90-98 of this catalog) or by participating in the program of one of the inner colleges—Allport College, Charter College, or New College. When choosing an inner-college program, students should consult their advisers to insure that all requirements for graduation are met.

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MATHEMATICS AND SOCIAL SCIENCE COGNATE COURSES

To obtain a background in mathematics and another social science discipline, the student is required to take the following:

	Credits	
MTH 121-122	Introductory Mathematics for the Life and Social Sciences or MTH 154-155 (Calculus)	8
Social Science	The student must take 2 courses for which he qualifies from one of the following social sciences: Political Science, Psychology, Sociology, Anthropology, and Speech Communication (except SCN 310)	8
		—
TOTAL	16

Students who expect to go on to graduate school should obtain as strong a foundation as possible in mathematics and the social sciences. Toward this goal, it is suggested that such students take the MTH 154-155 (Calculus) sequence and consider taking advanced courses in mathematics. Those seriously interested in going on to graduate work are urged to consult an adviser early concerning their programs.

The two mathematics courses in the economics program fulfill, as Symbolic Systems courses, two of the eight distribution courses required in the College of Arts and Science's general education program.

ECONOMICS CORE PROGRAM

The required economics courses are:

	Credits	
ECN 100-101	Introduction to Economics I and II	8
ECN 210	Statistical Methods for the Social Sciences	4
ECN 211	Laboratory for ECN 210	1
ECN 216	Microeconomic Analysis	4
ECN 217	Macroeconomic Analysis	4
ECN 418/ECN 480	Selected Topics in Economics Policy/or Seminar	4
		—
TOTAL IN ECONOMICS CORE PROGRAM	25

ECONOMICS ELECTIVES

The student completes his work in economics by electing at least

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3 additional courses (12 credits) in economics. Two of the electives must require either ECN 216 or ECN 217 as a prerequisite.

ELECTIVES

To complete the required total of 124 credits necessary for graduation, the student may elect any courses in the University for which he/she is eligible to enroll.

Modifications to the Economics program may be sought by petitioning the chairman of the Department of Economics. If the requested changes to the above program are significant, the chairman may ask the student to work toward a Bachelor of Arts with an independent concentration. (See pp. 107-109 of this catalog.)

Admission to major standing in economics requires: (a) certification of English proficiency; (b) completion of ECN 100-101, ECN 216; ECN 217, MTH 121-122 (or equivalent) (c) completion of 56 credits or more; and (d) at least a 2.0 cumulative grade point average overall and in major courses.

Liberal Arts Major in Economics

(A Typical Program)

Semester 1

Learning Skills/Elective
MTH 121 (or MTH 154)
ECN 100
Distribution Requirement

Semester 3

ECN 216
ECN 210 and 211
(or MGT 210 and 211)
Distribution Requirement
Elective

Semester 5

Economics Elective
Social Science Requirement
Distribution Requirement
Elective

Semester 7

Economics Elective
Elective
Elective
Elective

Semester 2

Learning Skills/Elective
MTH 122 (or MTH 155)
ECN 101
Distribution Requirement

Semester 4

ECN 217
Distribution Requirement
Social Science
Requirement
Elective

Semester 6

Economics Elective
Distribution Requirement
Elective
Elective

Semester 8

ECN 480
Elective
Elective

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Basic Courses

The following courses are part of the basic program of the economics major and will be offered each year. Under special circumstances, the prerequisites and corequisites for a course may be waived.

ECN 100 Introduction to Economics I (4 credits)

An introduction to the tools and analysis of economics in four modules: a) introduction to the methodology and tools of economic analysis; b) elementary analysis of the market system (microeconomics); c) elementary analysis of the determination of national income, employment, and the price level (macroeconomics); and d) the application of economic analysis to poverty, urban problems, international trade, environmental degradation, or other specific areas.

ECN 101 Introduction to Economics II (4 credits)

A continuation of ECN 100 with four more modules: a) the instruments used in economic policy and their control by economic institutions, i.e., accounting for the firm and GNP accounting; b) statistics; c) computers and computer programming; and d) a project of the student's choice.

ECN 169 Introduction to the Political Economy of Capitalism (4 credits)

An introduction to the economic analysis of the capitalist economy using the tools and perspectives of both the traditional and radical economists. Topics include: (a) microeconomics—the development of the market system, monopoly, discrimination, pollution, and poverty; (b) macroeconomics—control of the level of economic activity, unemployment, inflation, defense spending, growth and under-development, and imperialism; and (c) alternative economic systems.

This course is not open to majors in economics or management.

ECN 210 Statistical Methods for the Social Sciences (4 credits)

Statistical techniques useful in business and economic analysis. Emphasis on statistical inference, including hypothesis testing, estimation, and regression techniques. Ordinarily offered in the Fall Semester.

Prerequisites: MTH 122 or equivalent.

Corequisite: ECN 211.

ECN 211 Laboratory for ECN 210 (1 credit)

Use of computers in statistics.

ECN 216 Microeconomic Analysis (4 credits)

Intermediate analysis of pricing, resource allocation, and income distribution at the level of the individual firm, industry, and household consuming unit. Ordinarily offered in the Fall and Winter Semesters.

Prerequisites: ECN 101 or equivalent.

Prerequisites or corequisites: MTH 122 or equivalent.

ECN 217 Macroeconomic Analysis (4 credits)

The construction, analysis, and interpretation of models of aggregate economic behavior, including the policy implications of alternative models. Ordinarily offered in the Fall and Winter Semesters.

Prerequisites: ECN 101 or equivalent.

Prerequisites or corequisites: MTH 121 or equivalent.

Economics Electives

Economics electives provide an opportunity for the student to gain greater proficiency in the use of analytical tools, in the application of these tools to specialized problems, and in the investigation of current issues. Following is a list of economics electives which have been offered by members of the faculty in the past three years. Students should use this list as a guide to what has been offered and what could be offered. If some students desire to take a given course on the list or a course in addition to those on the list, they should petition the Department or a faculty member in an attempt to have the course offered. Any new course offering, change in the description of a course, or any change in the prerequisites for a course will be announced in a supplementary bulletin published during the advising period for a given semester. Under special circumstances, the prerequisites and corequisites for a course may be waived.

ECN 223 The Indian Economy (4 credits)

The economic problems of developing nations in the context of the Indian economy.
Prerequisite: Permission of the Instructor.

ECN 225 American Economic History (4 credits)

Models and case studies of principal events in the growth and development of the American economy from colonial times to the present. Emphasizes the evolution of current historical thought under the impact of economic analysis.

Prerequisites: ECN 101 or equivalent.

