

Liberal Studies Master Of Arts Proposal

Proposed Budget

Master of Arts in Liberal Studies

Variables

Total Enrollments					
Students: Preliminary	Year 1	Year 2	Year 3	Year 4	Year 5
	18	36	54	54	54
Miscellaneous					
Inflation factor		0.00%	0.00%	0.00%	0.00%

Expenses

	Preliminary	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative Costs						
Planning (director's stipend)	8,000	8,000	8,000	8,000	8,000	8,000
Secretary		28,000	28,000	28,000	28,000	28,000
Computers (2) and Software		5,000			5,000	
Copy Machine		10,000			2,000	
Fax Machine		1,500				
Laser Printer		1,100				
Furniture		3,000				
Supplies & Services		3,000	3,000	3,000	3,000	3,000
Travel for Director		2,000	2,000	2,000	2,000	2,000
Student Employment		2,000	2,000	2,000	2,000	2,000
Subtotal						
Administrative Costs	8,000	63,600	43,000	43,000	50,000	43,000
Faculty Costs						
Part-Time Faculty (6 courses)		24,000	24,000	24,000	24,000	24,000
Full-Time Faculty Position				52,000	52,000	52,000
Recruitment			2,400			
Existing CAS commitment			-2,400			
Faculty Development	2,000	2,000	2,000	2,000	2,000	2,000
Subtotal	2,000	26,000	26,000	78,000	78,000	78,000

Faculty Costs

Seminars and Events	4,000	4,000	4,000	4,000	4,000
Library Costs	10,000	7,500	7,500	7,500	7,500
AGLSP Membership	150	150	150	150	150
Total Inst. Costs	10,000	103,750	80,650	132,650	139,650

Revenues Preliminary Year 1 Year 2 Year 3 Year 4 Year 5

Tuition Revenues					
Credit Hours	162	378	594	594	594
Tuition Rate (per credit)	221	221	221	221	221
Subtotal Tuition Revenue	35,802	83,538	131,274	131,274	131,274
General Services Fees	2,232	4,464	6,696	6,696	6,696
Activities/Recreation Fees	1,620	3,240	4,860	4,860	4,860
Subtotal Tuition/Fee Revenue	39,654	91,242	142,830	135,495	142,830
Total Revenue	0	39,654	91,242	142,830	142,830
Net Inst. Revenue	-10,000	-64,096	10,592	10,180	-4,155

10,180

Revised Proposed Budget

Master of Arts in Liberal Studies

2/21/2001

Variables

		Total Enrollments			
Students: Preliminary	Year 1	Year 2	Year 3	Year 4	Year 5
	18	36	54	54	54
		Miscellaneous			
Inflation factor		0.00%	0.00%	0.00%	0.00%

Expenses

	Preliminary	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative Costs						
Planning (director's stipend)	8,000	8,000	8,000	8,000	8,000	8,000

Secretary	28,000	28,000	28,000	28,000	28,000
Computers (2) and Software	5,000			5,000	
Copy Machine	10,000			2,000	
Fax Machine	1,500				
Laser Printer	1,100				
Furniture	3,000				
Supplies & Services	3,000	3,000	3,000	3,000	3,000
Advertising & Marketing	2,000	2,000	2,000	2,000	2,000
Travel for Director	2,000	2,000	2,000	2,000	2,000
Student Employment	2,000	2,000	2,000	2,000	2,000
Subtotal					
Administrative Costs	10,000	65,600	45,000	45,000	52,000

Faculty Costs

Part-Time Faculty (6 - 8 courses)	24,000	24,000	24,000	24,000	24,000
Full-Time Faculty Position			52,000	52,000	52,000
Recruitment		2,400			
Existing CAS commitment		-2,400			
Faculty Development	2,000	2,000	2,000	2,000	2,000
Subtotal					
Faculty Costs	2,000	26,000	26,000	78,000	78,000

Seminars and Events 4,000 4,000 4,000 4,000 4,000

Library Costs 10,000 7,500 7,500 7,500 7,500

AGLSP Membership 150 150 150 150 150

Total Inst. Costs 12,000 105,750 82,650 134,650 141,650 134,650

Revenues **Preliminary Year 1 Year 2 Year 3 Year 4 Year 5**

Tuition Revenues

Credit Hours	162	452	666	666	666
Tuition Rate (per credit)	221	221	221	221	221
Subtotal Tuition Revenue	35,802	99,892	147,186	147,186	147,186

Total Revenue 0 35,802 99,892 147,186 147,186 147,186

Net Inst. Revenue -12,000 -69,948 17,242 12,536 5,536 12,536

Potential Courses

Master of Arts in Liberal Studies

NOTE: Equivalent 500 level courses will be developed to be cross-listed with all 300 or 400 level courses listed below.

Liberal Studies 511 (Language and Literature)

Department of English

ENG 500 Advanced Topics in Literature and Language
Harlem became the hub of African-American culture in the 1920's and 30's, and the extraordinary writing, art and music which emerged during this time continues to influence American literature and culture. This seminar will read the literature of the Harlem Renaissance in the context of its history and its social and cultural context. We will study the values and the aesthetics of the "new Negro" movement which emerged during this time, and we will examine the competing theories about race and racial identity which defined its intellectual culture. Professor K. Pfeiffer

ENG 566 Modes or Special Forms
Course aims to introduce some of the major approaches to film genre and to demonstrate the relationship between genre and culture. Activities will include reading essays from two anthologies, one of which will focus on a particular genre, watching films collectively and individually and learning how to do research on film, and writing about various genres.
Professor R. Eberwein

*Readings of a variety of literary works. Professor B. Murphy

*Shakespeare and the Anti-theatrical Prejudice, with a specific focus on contemporary issues of censorship and free speech. Professor N. Herold

International Programs

IS 300 Special Topics in International Studies
Interdisciplinary study of a foreign area for which no regular course offerings exist. May be repeated once for a total of 8 credits.
Prerequisite: Appropriate IS introductory course.

IS 380-385 Seminars
IS 380 Seminar in African-American Studies
IS 381 Seminar in East Asian Studies
IS 382 Seminar in South Asian Studies
IS 383 Seminar in Russian and Eastern European Studies
IS 384 Seminar in African Studies
IS 385 Seminar in Latin American Studies

Department of Linguistics

ALS 534 Language Development in Children

Language acquisition in normal and abnormal children: stages of the acquisition process, the role of the environment, the relationship between language and the development of other skills, language acquisition in children with sensory and psychological disorders, and the relationship between language, reading and writing.

ALS 535 Psycholinguistics

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.

ALS 540 The Biology of Language

Animal communication and the evolution of human capacity for language, development of language in normal and abnormal children, disorders of speech, hearing and language, language and the brain and genetic aspects of language.

ALS 560 Neurolinguistics

The neurology of language: essentials of neuroanatomy; neurological mechanisms underlying language; aphasia and kindred disorders of speech; the relationship of language to memory, intelligence and cognition; language and mental retardation and psychological disorders.

ALS 574 Cross-Cultural Communication

A theoretical and practical examination of the role of language and nonverbal modes in cross-cultural communication. Problems and strategies for developing awareness of and operational skills in cross-cultural processes.

ALS 575 Language and Culture

Language viewed as cultural behavior, its system, acquisition and use; its relation to history, attitudes and behavior; standard languages; social dialects; pidgins; and creoles.

ALS 576 Sociolinguistics

Language in its social context: intrasocial variations; social evaluation of language varieties (style, dialect) as an influence in language change; and the choice of a language variety as an index of group solidarity, social ideology and individual attitudes.

LIN 501 Linguistic Structures

Introduction to synchronic linguistic analysis, with structural problems in natural languages.

*Pragmatics and discourse analysis

*Upper division survey of languages of the world

Department of Modern Languages and Literatures

*European medieval literature in translation

*East-West relationships in literature and culture

Objective is to probe into unilateral or mutual influences and relationships between East and West through literary and cultural studies: how the East is dealt with in Western Literature, art, music, and pop culture. Conversely, the class will

investigate how the West is captured in Eastern Literature. The class will also try to determine what impact the West injected into Eastern Literature and Culture, and what its outcome was, and vice-versa. Focus will primarily be on Japan, China and India, however, there will also be discussion on Korea, Vietnam, Arabic and South-East Asian countries in some length in reference to colonialism, nationalism, and cultural identity awareness. Offered every winter semester.

*East-West relationships through cinema

Class will investigate how the East is described in Western cinema and vice versa: is the Western/Eastern treatment of East/West accurate, a fantasy, or hybrid; what is Orientalism or Occidentalism for. Class will investigate the metamorphosis of Eastern culture and ideas when they travel to the West; conversely, class will discuss how Western counterparts transform themselves in the East. Offered every fall semester.

*Twentieth century French writers in translation

*Twentieth century German writers in translation

Focus on neutral, "objectified" history on a personally motivated investigation of the past and on "cultural memory." Through the analysis of literary texts, feature films, and documentaries that are probing the German past, the course intends to create an awareness of the representation of history not as a neutral but as an active intervention on behalf of perspectives and personal and political experiences, bringing together collective and personal strands of memory.

*German women writers

Course investigates the changing literary and social roles and images of women in 20th century German literature and film: woman as seen by another woman and in introspection. The main focus will be on gender and the everyday life of women in the context of social, historical, political, psychological, and aesthetic issues: women and work, women and men and other women, women and family and women and self-image.

Department of Rhetoric, Communication and Journalism

RCJ 515 Summer Workshops (national writing project)
Concentrated two or four week workshops on topics of interest to high school teachers and post-baccalaureate students. May be cross-listed with ENG 515.

Liberal Studies 512 (Humanities)

Department of Art and Art History

AH 301 Japanese Art
The development of architecture, sculpture and painting in Japan from prehistoric to modern times.
Prerequisite: AH 104 or IS 220.

AH 308 Native American Art
Native American art of the United States and Canada. Satisfies the university ethnic diversity requirement. Identical with AN 308.
Prerequisite: 4 credits in history.

AH 314 Roman Art

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

Prerequisite: AH 100.

AH 343 Russian Art

The development of architecture, sculpture and painting in Russia from the tenth century to the present.

Prerequisite: AH 101 or IS 260.

AH 350 American Art

The development of architecture, sculpture and painting in the United States from the early colonial period to World War I.

Prerequisite: AH 101.

AH 361 Twentieth-Century Art
I

The development of sculpture, painting and related media in the western world from 1900 to 1945.

Prerequisite: AH 101.

AH 362 Twentieth-Century Art
II

The development of sculpture, painting and related media in the western world from 1945 to the present.

Prerequisite: AH 101.

AH 505 African Art

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

AH 555 Michigan Architecture

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

Department of History

HST 502 American Labor
History

The economic, social and political history of the American work force and labor movement with emphasis on the history of organized labor.

HST 504 History of the American Industrial
Economy and Society

The development of the American industrial system and its impact on business organization, labor, government and the international economy.

HST 505 The History of American
Mass Media

The establishment and growth of mass communication in the United States, focusing on the development of print, film, radio and television and their impact on society and popular culture.

HST 506 U.S. Colonial History

Examines the major themes and developments of the Colonial period with an emphasis on regional settlement and development patterns, political and social growth, and the maturation of the colonies.

HST 508 The American
Revolution

Considers the broad social and political movements leading to the Revolution as well as the many different meanings and interpretations of the event, and the immediate and long-term effects of legacies of the Revolution.

- HST 510 The Young Republic and the Age of Jackson, 1787-1850
Covers the political, economic and social development of the new nation, with emphasis on American commercial and territorial expansion, social protest and sectionalism.
- HST 512 The Civil War and Reconstruction, 1850-1876
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.
- HST 513 American History. 1876-1900
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.
- HST 514 American History, 1900-1928
The social, political and economic developments in the U.S. during the progressive era and the decade of the 1920s.
- HST 515 American History, 1928-1945
A history of the Great Depression and World War II. Topics will include the One Hundred Days, the foundation of the modern welfare state, the foundation of the modern civil rights movement, the reorganization of American corporate enterprise, and the role of the United States in international peacekeeping.
- HST 516 The American Mind to 1861
American thought from the colonial period to the Civil War, emphasizing Puritanism, evangelical religion, the Enlightenment, republicanism, democracy, and sectional conflict.
- HST 517 The American Mind since 1861
Major intellectual trends in the United States from the Civil War to the 1970s, including the conflict between nationalism and localism, the impact of evolutionism, and responses to the challenges of modernity, inequality, global involvement, and war.
- HST 519 History of the American South
The South from colonial times to the 1960's emphasizing the transition from the agrarian, slave South of the antebellum period to the modern South of the 20th century.
- HST 520 Cold War America, 1945-1990
The origins of the Cold War, its impact on American foreign relations and domestic politics, its decline and demise.
- HST 521 History of American Foreign Relations in the Twentieth Century
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.
- HST 523 Topics in African American History
The economic, social, and political activities, status, organizations and institutions of African-American people, emphasizing the twentieth century.