ECN 300 Systems Analysis (4 credits)

Emphasizes the identification of goals and the use of resources for achieving goals through the application of analytical and quantitative tools developed in earlier courses to problems drawn from a variety of experiences, e.g., financial management, marketing, production, capital budgeting, etc. The course is designed to develop students' skills in the use of tools, to facilitate the transferability of these skills, and to enhance their ability to develop new skills as required by a given situation. Identical with MGT 300. Ordinarily offered in the Fall Semester.

Prerequisites: ECN 216 or equivalent.

ECN 303 Economic Growth, Fluctuations, and (4 credits)
Forecasting

Analysis of the forces underlying economic growth in advanced nations. Study of business conditions and various factors affecting business fluctuations. Introduction to economic forecasting techniques for the individual firm and for the national economy. Identical with MGT 303. Ordinarily offered in the Fall Semester.

Prerequisites: ECN 101 or equivalent.

ECN 308 Urban-Regional Economics (4 credits)

Application of the tools of economic analysis to the problems of the determination of the level, distribution, growth, and stability of income within and among urban regions. Study of the impact of these processes on spatial organization, transportation, industrial location, and the provision of public services.

Prerequisites: ECN 100 or equivalent.

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ECN 309 Metropolis: Problems and Policies (4 credits)

A survey of the economics of urban problems in the United States. Includes the analysis of urban poverty, land use, transportation, and environmental quality; discussion of the economics of political fragmentation and the nature of national urban policy; review of the state of the art in urban planning. Selected problems of the Detroit area economy are examined.

Prerequisites: ECN 100 or equivalent.

ECN 321 Monetary Theory and Policy (4 credits)

Analysis of modern monetary and banking theories. The course investigates both domestic and international monetary analysis and policies, and the relationship between monetary and fiscal policies as they affect the economy.

Prerequisites: ECN 101 or equivalent.

ECN 322 Capital Markets (4 credits)

Analysis of the operation of major financial institutions and markets. The sources and uses of funds for corporations and other organizations. Identical with MGT 322.

Prerequisites: ECN 216 or equivalent.

ECN 323 International Trade and Finance (4 credits)

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.

Prerequisites: ECN 216 or equivalent.

ECN 324 Business in the American Economy (4 credits)

Public attitudes toward, and government regulation of, business; social and legal responsibilities of business. Identical with MGT 324.

Prerequisites: ECN 216 or equivalent.

ECN 325 Industrial Organization (4 credits)

Resource patterns, production processes (including technology and economies of scale), and managerial organization as related to the size of firms and the location of industries. Identical with MGT 325.

Prerequisites: ECN 216 or equivalent.

ECN 326 Economic Development (4 credits)

Application of the tools of economic analysis to the problems of economic development and growth.

Prerequisites: ECN 100 or equivalent.

ECN 333 Labor-Management Relations (4 credits)

Analysis of management-employee relations in modern industry; public policy in labor-management areas. Identical with MGT 333.

Prerequisites: ECN 216 or equivalent.

ECN 336 Economics of the Public Sector (4 credits)

A study of the role and impact of the public sector in a market economy. Includes expenditure determination, revenue source analysis, and discussion of current problems.

Prerequisites: ECN 100 or equivalent.

ECN 342 Simulation in Economics (4 credits)

An introduction to the use of simulation techniques in economic analysis.

Prerequisites: Major standing and permission of the Instructor.

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ECN 350 Economic Structures and Systems (4 credits)

A comparative analysis of the principles, structures, and ideologies of capitalism, socialism, and the command economy, with special emphasis on the processes of economic decision-making.

Prerequisites: ECN 216 or equivalent.

ECN 405 Econometrics (4 credits)

An introduction to the testing of economic models, expressed mathematically, by statistical methods.

Prerequisites: ECN 210, ECN 216, ECN 217 (or equivalent courses), and permission of the instructor.

ECN 417 Advanced Economic Theory (4 credits)

This course covers selected topics in the economic theory of resource allocation, economic growth, and stability.

Prerequisites: ECN 216 and ECN 217, or equivalent.

ECN 418 Selected Topics in Economic Policy (4 credits)

Prerequisite: Major standing.

ECN 442 Operations Research (4 credits)

Operations research techniques are used in exploring problems selected from several areas of organizational and business analysis. Identical with MGT 442.

Prerequisites: ECN 216 or equivalent.

ECN 460 Independent Group Study (4 credits)

Students in this course 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 students may draw upon the faculty for consultation and direction. Although independent research is an integral part of the course, the major emphasis is on class discussion and analysis. Identical with MGT 460.

Prerequisite: Major standing.

ECN 480 Seminar (4 credits)

Theses, individual topics, and readings. Ordinarily offered in the Winter Semester.

Prerequisite: Major standing.

ECN 490 Independent Research (2 or 4 credits)

Offered every semester.

Prerequisite: Permission of the instructor.

ARTS AND SCIENCES

DEPARTMENT OF ENGLISH

Professors:	John P. Cutts, Chairman Maurice F. Brown Joseph W. DeMent Peter G. Evarts (English and Learning Skills) Thomas Fitzsimmons Gertrude M. White
Associate Professors:	James Hoyle David W. Mascitelli Donald E. Morse Joan G. Rosen
Assistant Professors:	Charles M. Broh Robert L. Donald Jane Eberwein Robert T. Eberwein Nigel Hampton William F. Horwath Arlene M. Jackson Beverley F. Jones Helen J. Schwartz
Instructor:	Brian Murphy
Visiting Lecturer:	James E. Hart
Associated Faculty Professor:	William Schwab (Linguistics and English)
Assistant Professor:	Daniel H. Fullmer (Linguistics and English)

The primary emphasis of the Department of English is the informed enjoyment of imaginative literature. The study of language, the reading, analysis, interpretation, and evaluation of works necessary for such enjoyment, in ten quite different courses, should provide the English major with a permanently valuable introduction to the art of letters. Undergraduates majoring in English may use their knowledge of literature to become writers themselves, or scholars, technical writers, journalists, or teachers. Those who can read and write well are welcome in business, politics, publicity, the church, the law, the civil service, and many other professions.

The Department gives almost complete freedom in choice of courses, but hopes all majors will try to make sense of their programs with respect to variety and concentration and depth. Seek our counsel; we welcome the opportunity to discuss the study of literature with you and to help in your selection of courses.

ARTS AND SCIENCES

The Department of English offers undergraduate programs of study leading to the degree of Bachelor of Arts with liberal arts major, secondary teaching major, major with concentration in linguistics, and secondary teaching minor. The Department of English offers graduate programs of study leading to the degrees of Master of Arts in English and Master of Arts in Teaching of English. The latter program is jointly sponsored by the Department of English and the School of Education. For further information on the graduate programs, see the *Graduate Bulletin*.