- HST 524 Ancient Greece and Rome
An overview of the various intellectual, political and cultural legacies of ancient Greece and Rome, ranging in aspect from Homeric warfare, the mysteries of Dionysus and Delphi, Platonic and Aristotelian inquiry, Hellenic artistic ideals and Athenian democracy, to Roman legalism and jurisprudence, ideologies of imperial control and Christianity.
- HST 525 The History of Medieval Europe from 300 to 1100 A.D.
Examines the foundations of medieval Europe, including the Roman, Germanic and Christian roots; Charlemagne's Europe; cultural developments and the Church; the first crusade.
- HST 526 The Italian Renaissance
The European Renaissance period, with emphasis on the Italian experience.
- HST 527 The Reformation
European humanism, with emphasis on the Lowlands, France and Germany; the background, development and impact of the Protestant Reformation.
- HST 528 The History of Medieval Europe from 1100 to 1500 A.D.
Examines Medieval Europe at the height of its socio-cultural development; the papacy; royal and imperial administration; the disturbed final centuries of war and plague.
- HST 529 Europe in the Seventeenth Century
A comparative analysis of European societies: the articulation of absolutism and constitutionalism, the emergence of the European state system, the origins and impact of modern science, the culture of the baroque and the development of commercial capitalism.
- HST 530 England, 1066-1485
Emphasizes the history of England between the Conquest and the Tudors, including cultural and social trends as well as political and dynastic developments and conflicts, domestic and foreign.
- HST 534 Britain, 1815-1911
A consideration of the political, cultural, social and intellectual life of the British peoples from the passage of the Corn Laws to the Parliament Act of 1911.
- HST 535 Britain, 1911 to the Present
An analysis of British political, cultural and social history from the eve of World War I to the present.
- HST 541 Europe since 1914
An analysis of Europe in world perspective since World War I.
- HST 542 Society and Culture in Early Modern Europe
The lives of common men and women in early modern Europe. Topics include family and work, sexuality and gender, religion and folklore, riots and rebellion, printing and literacy.
- HST 543 Germany since 1740
German politics, society and diplomacy from Frederick the Great to the present.
- HST 544 Modern Italy: National Unification and the 20th Century
An examination stressing political and institutional history, of early efforts to create

Italian national unity, the means by which Italy was held together following unification of 1861, and the fate of the Republic from 1946 onward.

HST 545 France since 1789
French politics, society and international relations from the Great Revolution to the present.

HST 547 The French Revolution
Survey of the revolutionary era in France beginning with the reign of Louis XVI (1774) and ending with the Battle of Waterloo (1815). Course will examine the origins, development and impact of the French Revolution with an emphasis on topics in political and cultural history.

HST 548 Europe in the Eighteenth Century
A comparative analysis of European societies: the old regime in Europe, beginnings of industrial development, the Enlightenment as a political and social movement, reform under monarchy and the emergence of democratic ideologies and the French Revolution.

HST 549 France in the Age of Absolutism and Enlightenment
The ancient regime in France from the end of the wars of religion to the beginning of the Revolution (1589-1789)

HST 550 The European Mind to 1700
Major development in European thought from the God-oriented world views of the Middle Ages to the development of scientific concepts in the seventeenth century. Emphasis is on reading original materials.

HST 551 European Thought and Ideology, 1797 to Present
A topical and thematic history of modern European thought and ideology: romanticism; liberalism and progress; science and technology; socialism; conservatism, pessimism, and the "revolt against reason"; fin de siècle culture; the effects of the Great War; fascism, genocide and totalitarianism; religious and existentialist thought.

HST 554 History of Modern Russia
The historical development of Russian from its roots to the present. Special emphasis will be placed on events after World War II and the perestroika.

HST 555 Eastern European History
The historical development of the peoples and states of Eastern Europe and the Balkans from the Middle Ages to the present will be examined in broad outline.

HST 561 History of American Families
History of American families as social institutions emphasizing the impact of historical events and trends upon family composition, family functions and family life. Includes research in the student's personal family history.

HST 562 History of African American Women
Covers the collective and individual experiences of African American women from slavery to the present, including the quality of family life, economic roles, and their activities in women's, civil rights and political organizations.

HST 563 History of Southern South America
The social, political and economic history of Argentina, Brazil and Chile in the nineteenth and twentieth centuries; frontier expansion and Indian

warfare, slavery and Empire in Brazil, regionalism and nationalism, industrialization and urbanization and international relations.

HST 566 Slavery and Race Relations in the
New World

A comparative study of slavery in North America, Latin America and the Caribbean, and the present state of race relations in these areas.

HST 567 History of Mexico

The scope and achievements of pre-Columbian civilizations, the Spanish Conquest, the emergence of a multiracial society, the achievement of political independence and nation-building in the twentieth century.

HST 573 China's Last Dynasty: The Qing,
1644-1911

History of China's last great dynasty, from its founding by the Manchus in 1644, through its powerful early emperors, to its collapse in 1911.

Course includes discussions of traditional Chinese culture and institutions, territorial expansion, the Opium Wars and the 19th century revolutionary movement.

HST 574 China in Revolution, 1911-
1949

China's 20th century revolutionary experience, focusing on the 1911, 1928 and 1949 revolutions. Topics include the struggle between China's two revolutionary parties, the Nationalists and Communists; social change under the young republic; World War II in Asia; and the civil war which brought the Chinese Communist party to power in 1949.

HST 576 Contemporary China: The People's Republic
from 1949 to the Present

History of contemporary China from the 1949 revolution to the present, focusing on major social and political issues facing the Chinese Communist Party and attempted solutions. Topics include economic development, political and social change and the 1980's era of reform.

HST 581 History of India

The evolution of politics, social structure and the economy of India, from early Hindu Kingdoms through Muslim conquests and British colonialism to the era of independence since 1947.

HST 584 Modern Environmental
History

Global depletion of natural resources since 1500, in relation to European empires and modern world economy; the environmental implications of America's global interests; the tension between economic development and damage to major ecosystems.

HST 585 Ancient Egypt and
Africa

A cultural history of ancient African civilizations, focusing primarily on Egyptian national culture from its beginning (c.3100 B.C.E.) until the Islamic Age (c.640). Introduces ancient arts and religions from Kush, Ethiopia, Carthage and Roman Africa, culminating in the contributions that Africans like St. Augustine made to the growth of early Christianity.

HST 586 African History Since
1900

A socio-cultural and political history of 20th-century Africa, focusing particularly on social change, nationalist leaders and constructive critics in such modern nations as Ghana, Senegal, Kenya and Tanzania.

HST 587 History of Southern
Africa

A regional introduction to historical trends in the development of ethnic conflicts, economic classes, political ideologies and family relationships in southern Africa since 1500, with special emphasis on such trends during the development of apartheid in South Africa since 1948.

HST 588 African Cultural
 History

A cultural history of medieval and early modern Africa (c.640-1900), beginning with such Islamic civilizations as Egypt and Mali. Explores how indigenous cultural traditions in such nations as Mali, Benin and Asante (Ashanti) guided the historic development of West African national cultures. Includes historic cultures from East and Central Africa.

HST 610 Colloquium in History

Intensive reading and discussion on a significant period or broad topic in history. Students will present the results of study for group discussion. May be repeated for credit. Prerequisite: Permission of supervising instructor.

Department of Music, Theatre and Dance

MUS 428/528 Opera I

History of opera from Monteverdi to Mozart. Detailed study of selected examples, concentration on the interaction of musical and dramatic form, and consideration of performance practice issues.

Prerequisite: MUS 320, 321.

MUS 429/529 Opera II

History of opera from Beethoven to present. Detailed study of selected examples, concentration on the interaction of music and text, and consideration of musical and dramatic characterization.

Prerequisite: MUS 320, 321.

Department of Philosophy

PHL 300 Topics in Philosophy

One philosophical topic or problem at an intermediate level of difficulty. Topic to be announced in the Schedule of Classes for each semester.

Prerequisite: One philosophy course.

PHL 301 Human Nature

Identical with HRD 301.

PHL 305 Philosophy of Gender

Philosophical issues relating to gender are explored. Different approaches toward dealing with sexism will be examined, as part of an ongoing analysis of what constitutes human nature, freedom, equality, and the relationship between the individual and the state.

Prerequisite: One course in philosophy or in women's studies.

PHL 307 European Philosophy since
 Kant

Among the major philosophies included are Hegel, Marx, Nietzsche and Sartre. Several types of Marxism and existentialism will be distinguished and their influence on this country will be discussed. Offered every two years.

Prerequisite: One philosophical course.

PHL 308 Twentieth Century British and
 American Philosophy

The issues that have dominated Anglo-American philosophy in the 20th century. The course will trace the history that has led Americans and Britons to look at philosophy in a new way, appropriate to our

scientific world-view.

Prerequisite: One course in logic (PHL 107 recommended) or PHL 206.

PHL 309 Philosophy of
Sexuality

Philosophical issues related to sex, including ethical issues and clarification of contested concepts such as homosexuality, consenting adults, and pornography. Offered every other year.

Prerequisite: One philosophy course.

PHL 310 Philosophy of
Rhetoric

The problem of "objectivity," the distinction between persuasion and proof, and the consequences of denying such a distinction. Readings include Plato's Gorgias, Aristotle's Rhetoric, and modern discussions of rhetoric and society. Offered every other year. Identical with COM 310.

Prerequisite: Junior standing.

PHL 311 Philosophy of Peace and
War

Philosophical issues related to peace and war, including: just war theory, nuclear weapons, international conventions and non-violence as a strategy of conflict resolution. Offered every two years.

Prerequisite: One philosophy course or junior standing.

PHL 312 Aesthetics

The nature of aesthetic experience and aesthetic judgment in the appreciation of nature and art. Major theories of the creation and structure of works of art, and the logic and semantics of aesthetic judgment. Offered every other year.

Prerequisite: One philosophy course, or a course in art, music or literature.

PHL 316 Ethics in Business

Review of basic ethical theory, and application to typical moral problems in business practices and institutions.

Prerequisite: Junior standing.

PHL 318 Ethics and the Health
Sciences

Central ethical issues in modern health care and research. Included are the distribution and allocation of health resources, the right to life and death, "informed consent" and eugenics. Offered every other year.

Prerequisite: Junior standing.

PHL 319 Philosophy of Law

The nature of law and legal obligation, with emphasis on the relation of law, coercion and morality. Attention is also given to such issues as the nature of legal reasoning, the justifiability of civil disobedience and the justification of punishment. Offered every other year.

Prerequisite: Junior standing; PHL 103 or PS 241 recommended.

PHL 321 Political Philosophy

The meanings of central concepts in political philosophy, such as justice, freedom and authority are examined through readings in classical political philosophers and crucial problems. Offered every other year.

Prerequisite: One philosophy course of junior standing; PHL 103 strongly recommended.

PHL 325 Philosophy of Religion

Examination of arguments for and against the existence of God, the nature of religious

language, and relations between religion and philosophy.

Offered every other year. Identical with REL 325.

Prerequisite: One philosophy course or junior standing.

PHL 329 Philosophy of Science

Philosophical problems arising from critical reflection on the sciences. Typical topics: the structure of scientific explanation, the nature of scientific laws and theories, causality and confirmation. Offered every other year.

Prerequisite: One course in philosophy or one in natural science.

PHL 330 Topics in the Philosophy of Science

Specialized topics such as philosophy of biology, philosophy of the social sciences, philosophy of technology, or the history and philosophy of science will be offered periodically. Topic to be announced in the Schedule of Classes.

Prerequisite: Junior standing and one course in philosophy or consent of instructor.

PHL 333 Theories of Knowledge

Critical examination of knowledge claims and of the types of justification given in their support. Typical topics: skepticism, empiricism, rationalism, believing and knowing, intuition and limits of knowledge. Offered every other year.

Prerequisite: One philosophy course; PHL 206 recommended.

PHL 340 Metaphysics

Study of selected influential attempts to characterize the basic features of the world. Emphasis on reformulations of metaphysical problems in the light of modern advances in scientific knowledge. Offered every other year.

Prerequisite: One philosophy course; PHL 204 recommended.

PHL 350 Philosophies and Religions of Asia

The major religions of India, China and Japan with emphasis on their philosophical significance. The course will cover Hinduism, Jainism, Confucianism, Taoism and Buddhism, both the ancient traditions and some modern developments. Offered every other year. Identical with REL 350.

Prerequisite: One philosophy course or junior standing.

PHL 352 Indian Philosophy

The presuppositions and doctrines of India's major philosophic systems. Realistic, idealistic, pluralistic, dualistic and monistic systems will be considered, with some reference to contemporary developments. Offered every other year.

Prerequisite: PHL 350 or IS 240.

PHL 370 Advanced Symbolic Logic

Standard first-order symbolic logic, emphasizing quantification theory and including identity theory and logical semantics. The logical system is approached both as a formal system and as a theoretical analysis of human reasoning. Offered every other year.

Prerequisite: PHL 102 or 107, or CSE 130, or MTH 012 or equivalent.

PHL 390 Directed Readings in Philosophy

Tutorial on a topic not included in regular courses, primarily (but not exclusively) for majors. Students should consult with the department

Prerequisite: One philosophy course at Oakland and written permission of instructor; junior standing.

Tutorial on a topic not included in regular courses, primarily (but not exclusively) for majors. Students should consult with the department chairperson before approaching a faculty member with a topic. In addition to reading and consultation, the student will write a substantial term paper.

PHL 401 Study of a Major Philosopher

PHL 437 Philosophy of Mind

Prerequisite: One philosophy or one psychology course; junior standing.

One philosophical topic or problem at an advanced level of difficulty, normally requiring considerable background in philosophy. Topic and prerequisites to be announced in the Schedule of Classes for each semester.

Philosophical theories of natural language structure. Emphasis on views about what meaning is and how we are to explain our ability to communicate with one another. Offered every other year.
Identical with LIN 475.

**Liberal
Studies 513
(Social
Sciences)**

ECN 302 - Intermediate
Macroeconomics

Prerequisite: ECN 201 or ECN 210, and MTH 122, or permission of instructor.