Students electing majors in the Department of English may complete their general education requirement through courses chosen from departmental offerings from University courses, or in Allport College, Charter College, or New College. Their choice should be made in consultation with their advisers.

The Department is prepared to entertain petitions for advanced placement from students presenting evidence of satisfactory completion of courses in high school, through the Advanced Placement Program of the College Entrance Examination Board.

The Liberal Arts Major in English

A major in English requires ten courses (40 credits). The only required course in the major is English 140, which should be taken in either semester of the freshman year. Transfer students should consult the Department to determine if their previous coursework elsewhere in English satisfies this requirement. A total of 4 credits toward the major or minor may be drawn from a course in the literature of a foreign or classical language.

The Department recommends ENG 241 and 242 to all majors and minors. Their primary emphasis is the reading of representative masterpieces. The Department hopes that, after completing either ENG 241 or 242, students will continue their reading of the major figures. If not, the Department feels they will have gained more than a superficial acquaintance with the art and times of the figures represented.

We also suggest that students take:

a course in American literature;

a course in Shakespeare;

a course in the study of language, preferably ENG 377;

a course in the study of poetry.

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Secondary Teaching Major in English

The major in teacher education stresses a pragmatic base of training for the prospective English teacher by moving both backward and forward—backward by prescribing core literature courses to insure a sound background and a range of approaches appropriate for the study of literature in the secondary school, and forward by including study in disciplines associated with the study of literature and the teaching of English.

I. The graduation requirement: 124 hours

II. Distribution:

Major	40 hours
Cognate	8 hours
Minor	20 hours
Education	16 hours
Distribution	32 hours
Elective	8 hours

124 hours

III. The Major:
Required:

English 140
English 241
English 242
English 224/225
English 210
English 376/377 or appropriate course in Linguistics
English 498

Elective:

Three courses at 300-level or above.

IV. Cognates:

One course in the teaching of reading at the secondary level.

One course in speech-communication.

One additional course in either Speech, Reading, Linguistics, or English composition.

Recommendations for Students Contemplating Graduate School

While there are any number of undergraduate programs that will prepare the student planning on graduate work in English, a

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- ENG 140 Introduction to Literary Studies (4 credits)**
Intensive practice in the techniques of reading literature and introduction to important basic concepts of criticism and commentary. Reserved for English majors and minors as their first departmental course.
Prerequisite: Intention to major or minor in English.
- ENG 200 Topics in Literature and Language (4 credits)**
Topics or problems selected by the instructor.
- ENG 201 Poetry (4 credits)**
Introduction to the analysis and enjoyment of poetry.
- ENG 202 Epic (4 credits)**
Introduction to the analysis and enjoyment of the epic.
- ENG 207 Drama (4 credits)**
Introduction to the analysis and enjoyment of drama.
- ENG 208 Biography (4 credits)**
Introduction to the analysis and enjoyment of biography.
- ENG 209 The Novel (4 credits)**
Introduction to the analysis and enjoyment of the novel.
- ENG 210 Fundamentals of Exposition (4 credits)**
A systematic approach to writing designed to enhance the student's own writing skills and also his ability to teach writing.
- ENG 211 An Introduction to Old Testament Literature (4 credits)**
A study of the types of literature found in the Old Testament. Identical with CLS 211.
- ENG 224 American Writers: The Nineteenth Century (4 credits)**
A study of a small number of major works which constitute the core of the American literary tradition, including such authors as Hawthorne, Melville, and Mark Twain.
- ENG 225 American Writers: The Twentieth Century (4 credits)**
A study of a limited number of major works in several genres, by such writers as Baldwin, Dreiser, Faulkner and Stevens.
- ENG 241 Chaucer, Shakespeare, Milton: Selected Works (4 credits)**
Close examination of major works by these three authors.
- ENG 242 English Augustan and Romantic Works (4 credits)**
A close examination of major texts of eighteenth and early nineteenth century English literature.
- ENG 285 Interdisciplinary Issues (4 credits)**
The relationship of literature and literary study to a second discipline: science, philosophy, psychology, religion or the visual arts. The second area will vary from semester to semester.
Prerequisites: ENG 140 or permission of the Instructor.

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- ENG 290 Introduction to Critical Methods (4 credits)**
A general introduction to the principal critical methods that have been used to analyze literature, together with the assumptions which underlie those methods.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 300 Special Topics in Literature and Language (4 credits)**
Special problems or topics selected by the instructor.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 301 Studies in Literary Kinds (4 credits)**
The study of a single literary kind, whether genre (such as novel, lyric, or drama) or mode (such as tragedy or comedy) in an attempt to discover similarities and differences among individual works studied as well as to relate the kind under discussion to the body of literature as a whole.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 307 Modern Drama (4 credits)**
Studies in English, American, and Continental drama since Ibsen.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 310 Persuasive Writing (4 credits)**
A practical course in writing. Modes of persuasion, argumentation, arrangement of materials and matters of style.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 311 Chaucer (4 credits)**
The major works, with emphasis on *The Canterbury Tales* and *Troilus and Criseyde*.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 312 Classical Mythology (4 credits)**
The principal Greek and Roman myths and their uses in classical and post-classical art and literature. Offered each Winter Semester. Identical with CLS 312.
- ENG 313 Myth in Literature (4 credits)**
Study of the mythic content and/or structure of literature.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 315 Shakespeare (4 credits)**
Reading and discussion of a representative selection of the plays and poetry.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 317 Early American Literature (4 credits)**
Studies in American literature before 1820. The course may concentrate on a type or movement within the period, at the discretion of the instructor.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 320 Development of American Poetry (4 credits)**
An introduction to American poetry, with emphasis on the seventeenth to the nineteenth centuries.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 322 Nineteenth Century American Fiction (4 credits)**
Selected readings in representative writers of the period.
Prerequisites: ENG 140 or permission of Instructor.