Explores microeconomic theory and its application to managerial decision making. Examines consumer behavior, cost and output estimation, optimization, pricing issues in competitive and non-competitive markets, decision making under uncertainty and capital budgeting. (Generally offered every semester.)

Prerequisite: ECN 201 or ECN 210, and MTH 122, or permission of instructor.

ECN 304 Consumer Economics

The course emphasizes theories of consumer behavior and their applications to areas such as the individual and market demand curves, supply of labor, intertemporal choice of consumption, tax and public policies, and decision-making under uncertainty. Also emphasizes general equilibrium welfare economics, issues relating to equity and efficiency, the nature of public goods and externalities, consumer protection, and property rights. (Generally offered winter semester.)

Prerequisite: ECN 303 or permission of instructor.

**ECN 309 State and Local Public
Finance**

Provides explanation and analysis of state and local public finance practices and problems. Topics include public goods and externalities, benefit-cost analysis, organization of sub-national governments, the budget process, and state and local revenues and expenditures. (Offered with sufficient student demand.)

Prerequisite: ECN 150 or ECN 201 or ECN 210.

**ECN 310 Economics of the
Environment**

Involves an application of the tools of economic analysis to problems of energy, ecology and the environment. Topics include externalities and public goods, optimum use of fixed national resources, limits to economic growth, and ecological aspects of principal pollution problems. (Generally offered spring session of odd years.)

Prerequisite: ECN 150 or ECN 201 or ECN 210.

**ECN 321 Financial Markets and the
Economy**

Focuses on three areas: an introduction to banking and financial institutions, study of the U.S. financial markets (stock, bond and money markets), and the study of the impact of macroeconomic policies on the nation's economy and financial markets. (Generally offered winter and summer semesters.)

Prerequisite: ECN 150 or ECN 201 or ECN 210.

**ECN 326 International Economic
Development (3)**

The main theories of economic development applied to developing countries. Topics include decision-making at the individual and macro-levels; trade strategies; fiscal, monetary, and exchange policies in promoting economic development; and the role of less developed countries in the global economy. (Generally offered winter semester of odd years.)

Prerequisite: ECN 150 or ECN 201 or ECN 210.

**ECN 333 History of Economic
Thought**

Surveys the history and development of economic theory. Examines the development of classical theory, the Marxian challenge, the neo-classical refinement (marginal revolution) and the Keynesian revolution. Emphasis will be placed on the development of economics as intellectual history. (Offered with sufficient student demand.)

Prerequisite: ECN 150 or ECN 200.

**ECN 338 Economics of Human
Resources**

Surveys the nature of labor markets. Topics include labor demand and supply, education and investment in human capital, unemployment, geographic and occupational mobility of labor, and effects of race, sex and age in labor markets. Satisfies the university ethnic diversity requirement. (Generally

offered fall semester of odd years.)
Prerequisite: ECN 150 or ECN 201 or ECN 210.

ECN 367 Economics of Health Care
(3)

Explores application of tools of economic analysis to the health care industry and government health care policy. Examines the impact of the special characteristics of health care and the medical services industry on the pattern of health care produced, its distribution and resource allocation within the industry. (Generally offered winter semester of even years.)

Prerequisite: ECN 201 or ECN 210.

ECN 373 International Trade

Examines classical, neoclassical, and modern theories of international trade, as well as trade policies. Topics include: the relationship between economic growth and international trade, the theory and practice of commercial policy, preferential trading arrangements, international factor movements, trade under imperfect competition, and trade between unequal partners. (Generally offered every fall semester.)

Prerequisite: ECN 201 or ECN 210.

ECN 374 Economics of International
Finance

Examines issues of balance of payments adjustment, exchange rate determination, and the open economy. Topics include: theories of payments and foreign exchange, causes of disturbances and processes of adjustments in the balance of payments of the foreign exchange market under alternative exchange rate regimes, international capital markets, foreign debt, monetary integration, and the international monetary system. The course may not be substituted for FIN 419. (Generally offered winter semester of even years.)

Prerequisite: ECN 201 or ECN 210.

ECN 378 Economic Analysis of
Law

Provides an economic analysis of basic institutions of legal systems. Emphasis is on laws that are not directly intended to regulate the economy, including property, contract, tort, criminal and procedural law. Labor and antitrust law will be discussed only tangentially. (Generally offered spring session of even years.)

Prerequisite: ECN 201 or ECN 210 or permission of instructor.

ECN 385 Economics of
Industries

Studies the structure of American industry and the factors affecting it, with emphasis on economies of scale; barriers to entry; structure-behavior relationships, including pricing, product differentiation and technical change; evaluation of performance, antitrust and regulation. (Generally offered fall semester of even years.)

Prerequisite: ECN 201 or ECN 210 or permission of instructor.

ECN 405 Econometrics

Deals with estimation and testing of economic models using regression techniques. Class time includes weekly computer lab. Topics include: identifying and correcting violations of the regression assumptions, binary variables, distributed lag models, and simultaneous equation models. (Generally offered every fall semester.)

Prerequisite: QMM 250 and ECN 303, or permission of instructor.

ECN 409 Urban and Regional
Economics

Explores application of microeconomic theory and empirical analysis to: residential choice and location of economic activities; migration patterns within and across states and metropolitan areas; major urban problems such as quality of life, transportation, optimum city size, urban sprawl; and Michigan's economy. (Generally offered winter session of even years.)
Prerequisite: QMM 250 and ECN 303 or 304, or permission of instructor.

ECN 418 Seminar in Economic Policy
Involves an analysis of economic policy. Topics vary but may include resource allocation, macroeconomic stability, economic growth, energy, public choice, transitional economics, privatization, global economic interdependence and the environment. (Generally offered fall semester of even years.)
Prerequisite: QMM 250 and ECN 303 or ECN 304, or permission of instructor.

ECN 421 Monetary Economics
Conducts a systematic treatment of monetary economics. Particular attention is paid to issues such as money demand, money supply, effects of money on the real economy (output and employment) and inflation, and effectiveness of monetary policy. (Generally offered fall semester of odd years.)
Prerequisite: ECN 302 or permission of instructor.

ECN 480 Special Topics in Economics
The course involves an intensive study of a selected topic in economics. Topics vary. See Schedule of Classes for current offering. May be repeated for a total of 6 credits. (Offered with sufficient student demand.)
Prerequisite: ECN 303 or ECN 304.

ECN 520 Managerial Economics
Analysis of microeconomic decision makers in a market environment. Includes models of consumer theory, the firm, production processes, costs, pricing, resource allocation, market and industry structure, decision making under certainty, and an introduction to decision making under uncertainty.
Prerequisite: QMM 510.

ECN 522 Macroeconomic Analysis
Construction, analysis, and interpretation of models of national and international aggregate economic behavior, including policy implications of alternative models, with emphasis on current economic events. International economic interrelationships are explored.
Prerequisite: ECN 520.

ECN 605 Econometrics
Estimation and testing of economic models using regression techniques. Includes experience with violations of regression assumptions, binary variables, autoregression and distributive lag models and the structure of "large" simultaneous equation models.
Prerequisite: ECN 520.

ECN 618 Seminar in Economic Policy
Analysis of economic policy. Topics vary but may include resource allocation, macroeconomic stability, economic growth, energy, public choice, global economic interdependence and the environment.
Prerequisite: ECN 522.

ECN 620 Money, Financial Institutions and Markets
This course provides an analytical foundation for the understanding of the way money and capital markets serve as a conduit through which economic policies, and internal and external shocks affect the multitude of financial instruments and the overall economy. The role of financial intermediaries within the context of the saving/investment process and the supply of money and credit is discussed. The asset/liability management process of

various financial institutions is investigated. Finally, the regulatory environment under which U.S. financial institutions operate is examined.

Prerequisite: ECN 522 and FIN 533.

ECN 656 Public Finance

The role and impact of the public sector in a market economy. Includes expenditure determination; the basis of taxation in terms of equity, efficiency and flexibility; timing of cash flows; revenue source analysis; financing public sector debt; and discussion of current problems.

Prerequisite: ECN 522.

ECN 667 Health Care
 Organization

Application of the tools of economic analysis to the health care industry and government health policy. Examination of proposed changes in the current system and benefit/cost analysis applied to public policy and resource allocation.

Prerequisite: ECN 520.

ECN 673 International Trade and
 Finance

Examination of the theory of international trade, international monetary mechanisms, exchange-rate regimes, the balance of payments, and economic interdependence.

Prerequisite: ECN 522.

ECN 680 Special Topics in Economics

An in-depth study of the application of economic theory to a specialized economics topic. Topics vary. See Schedule of Classes for current offering.

A maximum of two Special Topics courses may be taken in one rubric.

Prerequisite: ECN 522.

ECN 685 Industrial
 Organization

The structure of American industry and the factors affecting it, with emphasis on economies of scale, barriers to entry, structure-behavior relationships, including pricing, product differentiation and technical change; evaluation of performance, antitrust and regulation.

Prerequisite: ECN 522.

Department of Political
Science

PS 300 American Political Culture
 (crosslisted)

A study of the main themes in American culture and the ways in which they affect the political beliefs, attitudes, opinions and behaviors of Americans. Key themes include individualism, the drive for success, racial attitudes, the American sense of a special mission in the world and American beliefs about democracy. (This course may not be taken for credit by students receiving credit for AMS 300.)

Satisfies the university ethnic diversity requirement.

PS 311 Women and Politics
 (crosslisted)

Examines the role of women in politics including political participation and representation. Additional topics will include women and public issues (such as affirmative action and comparable worth), as well as an introduction to feminist thought. Identical with WS 311.

PS 470 Seminar in American Politics

PS 472 Seminar in International
 Relations

PS 474 Seminar in Political Behavior

PS 480 Seminar in Political

	Theory
PS 484	Seminar in Public Policy
PA 548	Administrative Ethics
PA 559	Public Policy and Health Care

Department of Psychology

- *Old PSY 358 History and Systems of Psychology
How psychology came to be as it is. The beginning to the great experiments and the schools of psychology; the schools to World War II; World War II to the present. Researchers, experiments, theories. Offered every other year. L. Lilliston
Prerequisite: PSY 100 and instructor permission.
- *Old PSY 379 Theories of Development
The principle theoretical perspectives influencing developmental psychology today. A review and comparison of these frameworks leading to a discussion of how each deals with selected current issues in developmental psychology. Offered every other year. R. Stewart or M. Eberly
Prerequisite: PSY 100 and instructor permission.
- *Old PSY 380 Theories of Personality
Major theories of human personality development and principles of personality theory building. Offered every other year. L. Lilliston
Prerequisite: PSY 100 and instructor permission.
- *Old PSY 425 Seminar in Developmental Psychology
Advanced seminar in special topic related to developmental psychology, such as a focus on one of the current theories of development. Offered every other year. R. Stewart or M. Eberly
Prerequisite: PSY 100 and instructor permission.
- *Old PSY 435 Seminar in Social Psychology
Advanced seminar in special topic related to social psychology, such as attitudes, attributions or theories of social influence. Offered every other year. R. Butzlaff
Prerequisite: PSY 100 and instructor permission.
- *Old PSY 441 Advanced General Psychology
Current frontiers of knowledge and new methodology in psychology. Offered every other year. C. Sifonis
Prerequisite: PSY 100 and instructor permission.

Women's Studies

- WS 301 Special Topics in Women's Studies
Course content varies. Representative topics have included: gender, ethnicity and representation; black women in America; women in German literature and culture.
- WS 320 Feminist Theory
Overview of the development of 19th and 20th century Western feminist theories, with special emphasis on the history of the women's movement in the U.S. and controversies in contemporary feminist thought and practice. Includes analysis of

categories such as gender, sexual identity, race and class.
Prerequisite: WS 200 and junior standing.

WS 321 Methods of Feminist
 Analysis

Explores how connections among epistemologies, methodologies, and research methods are formed in traditional disciplines. Feminist critiques of these epistemologies. Introduction to feminist critiques of research and to a range of research methods utilized by feminist scholars.
Prerequisite: WS 200 and junior standing.

WS 401 Advanced Topics in
 Women's Studies

Course content varies. Representative topics include research methods in women's studies.

**Liberal
Studies 514
(Sciences)**

Environmental Health

ENV 355
Survey of
environmental
health
activities from
public health
perspective:
vector control
and
prevention,
sanitation
practice, solid
waste
management,
air pollution control, environmentally related diseases
and their prevention.
Prerequisite: Junior standing in
environmental health.

ENV 373
Analysis of
natural water
systems,
introductory
hydrology, the
chemistry of
eutrophication, Water Resources
and
wastewater
systems.
Emphasis is
on
applications,
including water pollution abatement and
management strategies.
Prerequisite: CHM 158 (or 168) and junior
standing.

ENV 452
Problems of
air and water
pollution, solid
waste
management,
hazardous Pollution Prevention
material
handling, life
cycle analyses
and pollution
control

examined
from
several viewpoints. Solutions to pollution problems, control, technologies,
practical aspects and compliance with regulations.
Prerequisite: Junior standing in environmental health,
CHM 158 (or 168).

ENV 461
Legislative
and legal
perspectives
on
environmental
and
occupational Environmental Law and
health issues. Policies
Special
emphasis on
current laws
and
regulations, as
well as their
impact on the groups regulated.
Prerequisite: Junior standing.

Department of Mathematics and Statistics

MTH 414
Mathematics
from ancient
to modern
times, its
growth,
development History of
and place in Mathematics
human
culture.
Offered every
winter.
Prerequisite: MTH 351 or permission of
instructor.