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- ENG 324 American Romanticism (4 credits)**
A study of the various manifestations of the romantic movement in America with readings drawn primarily from the poetry, essays, and fiction of the pre-Civil War period.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 326 The Gilded Age (4 credits)**
Readings in American fiction and poetry of the period between the Civil War and World War I.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 332 Modern American Fiction (4 credits)**
Readings in American fiction from Henry James to the present.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 333 Modern American Poetry (4 credits)**
Studies in the poetry of the first half of the twentieth century.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 340 American Writing Now (4 credits)**
Contemporary American poetry, drama, and fiction.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 341 A Survey of American-Jewish Literature (4 credits)**
Reading and critical analysis of representative selections from twentieth century American-Jewish literature.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 342 Black American Writers (4 credits)**
A study of black literary figures and of the black man in literature.
Prerequisite: ENG 140 or permission of the instructor.
- ENG 353 Old English Literature (4 credits)**
A study of the literature of England from the beginning to the Norman Conquest. Primary focus on the Old English lyric and epic.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 354 Medieval Literature (4 credits)**
Studies in English literature from the Norman Conquest to 1500, excluding Chaucer. Ballad, drama, romance, lyrics. Representative authors include the Pearl Poet, Langland, Scottish Chaucerians, Lydgate, and Malory. The course may concentrate on literature to 1350 or from 1350 to the Renaissance, at the discretion of the instructor.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 355 Literature of the English Renaissance (4 credits)**
Selected poetry and prose, non-dramatic; the Renaissance (roughly 1550-1660) as a historical and cultural phenomenon.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 356 Drama of the English Renaissance (4 credits)**
A survey of English drama (exclusive of Shakespeare) from 1590 to 1640.
Prerequisites: ENG 140 or permission of the Instructor.

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- ENG 390, 391 Literary Criticism (4 credits each)**
The study and history of criticism.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 400 Advanced Topics in Literature and Language (4 credits)**
Advanced topics and problems selected by the instructor.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 410 Imaginative Writing (4 credits)**
Designed to provide potential writers of fiction, poetry and/or drama with an opportunity to develop technical proficiency and to receive criticism of work in progress. The course may focus on one kind of writing, and the approach may shift from semester to semester at the pleasure of the instructor.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 430 Henry James (4 credits)**
The novels, shorter fiction, and literary criticism of Henry James, with attention to biographical and critical approaches.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 439 Faulkner (4 credits)**
An intensive study of the fiction of William Faulkner, including attention to various critical approaches.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 451 Major American Writers (4 credits)**
Studies in one or two American writers to be selected by the instructor.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 452 Major British Writers. (4 credits)**
Studies in one or two British writers to be selected by the instructor.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 465 Shakespeare (4 credits)**
Intensive analysis of four or five of the plays.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 466 Milton (4 credits)**
Selected early poems, including "On the Morning of Christ's Nativity," "Comus," "Lycidas"; some of the sonnets and prose treatises; *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 470 W. B. Yeats (4 credits)**
Intensive reading of the poems, plays, essays, and autobiography of William Butler Yeats. Discussion.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 490 Advanced Criticism (4 credits)**
Intensive studies in criticism, often concentrating on a single school.
Prerequisites: ENG 140 or permission of the Instructor.
- ENG 497 Apprentice College Teaching (2 or 4 credits)**
An elective course open to any well-qualified upperclassman who wins consent of an instructor in the Department of English to assist in presenting an undergraduate

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course. The apprentice should be capable of assuming *limited* classroom responsibility. May not be taken for credit toward the major.

Prerequisites: ENG 140 or permission of the Instructor.

ENG 498 The Theories of Teaching Literature, (4 credits)
Language, and Composition

An exploration of the theoretical approaches to the disciplines associated with the teaching of English in the secondary school. The course will treat the interrelationship of the disciplines, the format of instruction which the theories propose, the selection of appropriate materials, and the discussion and observation of innovative programs.

Prerequisites: English Secondary Education Majors only.

ENG 499 Independent Reading (2 or 4 credits)

Directed reading or research based on permission of the instructor. A proposal for a course of study must be submitted in the semester preceding that in which the independent study is to be taken. Prospectus forms are available in the English Department Office. Only three 499's may be credited toward the major. May be elected on an "S" or "N" grading basis.

ENG 500 Advanced Topics in Literature and (4 or 8 credits)
Language

ENG 510 Literature and Composition (4 credits)

ENG 533 Formal Analysis (4 credits)

ENG 534 Language History (4 credits)

ENG 541 Literary History (4 credits)

ENG 542 Literary History (4 credits)

ENG 561 Literary Kinds (4 credits)

ENG 562 Literary Kinds (4 credits)

ENG 597 Apprentice College Teaching (4 credits)

ENG 600 Studies in Language and Literature (4 credits)

ENG 640 Studies in American Literature (4 credits)

ENG 641 Studies in American Literature (4 credits)

**ENG 642 Studies in Old and Middle English
 Literature (4 credits)**

ENG 643 Studies in Renaissance Literature (4 credits)

ENG 644 Studies in Eighteenth Century Literature (4 credits)

ENG 645 Studies in Nineteenth Century Literature (4 credits)

ENG 646 Studies in Modern Literature (4 credits)

ENG 647 Studies in the Structure of English (4 credits)

ENG 648 Studies in Literary Theory (4 credits)

ENG 690 The Master's Project (4 credits)

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DEPARTMENT OF HISTORY

- Professors:** Melvin Chernov, Chairman
Charles W. Akers
John Barnard
Richard M. Brace
Robert C. Howes
George T. Matthews
W. Patrick Strauss
S. Bernard Thomas
- Associate Professors:** Leonardas V. Gerulaitis
Harold Gorvine (On leave 1972-73)
Gerald C. Heberle (On leave 1972-73)
Harold G. Lawrence
Paul M. Michaud
Anne H. Tripp
Richard P. Tucker
- Assistant Professors:** De Witt S. Dykes, Jr.
James D. Graham
Mary C. Karasch
Joseph A. Klaitis
Roy A. Kotynek
Robert J. Krompart
Lawrence D. Orton
Carl R. Osthaus
Colin A. Palmer
I. Michael Solomon

The Department of History consists of professional scholars engaged in the study of American, Afro-American, Latin American, British, European, Russian, Chinese, Japanese, Indian, and African history and particularly of the intellectual, socio-economic, and institutional aspects of history. Such professional work combines factual knowledge with creative speculation and interpretation, and proficiency in it encompasses meticulous use of documentary evidence, disciplined imagination, and the ability to write lucid, persuasive prose.

The study of history at the undergraduate level has traditionally been considered one of the major paths to informed, independent, and effective citizenship. It leads most directly into secondary school and college teaching and other forms of professional historical scholarship. Moreover, its emphasis on broad knowledge,

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critical judgment, and precise writing provides excellent pre-professional preparation for many other careers in government service, the law, the ministry, journalism, library and museum service, and business. Students who are interested in professional careers as historians should keep in mind that in graduate work they will ordinarily be expected to demonstrate competence in two modern foreign languages.

The Department of History offers a program of study leading to the degree of Bachelor of Arts. The student who majors in history should plan his or her course of study, in close consultation with a departmental adviser, following a pattern leading either to further study of history in graduate school, to secondary school teaching, or to enrollment in a postgraduate professional program. There is also a pattern for majors who wish to concentrate in area studies (see pp. 266-274.)

Students in Allport College, Charter College, and New College can complete most degree programs in history in eight semesters, but students in Allport College, Charter College, and New College who plan to complete a degree program with secondary school teaching certification should be willing to add a ninth semester in order to meet all requirements. The Department of History grants advanced placement in accordance with the University policy as explained on p. 18 of this catalog.

Requirements for the Major in History

The major in history, with the exception of the student with an area studies concentration, must complete ten courses (40 credits) offered by the Department. Completing the major with an area studies concentration requires six history courses (24 credits). A normal program will involve work in more than one field of history.

Requirements for the Secondary Teaching Minor in History

Completing a teaching minor in history (for all majors except social studies) requires 16 credits in Department of History courses, including HST 214, 215, plus 4 credits drawn from among UC 01B, UC 01E, UC 036, UC 062, UC 063, UC 064, UC 066, UC 068, UC 070, or a Colloquium in an appropriate area. For students majoring in social studies the teaching minor requires 20 credits in Department of History courses including HST 214, 215. Social studies majors who wish to elect this minor must confer with the Placement Office and/or the Office of the School of Education before planning their programs.

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Department Courses and Course Prerequisites

Courses numbered 100-299 are introductory survey courses. Courses numbered 300-399 are more advanced courses dealing with more narrowly defined periods or problems; a better historical background and a higher level of performance are expected of the student, who may specifically anticipate more writing and discussion than in the introductory courses. Courses numbered 400-499 are research courses designed for history majors; the student is expected to have developed a good background in the particular field of the research course through relevant work at the 100-299 and 300-399 levels.

The prerequisites for the introductory and advanced courses offered by the Department of History are as follows: 100-level courses: none; 200-level courses: none; 300-level courses: English proficiency certification plus special requirements listed beneath the courses; 400-level courses: five or more courses in history including the special requirements listed beneath the courses. All prerequisites may be waived by special permission of the course instructor.

HST 100 Topics in History (4 credits)

An introductory course to enable students to sample various historical problems and to develop critical judgment regarding the nature and use of historical evidence.

HST 141, 142 Introduction to European History (4 credits each)

An integrated series of courses offering an introduction to European history from about A.D. 500 to the present, with an emphasis upon critical analysis of the basic economic, social, and political context of the successive transformations of Europe.

HST 141 (Europe 500-1715) is a survey of the Middle Ages, Renaissance, Reformation, and the Early Modern period through the Era of Louis XIV. Offered each semester. HST 142 (Europe, 1715-present) is a survey of European history from the Enlightenment to the modern age of industrialism, nationalism, and global conflict. Offered each semester.

HST 214, 215 Introduction to American History (4 credits each)

An integrated series of courses offering an introduction to American history from colonial times to the present.

HST 214 is a survey of the American political, economic, and intellectual history from the colonial period through the Reconstruction Era. Offered each semester.

HST 215 is a survey of American industrial growth, agricultural protest, experiments with imperialism, domestic reform, and world leadership from 1876 to the present. Offered each semester.

HST 234, 235 History of England and British Expansion (4 credits each)

An integrated series of courses offering an introduction to English and British history from the Middle Ages to the present.

HST 234 is a study of the Middle Ages and the rise of parliamentary institutions, the Tudor revolution in government, the Reformation and the rise of Puritanism, the civil

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wars and the Glorious Revolution, and the culture of the Tudor and Stuart periods. Offered in alternate years.

HST 235 is a study of Britain under the Hanoverians in the eighteenth century, the age of industrialism and reform in the nineteenth century, and Britain's role in world politics of the twentieth century. Offered in alternate years.

HST 251, 252 Introduction to Russian History (4 credits each)

An integrated series of courses offering an introduction to Russian history from earliest times to the present.

HST 251 is a study of the political, social, and intellectual history of the Russian nation from its origins to 1855. Offered in the Fall Semester.

HST 252 is an analysis of the history of the decline of the Russian monarchy and the rise of the Soviet state from 1855 to the present. Offered in the Winter Semester.

HST 254 Eastern European History (4 credits)

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 277 Japan to 1800 (4 credits)

Japanese history from the pre-Buddhist period to the Tokugawas, with discussion of cultural and intellectual developments. Offered in the Fall Semester.

HST 278 Japan since 1800 (4 credits)

Modern Japanese history emphasizing Japan's response to the West, with special study comparing the Japanese and Chinese experiences. Offered in the Winter Semester.

HST 280 History of Southeast Asia (4 credits)

The rise of regional empires and Indian and Chinese cultural influence; the impact of the Western imperial powers, especially the British, French, and American; and modern nationalisms, both secular and religious, both liberal and revolutionary. Offered in alternate years.

HST 282 Introduction to the History of India (4 credits)

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. Offered in the Fall Semester in alternate years.

HST 286, 287 Survey of African History (4 credits each)

An integrated series of courses offering an introduction to the social, political, economic, and technological developments in Africa from prehistoric times to 1875.

HST 286 considers the precolonial history of Africa, or the history of Africa from earliest times to the sixteenth century. Offered in the Fall Semester.

HST 287 surveys the European colonization of Africa, the African slave trade to the Americas, and African resistance movements to imperialism from the sixteenth century to just prior to the partition of the continent at the Berlin Conference. Offered in the Winter Semester.

HST 291, 292 History of the Afro-American (4 credits each) People

An integrated series of courses offering an introduction to the institutional, intellectual, and cultural developments within the Afro-American community, with special notice given to the political, economic, and social context in which such developments occur.

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HST 291 surveys the Afro-American experience from the African background through the Civil War period. Offered in the Fall Semester.

HST 292 surveys the post-Civil War experience of the Afro-American people. Offered in the Winter Semester.

HST 301 American Economic History (4 credits)

Models and case studies of principal events in the growth and development of the American economy from colonial times to the present. Emphasizes the evolution of current historical thought under the impact of economic analysis. Identical with ECN 225.

HST 306 Colonial and Revolutionary America (4 credits)

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. Offered each fall.

HST 307 The American Religious Experience (4 credits)

An introductory study of the religious history of the American people. Religion is broadly viewed as a social manifestation as well as a quest for moral and spiritual development. Offered each winter.

HST 310 The Young Republic and the Age of Jackson, 1787-1850 (4 credits)

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 credits)

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 credits)

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 credits)

The 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 credits)

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 American Intellectual History to 1860 (4 credits)

The intellectual and cultural history of the American people from the colonial period to the Civil War. Offered in the Fall Semester.

HST 317 American Intellectual History since 1860 (4 credits)

Major intellectual and cultural trends in the United States from the Civil War to the present. Offered in the Winter Semester.