STA 501
Descriptive
statistics-
graphical and
quantitative,
confidence
limits and
statistical Statistical Methods in Research
tests, sample and Production
size
requirements,
linear
regression
and
correlation,
multiple and curvilinear regression, count data and contingency tables, control charts,
sampling and specifications. This course counts two credits
toward the M.S. in applied statistics.
Corequisite: A first course in calculus.

Department of Physics

*Cosmology
Course emphasizes the exciting and somewhat puzzling current developments in
understanding the universe on the spatial scales. Includes some basic
physics at the general education level. Format includes discussions and student paper
presentations which would explore the historical and
philosophical issues associated with cosmology. Crosslisted with PHY 405,
Special Topics. B. Berger & D. Garfinkle

*Physics and the scientific method

Aimed at introducing students to experimental physics and the role of experiment in science. A particular experiment or small number of experiments from our modern physics laboratory (PHY 317) would be selected. Class would be about how science relies on experiment, and the nature of the scientific method, would emphasize the background needed to understand the significance of the experiment, and would contain the actual experiment including analysis of the data and interpretation of the results, and finally, would return to discussion of how performing the experiment clarified the meaning of science.

***Biomedical physics**

Everyone today has heard of MRI, CAT scans, EKG, EEG, and other acronyms of modern medicine. Course would look at how each of these technologies works, including visits to faculty and adjunct labs to see the actual equipment. These technologies have revolutionized medicine but not without costs (both monetary and social). Discussions of the development of medical technology and its impact on society would form the graduate level content of this course.

Senate Planning Review Committee Report

Master of Arts in Liberal Studies
January 14, 2001 & February 8, 2001 memos

To: Oakland University Senate

From: Frances Jackson
Chair, Senate Planning Review Committee

Re: M.A. Liberal Studies

Date: January 14, 2001

The Senate Planning and Review Committee discussed the proposal to initiate a M.A. in Liberal Studies. There was strong support for the proposal and we concur that this degree not only adds to the options for students who desire post graduate work, but it is in keeping with the tradition of liberal education that has been an enduring value at Oakland University.

There were just a few concerns that need to be addressed. It is not clear what will happen if there are insufficient registered students to meet enrollment management requirements for a class to be offered. It is possible, given the nature of this degree, and the expectation that there will be a strong part-time cohort, that some classes may not have sufficient registered students.

The second issue has to do with requiring a master's thesis in the absence of any formal, separate courses in research. It is our understanding that the Graduate Council also voiced this concern and that Mary Papazzian agreed to consider changing this to a terminal project. We strongly support this change and urge Dr. Papazzian to amend the document accordingly.

To: University Senate

From: Senate Planning and Review Committee
Frances Jackson, Chair

Re: M.A. in Liberal Studies

Date: 8 February 2001

The SPRC has reviewed the proposal to add a M.A. in Liberal Studies to the degree offerings at Oakland University. The committee strongly supports this proposal. We believe a degree program of this nature is in the finest tradition of Oakland University. There were only three areas of concern.

The first issue has to do with the number of full time faculty. We are concerned that in order to use full time faculty for this program, there may be increased use of part time faculty at the undergraduate level. As a short term solution, this may be acceptable, but as a long term solution, this not in keeping with the values of Oakland University. Secondly, we felt that students should have the option to take electives from any School or department that will be consistent with their program of study. As the proposal currently reads, only electives from the college are identified. Third, we support the change from a thesis to a project. Again, a project appears to be more consistent with the values of this program.

2/13/01

Senate Budget Review Committee Report

MEMORANDUM

TO: Provost Louis Esposito

FROM: Michael B. Smith, Chair
Senate Budget Review Committee

RE: Committee response to the [Master of Arts in Liberal Studies Proposal](#)

DATE: February 2, 2001

This memorandum summarizes the Senate Budget Review Committee's comments on the items listed above, reflecting the consensus reached by the committee during its meeting on January

23, 2001. *The original drafts of the committee's reports on the Oakland International Imperative and the Master of Arts in Liberal Studies documents were prepared by committee member Austin Murphy and were circulated to members of the committee for comments. The committee chair then organized the committee's comments on the Research and Graduate Study document and incorporated them into this final memorandum based on the drafts and any additional relevant comments. Our response will focus on each item individually. Members of the committee who were present and participated in the discussion were: Buck Dillon, Marc Lipman, Austin Murphy, Pat Nicosia, Richard Pettengill, Michael Smith, and Gloria Sosa.*

A Proposal for the Master of Arts in Liberal Studies.

In general the committee felt that the proposed Master of Arts in Liberal Studies is an excellent concept that might generate the "steady state operation" of 45 students mentioned on page 23 of the proposal. We feel that this could come about if the exciting and useful nature of the courses, especially the core ones, are emphasized along with the excellent choice of high quality electives in the promotion of the program. We also agree with the claim made by the authors of the proposal that this kind of program would likely have a good market of potential students to draw on from the surrounding area in Oakland County. We liked the interdisciplinary nature of the degree and felt that it fills an educational gap in Oakland's current degree programs which would bring new awareness of the university to potential students.

However, to attract so many students initially will require marketing expenses for brochures, mailing, etc., that do not seem to be in any of the preliminary accounts in the proposed budget on page 26 of the proposal. It might be useful to conduct some sort of marketing survey to determine the extent of the number of students who might actually enroll in the program before investing too much into it. Such a survey could also serve to promote and provide information to prospective students on the proposed degree at the same time. We also caution that the institution of such a program could put additional strains (financial and otherwise) on the library, which is already severely underfunded in many areas. One wonders about the wisdom of providing new funds for the purchase of new journals for this program when departments across the university have been asked to cancel journal subscriptions in already existing degree programs.

The committee found some problems with the budget on page 26. First, there is a discrepancy between the number of students projected per year by the third year on page 23 (15 per year) vs. the number projected on page 26 (18 per year). Which number is the intended one? It is not entirely clear which number was assumed to prepare the budget on page 26. The budget on page 26 also has some other items that need to be corrected or justified. For instance, the reason for projecting the exact rising number of credit hours needs to be provided somewhere. In addition, the revenue amounts in year 4 do not add up to the total listed (\$135,495) and need to be corrected. The revenue amounts for the other years also do not add up to the sums listed: e.g. when we added the revenue figures for years 3 and 5 we come up with the total \$143,645, not the amount \$142,830 given. Why the discrepancy? The other revenue columns also need to be checked again for errors. Moreover, the suggested expenditures for new computers, copy machine, fax machine, and laser printer need to be justified, especially since such a small program could very well possibly use existing resources in this area (i.e. used equipment like that often passed down to other departments). In addition, Pat Nicosia noted that the "General Service

Fees" and the "Activities/Recreation Fees" should not be included in the revenues unless they are offset by the corresponding expenditures associated with those revenues (he noted the latter fees don't accrue to the university but go to the student congress and the Department of Campus Recreation instead of the university's general fund).