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- HST 318 Topics in American Social History (4 credits)**
Selected topics in the history of popular beliefs, social structure and organization, and the process of social change, including movements of reform. Offered in alternate years.
- HST 319 History of the American South (4 credits)**
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 twentieth century. Offered each Winter.
- HST 320 U. S. Diplomatic History to 1898 (4 credits)**
The origins, formulation, and development of American foreign policy and diplomacy from the Revolution to the Spanish-American War, including such topics as neutrality and isolationism, the Monroe Doctrine, Manifest Destiny, and the Civil War. Offered in alternate years.
- HST 321 U. S. Diplomatic History since 1898 (4 credits)**
American foreign policy and diplomacy from the Spanish-American War to the present, including such topics as American imperialism, Caribbean and Far Eastern policies, involvement in the world wars and the Cold War, and nuclear diplomacy. Offered in alternate years.
- HST 322 The Social History of American Education (4 credits)**
The educational impact of school, family, and church on American social and cultural life from the colonial period to the present. Offered in alternate years.
- HST 323 Advanced Study in Afro-American History (4 credits)**
Group reading and discussion, combined with independent research, on such subjects as the nature and scope of Afro-American history, bibliographical materials, the history of Afro-American history, and the Afro-American intellectual. Offered each year.
Prerequisites: HST 291 or HST 292.
- HST 324 The Ancient Historians (4 credits)**
The aims, methods, achievements, and limitations of ancient historiography studied through a reading of the most prominent ancient historians in translation. Identical with CLS 324. Offered in alternate years.
- HST 325 Medieval Europe (4 credits)**
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 credits)**
The European Renaissance period, with special emphasis on the Italian experience. Offered in alternate years.
- HST 327 The Northern Renaissance (4 credits)**
European humanism, with special emphasis on the Lowlands, France, and Germany. Offered in alternate years.
- HST 328 Europe in the Sixteenth Century (4 credits)**
A comparative analysis of European society, including such themes as the varieties of humanism; the spiritual crisis of Christendom; the structure of the Renaissance state and formulation of sovereignty, political rebellion, and social revolution; dynastic and ideological warfare; and the effects of the expansion of the West upon European society. Offered in alternate years.

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HST 329 Europe in the Seventeenth Century (4 credits)

A comparative analysis of European society, including such themes as the articulation of absolutism and constitutionalism, the emergence of the European states system, the origins of modern science and rationalism, the culture of the baroque, the development of commercial capitalism, and the tension between new bureaucratic standards of relationship and the personalized nature of premodern society. Offered in alternate years.

HST 330 Medieval England (4 credits)

The constitutional, economic, social, and religious developments in England before 1500, with attention to the European context in which these changes occurred. Offered in alternate years.

Prerequisites: HST 141 or HST 234.

HST 331 Tudor England, 1485-1603 (4 credits)

The emergence of England as an international power, the religious Reformation, and the changes in government, society, and culture. Offered in alternate years.

Prerequisites: HST 141 or HST 234.

HST 332 Stuart England, 1603-1714 (4 credits)

The constitutional crises of the seventeenth century, the developments in economic, religious, social, and cultural life, and the beginnings of overseas expansion. Offered in alternate years.

Prerequisites: HST 141 or HST 234.

HST 334 Victorian and Edwardian England (4 credits)

The political, cultural, and intellectual life of England from 1837 to the outbreak of World War I. Offered irregularly.

HST 335 Twentieth Century Britain (4 credits)

The British adjustment to global wars, the later industrial revolution, mass democracy, and social change. Offered in alternate years.

HST 337 Hellenic Greece (4 credits)

Greek history from the Bronze Age to the Peloponnesian War. Identical with CLS 337. Offered in alternate years.

HST 339 Republican Rome (4 credits)

Roman history from the regal period to the end of the Republic. Identical with CLS 339. Offered in alternate years.

HST 340 Imperial Rome (4 credits)

Roman history from the principate of Augustus to the fall of the western empire. Identical with CLS 340. Offered in alternate years.

HST 341 Europe since 1914 (4 credits)

An analysis of Europe in world perspective since World War I. Offered every year.

HST 342 The Origins of Modern Germany (4 credits)

The ancient and medieval roots of German civilization, the political fortunes of the Holy Roman Empire and its member states, the development of the concept of German nationality, and the rise of the German nation-state in the nineteenth century. Offered in alternate years.

HST 343 Germany since 1870 (4 credits)

The history of the German nation-state, concentrating on constitutional and political developments in their social context. Offered every year.

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HST 366 Slavery and Race Relations in the New World (4 credits)

A comparative approach to the study of slavery in North America, Latin America, and the Caribbean, and to the present state of race relations in the three areas. Offered in alternate years.

HST 367 Pre-Columbian and Colonial Mexico (4 credits)

The scope and achievements of pre-Columbian Indian civilizations; the Spanish Conquest and its aftermath, the emergence of a multiracial society, the rise of creole nationalism and the achievement of political independence. Offered annually.

HST 370 China: Beginnings to Mid-T'ang, ca. 750 (4 credits)

China's prehistoric and classical foundations, the first phase of imperial unification, the Han intellectual and state synthesis, and the aftermath of Han collapse, with special attention given to the effects of Buddhist, foreign, and heterodox native influences in the subsequent development of the T'ang cosmopolitan universal state. Offered in alternate years.

Prerequisite: UC 062.

HST 371 China: Mid-T'ang to the Peak of Manchu Power, ca. 1800 (4 credits)

The institutional, intellectual, and aesthetic responses to the failure of T'ang cosmopolitanism, the elaboration of gentry economic controls, neo-Confucian orthodoxy, the literati ethos, and Chinese accommodations to the problems of foreign encroachment and foreign rule. Offered in alternate years.

Prerequisite: UC 062.

HST 373 Nineteenth Century China (4 credits)

Imperial China during the half century preceding the Opium War of 1839-42, China's growing crisis in the context of the massive Western impact during the second half of the nineteenth century, and the collapse of the traditional Chinese order in the first two decades of the twentieth century. Offered each year.

Prerequisite: UC 062.

HST 374 Nationalism and Communism in China (4 credits)

The patterns of revolutionary nationalism in China from 1919 to the present, focusing on the Nationalist (Kuomintang) and Communist periods. Offered each year.

Prerequisite: UC 062.

HST 375 Topics in Chinese Intellectual History (4 credits)

A historical investigation into Chinese philosophy from its emergence in the sixth century B.C. to the ascendancy of Confucianism during the Former Han Dynasty (208 B.C.—6 A.D.). Offered in the Winter Semester.

HST 381 History of Early India (4 credits)

The history of India from the most ancient times to the coming of the Mughals in the early years of the sixteenth century. Offered in the Fall Semester.

HST 382 Mughal and British India, 1526-1860 (4 credits)

Parallel analyses of Islamic, Hindu, and Sikh cultures in the premodern era, the Mughal empire and its regional opponents, the political fragmentation of the eighteenth century, and the social patterns which survived under the early British empire. Offered in alternate years.

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HST 481 Seminar in Historiography (4 credits)

Reading and research in topics analyzing the literature of historical inquiry and writing from the Greeks to the present. Offered irregularly.

Prerequisites: Four history courses.

HST 491 Directed Research in History (4, 8 or 12 credits)

Directed individual research designed for advanced history majors. Offered each semester.

Prerequisite: Permission of the Instructor.

DEPARTMENT OF LINGUISTICS

Professor:	William Schwab, Chairman (Linguistics and English)
Assistant Professors:	Peter J. Binkert (Linguistics and Classics) Daniel H. Fullmer (Linguistics and English)
Instructor:	Carl W. Johnson (Linguistics and Modern Languages)
Associated Faculty	
Professor:	Donald C. Hildum (Speech Communication and Linguistics)
Associate Professors:	John W. Barthel (German and Linguistics) Don Iodice (French and Linguistics)
Assistant Professor:	Carlo Coppola (Hindi-Urdu and Linguistics)

Linguistics, the science of language, is concerned with the systematic study of language, language history, comparison of languages, and with the designing of models for natural languages and the theoretical implications of such designs 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 science, language teaching, speech pathology, sociology, and dialectology, and has produced the new disciplines of biolinguistics, mathematical linguistics, psycholinguistics, sociolinguistics, and machine translation as exciting and viable fields.

The Department of Linguistics offers programs of study leading to the degree of Bachelor of Arts with a liberal arts major in linguistics, and concentrations in linguistics on a joint basis with certain other departments in the College of Arts and Sciences. Students majoring in linguistics may complete their general education requirements through courses chosen from departmental offerings, from University courses, or in Allport College, Charter College, or New College. Programs should be developed in consultation with an adviser.

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The linguistics major at Oakland University, with its cross-disciplinary thrust, is designed to serve students who desire a general education as well as those who may be disposed to graduate work in linguistics and related fields. For both groups it should provide a broad, yet rigorous, course in the nature of language and human behavior and give a deeper comprehension of the instrument that uniquely distinguishes man from all other living things. For students interested in careers in the teaching of language, dialectology, and second-language teaching at the primary or secondary school level, concentrations in linguistics are available together with a modified major in another department.

Programs for the Liberal Arts Major in Linguistics

Ten courses (40 credits) are required: seven courses in linguistics and three courses in a cognate field. Two of the seven courses in linguistics should be at the 100 or 200 level. Required courses include LIN 301 and 302. At least two courses must be selected from LIN 403, 404, and 410.

Cognates are available in the College of Arts and Sciences in the following fields: anthropology, classical languages, foreign languages, philosophy, and psychology. There is also a group of cognate studies, which emphasizes computer science, available in the School of Engineering. Other fields or special combinations may be approved by consultation with the departments concerned.

Cognates selected from anthropology should include a course in language in culture (LIN/AN 276). Cognates in English should include studies in the history and the structure of English (ENG 376 and 377). Cognates in classical languages and in modern languages should be in a second foreign language, not in the same immediate language family as that chosen to fulfill the requirements of the major. (No two modern Germanic or modern Romance languages, for example, would be acceptable.) Cognates in psychology should include a course in the psychology of communication (PSY 435). Cognates in philosophy should include a course in logic (PHL 370) and in philosophy of language (PHL 375). Some cognate courses, if carefully selected, may be used to fulfill general education distribution requirements.

Unless a concentration in speech communication has been selected, a liberal arts major in linguistics must complete two years' study, or the equivalent, of a foreign language, either classical or modern. The language requirement may be fulfilled by course work or examination demonstrating proficiency in the foreign language

beyond the fourth semester level. Students for whom English is a second language may consider English as a foreign language for purposes of the language requirement. The department recommends that students who satisfy their language requirement with a modern Indo-European language consider studying a classical language (Latin or Greek) or a non-Indo-European language (Swahili, Hebrew, or Chinese) in addition.

Liberal Arts Major in Linguistics

(A Typical Program)

Semester 1

Learning Skills

LIN 176

Distribution Requirement

Distribution Requirement

Semester 3

Linguistics cognate

Foreign language (114)

Distribution Requirement

Elective

Semester 5

LIN 301

Foreign language (214)

Linguistics cognate

Elective

Semester 7

LIN 401

LIN 403

Distribution Requirement

Elective

Semester 2

Learning Skills

LIN 177

Distribution Requirement

Distribution Requirement

Semester 4

Linguistics cognate

Foreign language (115)

Distribution Requirement

Elective

Semester 6

LIN 302

Foreign language (215)

Distribution Requirement

Elective

Semester 8

Elective

LIN 404

Elective

Elective

Special Programs

In line with recent developments in the University, exceptionally well qualified students may arrange, with advisers, special programs involving linguistics and other subjects and differing from the prescribed course sequences they would normally take upon declaring a major. For example, a student interested in sociology, anthropology, and linguistics might wish to arrange a viable program that provides the proper academic depth and appropriate training in all three areas. A student may also elect to graduate with a double major, one in linguistics and one in another subject,

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where the cognate area may serve partially to fulfill the requirements for the other major. Individual programs must be approved by a special adviser and the Committee on Instruction of the College of Arts and Sciences.

The Linguistics Major with a Concentration in Speech Communication

A modified linguistics major with a concentration in speech communication is available for interested students. The concentration in speech communication requires:

- (a) six courses (24 credits) in linguistics, and
- (b) five courses (20 credits) in speech communication.

The courses in linguistics must include LIN 301, two of LIN 260, LIN 277, or LIN 335, two of LIN 401, LIN 404, or LIN 407, and one elective.

The five courses in speech communication must include SCN 201 and four electives, with SCN 303 highly recommended.

Programs for the Concentration in Linguistics

The concentration in linguistics is available on a joint basis with other departments in the College of Arts and Sciences. A wide range of such combinations is possible: Students may major in English, modern languages, philosophy, psychology, and anthropology and may concentrate in linguistics at the same time. (Other majors may also be considered.) But the student must first be admitted to a departmental major and secondly be accepted into the concentration upon application to the Department of Linguistics.

MAJOR IN ANTHROPOLOGY

The linguistics concentration for the anthropology major requires:

- (a) five courses (20 credits) in linguistics, and
- (b) five courses (20 credits) in anthropology.