The committee was also uncomfortable with the assumption about the replacement cost of teaching the extra courses. In particular, the fact that full-time faculty will be required to teach 6 fewer existing courses per year (in order to teach the 6 Masters core courses which need to be taught each year) and that another full-time faculty member will teach 2 fewer courses per year (in order to have time to serve as program director) should, realistically, be fully budgeted as a required increase in $\{6+2\}/5=1.6$ full-time faculty members (where it is assumed that 1.0 full-time faculty member would teach 5 courses per year). By our reckoning, based on the estimated cost of \$52,000 per faculty member, that would come to $(1.6) \times (\$52,000) = \$83,200$ instead of the \$24,000 per year budgeted for 6 courses taught by part-timers. This is closely related to our concern about the proposed replacement of courses currently taught by full-time faculty with courses taught by part-time instructors, which clearly represents a decrease in quality in those courses that can be estimated to reduce output or increase costs (and therefore long-term net university revenues/value) by $\$83,200 - \$24,000 = \$59,200$ annually. We strongly advise that the annual \$24,000 figure in the budget for the extra teaching must therefore be replaced by the true cost of \$83,200 per year. Clearly this amounts to a significantly higher cost per year that the budget would suggest.

The point was also made by some committee members that many departments are already covering nearly all existing lower division courses which new part-timers might teach with existing part-timers. The point is that in many departments there is very little (if any) slack which would allow full-time faculty to teach the new courses, since they are already fully involved in existing programs. For example: subtracting the revenue from fees over the first three years (which amount to a total of \$3852 per year) by the projection of \$11,556 (i.e. $3 \times \$3852$) and increasing costs by \$59,200 to ensure no deterioration in teaching quality will result in annual long-term losses of over \$60,000. However, it might be possible for the later budgeted addition of one more full-time faculty member at a cost of \$52,000 to be removed and therefore bring the program closer to break-even. In particular, if the electives taken by the students in the new Masters program merely filled up existing classes more (as opposed to requiring the teaching of additional electives), the special \$52,000 budgeted for years 3-5 could be eliminated, resulting in a net loss of less than \$10,000.

Such a small loss might very well be offset by other revenues and value created indirectly from the program. For instance, state allocations to the university might increase. In addition, it is possible that alumni of the program might provide significant donations to the university (especially if the students turn out to be more affluent). Moreover, the reputation of the university is likely to be enhanced by a successful program, and the value of this reputation enhancement might be very high. The committee recommends that all of these changes, clarifications, and analysis should be carefully made before a final decision is made on instituting the program.

College of Arts and Science Response to the SBRC Report

In their report summarizing their response to the proposed Master of Arts in Liberal Studies (MALS) proposal, the Senate Budget Review Committee asked for clarification on several points, particularly relating to the proposed budget, and raised a number of questions that they felt should be addressed before approval of the proposal is secure. We address these queries below.

Before doing so, however, we would like to thank the members of the SBRC for their careful review of the proposal for a Master of Arts in Liberal Studies. We are particularly gratified at their responsiveness to this interdisciplinary program which, they felt, "fills an educational gap in Oakland's current degree programs which would bring new awareness of the university to potential students."

- A. The SBRC report worries about the strain such a program would place on the library, which, in their words, "is already severely underfunded in many areas." Inevitably, any new degree program brings with it some demands of the library. In the case of the MALS degree, as the memorandum from Millie Merz, coordinator for collection development at Kresge Library, reports, the needs are modest. In the words of Ms. Merz,

From the Library's perspective this would be a desirable program to support. Students in it would use many of the materials that the Library already has. Materials purchased specifically for the program would be supportive not only of this program, but of many other programs in Arts and Sciences. Budget needs are rather modest; but if funds are provided, they will strengthen the collections for many.

- B. The revised budget that follows addresses a number of the concerns outlined in the SBRC report. The revisions to the budget are outlined below:
 - 1. Some funds have been added up front to cover the cost of initial advertising, preparation of brochures, mailing, and marketing the program during the preliminary planning stage. We have also included monies for such cost annually.
 - 2. The number of new students expected each year is 18, and the budget assumes 18 per year (see student numbers indicated at the top of the budget). The number 15 was a typo in the text, left over from an earlier draft.
 - 3. The credit hour increase is based on the sample curriculum that students are expected to take. It also is based on the anticipated 18 students per year. Students in the first year of the program are expected to complete 9 credit hours. In the second year, they are expected to complete 16 credit hours. In the third and final year, they are expected to complete 12 credit hours. Please see the revised budget for the new totals. The table below breaks down the credits per year, per student according to the numbers above.

Year	Students and Credits Per Year	Subtotals	Totals
Year 1	18 students @ 9 credits each per year	162 credits	162 credits
Year 2	18 students @ 9 credits each per year 18 students @ 16 credits each per year	162 credits 288 credits	452 credits
Year 3	18 students @ 9 credits each per year 18 students @ 16 credits each per year 18 students @ 12 credits each per year	162 credits 288 credits 216 credits	666 credits
Year 4	18 students @ 9 credits each per year 18 students @ 16 credits each per year 18 students @ 12 credits each per year	162 credits 288 credits 216 credits	666 credits
Year 5	18 students @ 9 credits each per year 18 students @ 16 credits each per year	162 credits 288 credits 216 credits	666 credits

	18 students @ 12 credits each per year		
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4. We have included the proposed expenditures for new computers, copy machine, fax machine, and laser printer because we felt it important for its success that the program be fully supported and independent. We want to ensure that the program is able to set up an office from the beginning so that it can begin its administrative work. This will enable the director and secretary to engage in the kind of marketing, student outreach, planning, and other administrative activities that are so important for the program's success. All existing resources and equipment currently are fully engaged.
5. As there is no standard formula for preparing budgets for new programs, we have used models from earlier programs. These models included general services fee and activities/recreation fees, as well as tuition dollars. In response to the concern expressed by SBRC, we have eliminated the general services fee and the activities/recreation fees from the revised budget and based our revenue totals solely on tuition dollars.
6. The final issue raised by the SBRC report regards the use of part-time instructors to compensate for full-time instructors released from department obligations to teach in this program and to provide release time of one course per semester for the director. In principle, we agree with the committee members in their concern for the increase in part-time instruction. At the same time, we do not feel this program should be held to a higher standard than that used in other programs across campus. Moreover, the SBRC report assumes that quality in courses would decrease in courses in which part-timers teach. That need not be the case. Many of our part-timers are well-trained, excellent teachers. Some are retired Oakland faculty who have come back to teach a course or two per year. We think the MALS program will appeal particularly to these emeriti faculty. The SBRC report suggests budgeting the \$52,000 for an additional position immediately, rather than in year three. While that certainly is possible, it was our position to phase in such expenditures as the program gained numbers and strength.

We trust we have addressed the concerns in the SBRC report. We will be happy to answer any questions during the Senate meeting at which this proposal is discussed.