The courses in anthropology must include AN 101 and AN 102, and any other three courses in anthropology. The five courses in linguistics should include LIN 276, LIN 301, LIN 401, LIN 404, and one other course in linguistics.

MAJOR IN CLASSICS

The linguistics concentration for the classics major requires:

- (a) five courses (20 credits) in linguistics, and

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(b) five courses (20 credits) in classics.

The courses in linguistics should include LIN 301, LIN 302, LIN 403, LIN 404, and one elective.

The courses in classics should include two courses in the Latin language beyond Latin 215, two courses in the Greek language (Greek 114 and Greek 115 or beyond) and one elective.

MAJOR IN ENGLISH

The linguistics concentration for the English major requires:

- (a) five courses (20 credits) in linguistics, and
- (b) six courses (24 credits) in English literature.

The courses in literature must include ENG 140 and any other five courses in English literature. The five courses in linguistics should include LIN 301, LIN 302, LIN 403, LIN 404, and one elective, either in linguistics or a course in English language analysis or history, such as ENG 376 or 377.

MAJOR IN MODERN LANGUAGES (FRENCH, GERMAN, RUSSIAN, SPANISH)

The linguistics concentration for the French, German, Russian, or Spanish major requires:

- (a) five courses (20 credits) in linguistics, and
- (b) six courses (24 credits) in French, German, Russian, or Spanish language and literature beyond FRH, GRM, RUS, or SPN 215.

The modern language requirements are FRH, GRM, RUS, or SPN 311-312, 371, 372, 461 and one course at the 400 level. The five courses in linguistics should include LIN 301, LIN 302, LIN 403, LIN 404, and one elective. In addition, the modern language major must take FRH, GRM, RUS, or SPN 365, the applied linguistics of a particular foreign language.

MAJOR IN PHILOSOPHY

The linguistics concentration for a philosophy major requires:

- (a) five courses (20 credits) in linguistics, and
- (b) six courses (24 credits) in philosophy.

The six courses in philosophy must include PHL 101, PHL 370, and PHL 375. The five courses in linguistics should include LIN 301, LIN 404, and three other electives in linguistics.

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MAJOR IN PSYCHOLOGY

The linguistics concentration for a psychology major requires:

- (a) four courses (16 credits) in linguistics, and
- (b) six courses (24 credits) in psychology.

Five of the six psychology courses must be PSY 146, PSY 231, PSY 351 or 352, PSY 353, and PSY 435. Arrangements may be made for a psycholinguistics major to substitute a linguistics or other cognate course for the unspecified sixth psychology course. The linguistics courses should be LIN 301, LIN 302, LIN 403, LIN 404.

MAJOR IN SOCIOLOGY

The linguistics concentration for the sociology major requires:

- (a) six courses (24 credits) in sociology, and
- (b) five courses (20 credits) in linguistics.

The courses in sociology must include SOC 100 and SOC 310, and any other four courses in sociology, though AN 410 may be substituted for one course in sociology.

The courses in linguistics must include LIN 276, LIN 301, LIN 277 or LIN 401, and two other courses above the 300 level to be elected in consultation with the Linguistics Department adviser.

LIN 176 The Nature of Language: Its Humanity (4 credits)

An introduction to language as a conceptual system and the interrelationships of language and other cultural subsystems; social dialectology and lexicography; non-systematic semantics, writing systems, and other topics related to the nature of language are examined.

LIN 177 The Nature of Language: Its Theory (4 credits)

An introduction to phonological, syntactic, and semantic systems; geographical dialects; the history of language; language acquisition and language universals.

LIN 200 Topics in Linguistics (4 credits)

Topics and problems selected by the Instructor.

LIN 260 Bilingualism (4 credits)

The biology of language: A comparison of animal communication and human language; a study of the relationship between language disturbances, brain damage, and cerebral localization of language functions.

LIN 276 Language in Culture (4 credits)

Language viewed as cultural behavior; its system, acquisition, and use; its relation to history and world view; language as both a reflection of, and influence on, attitudes and behavior; standard languages, social dialects, pidgins, and creoles; writing systems. Identical with AN 276.

Prerequisites: LIN 176, or AN 101, or AN 102, or permission of the Instructor.

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LIN 277 Sound Patterns of American English (4 credits)

The fundamentals of articulatory phonetics with studies in American social and geographic dialects.

LIN 301 Introduction to Linguistic Structures (4 credits)

An introduction to synchronic linguistic analysis, with structural problems in natural languages.

LIN 302 Historical Linguistics (4 credits)

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.

Prerequisites: LIN 301 or equivalent.

LIN 335 Psycholinguistics (4 credits)

A study of the psychology of language, the accommodation between the cognitive and physical structure of human beings and the structure of language, the nature of the language learning process, and the consequences of language use.

Prerequisites: One course in psychology and one course in linguistics, or permission of the Instructor.

LIN 360 Neurolinguistics (4 credits)

The neurology of language: The essentials of neuroanatomy and neurophysiology; the neurological mechanisms underlying language; aphasia and kindred disorders of speech.

Prerequisites: LIN 260 or permission of the Instructor.

LIN 365 Applied Linguistics (4 credits)

A series of sections in French, German, Russian, and Spanish are offered in this course. Identical with FRH, GRM, RUS, and SPN 365.

Prerequisites: LANG 262 or permission of the Instructor.

LIN 401 Phonetics (4 credits)

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.

Prerequisite: LIN 301.

LIN 403 Phonology (4 credits)

A presentation of theory and application of phonological analyses with emphasis on original work.

Prerequisite: LIN 301.

LIN 404 Grammatical Analysis (4 credits)

A presentation of theory and application of morphological and syntactical analyses, with emphasis on original work.

Prerequisite: LIN 301.

LIN 407 Semantic Theory (4 credits)

An inquiry into contemporary efforts, since the publication of Chomsky's *Syntactic Structures*, 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.

Prerequisites: LIN 301 and one of either LIN 404 or PHL 370 or PHL 375.

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LIN 410 Studies in the Structure of a Language (4 credits)

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, Sanskrit.
Prerequisites: LIN 301 or permission of the Instructor.

LIN 428 The Teaching of English as (4 credits) a Foreign Language

A study of modern techniques of teaching pronunciation, grammar, and vocabulary. The preparation and use of language tests: laboratory techniques.
Prerequisites: LIN 301 or permission of the Instructor.

LIN 480 Seminar in Linguistics (4 credits)

Topics and problems selected by the instructor.

Prerequisites: LIN 301 and two LIN courses above 301, or permission of the Instructor.

LIN 490 Independent Study (4 credits)

Special research projects in linguistics.

Prerequisite: Permission of the Department of Linguistics.