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Oakland University

1968-69
Catalog



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OFFICIAL PUBLICATIONS OF OAKLAND UNIVERSITY

Academy of Dramatic Art

Prospectus published annually in February.

Division of Continuing Education

Catalog published twice yearly in September and January.

Meadow Brook Summer School of Music

Prospectus published annually in March.

Oakland University Undergraduate Programs

Catalog published annually in July.

Oakland University Graduate Programs

Graduate Bulletin published annually in August.

CORRESPONDENCE DIRECTORY

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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

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Assistant to the Director

Admissions: Meadow Brook Summer School of Music

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Student Housing

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**OAKLAND
UNIVERSITY**

**Catalog
1968-1969**

Rochester, Michigan

University Calendar 1968-69

FALL SEMESTER

September 4	Wednesday	Convocation Exercises
September 5, 6	Thurs., Fri.	Registration
September 9	Monday	Classes begin
November 28-December 1	Thurs.-Sun.	Thanksgiving recess
December 2	Monday	Classes resume
December 13	Friday	Classes end
December 14	Saturday	Final examinations begin
December 18	Wednesday	Final examinations end

WINTER SEMESTER

January 3, 4	Fri., Sat.	Registration
January 6	Monday	Classes begin
March 1-4	Sat.-Tues.	Winter recess
March 5	Wednesday	Classes resume
April 11	Friday	Classes end
April 14	Monday	Final examinations begin
April 18	Friday	Final examinations end
April 19	Saturday	Commencement

SPRING SESSION

April 29	Tuesday	Registration
April 30	Wednesday	Classes begin
May 30	Friday	Holiday
June 19	Thursday	Classes end
June 20, 21	Fri., Sat.	Final examinations

SUMMER SESSION

June 23	Monday	Registration
June 24	Tuesday	Classes begin
July 4	Friday	Holiday
August 13	Wednesday	Classes end
August 14, 15	Thurs., Fri.	Final examinations

1969-70

FALL SEMESTER

September 2, 3	Tues., Wed.	Registration
September 4	Thursday	Classes begin
November 27-30	Thurs.-Sun.	Thanksgiving recess
December 1	Monday	Classes resume
December 12	Friday	Classes end
December 15	Monday	Final examinations begin
December 19	Friday	Final examinations end

WINTER SEMESTER

January 5, 6	Mon., Tues.	Registration
January 7	Wednesday	Classes begin
March 5-8	Thurs.-Sun.	Winter recess
March 9	Monday	Classes resume
April 14	Tuesday	Classes end
April 16	Thursday	Final examinations begin
April 21	Tuesday	Final examinations end
April 25	Saturday	Commencement

SPRING SESSION

April 29	Wednesday	Registration
April 30	Thursday	Classes begin
May 29	Friday	Holiday
June 18	Thursday	Classes end
June 19, 20	Fri., Sat.	Final examinations

SUMMER SESSION

June 22	Monday	Registration
June 23	Tuesday	Classes begin
July 3	Friday	Holiday
August 11	Tuesday	Classes end
August 12, 13	Wed., Thurs.	Final examinations

This calendar is subject to revision.

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Gladys B. Rapoport	Financial Aid Officer
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Hollie L. Lepley	Director of Physical Education and Athletics
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Arthur R. Young, M.D.	University Physician



OAKLAND UNIVERSITY

Academic Structure and Programs

Oakland University, an institution supported by the State of Michigan, reflects in its academic structure and in its undergraduate and graduate curricula a maturing realization of the mandate given to the University at its founding by Michigan State University authorities and by its own Foundation and consultants. Among the germinal concepts then recommended to the emergent University several have had an especially marked effect in determining the direction and the level of courses of instruction. These were: that its students should be broadly educated, whatever their choice of profession; that its curriculum should emphasize quality and depth of study; that instruction in specific disciplines should focus primarily on principles and basic ideas, rather than on transitory applications or techniques; that its community of learning should be so structured as to enable its faculty effectively to help the students to educate themselves; and that its students should gain knowledge of other cultures, particularly of those non-Western in origin.

Oakland University accordingly seeks multiple means of implementing the intent of these recommendations. The evolving academic structure of the University thus at present comprises the College of Arts and Sciences, the School of Education, the School of Engineering, the School of Performing Arts. The Meadow Brook Summer School of Music and the Academy of Dramatic Art are administrative units of the School of Performing Arts. Authorization has further been given for a school of business and economics. Diversified non-credit courses are given by the Division of Continuing Education.

Responsive to its founders' recommendations on curricula, Oakland University requires that all undergraduates in degree programs take prescribed studies in a broad range of liberal arts and sciences. This general education component, a distinctive and imaginative creation of this University, extends to all undergraduates what the University conceives to be the basis of a liberal education. Three modes of meeting this requirement are open to almost all students. They may elect, within certain specifications, a pattern of what are called University Courses, a pattern at once appropriate to their major and broadening as an intellectual experience. Or they may elect to join either Charter College or New College. Each of these colleges offers its own characteristic and stimulating version of the general education component.

This component, in any of its three forms, is intended to complement the undergraduate's studies in the field of his major, whether in the humanities, the social sciences, mathematics, the natural sciences, business administration, teacher education, or engineering. The interdisciplinary approach to teacher education, moreover, provides that every teaching major is a major in the departmental or interdepartmental programs of the College of Arts and Sciences and that every teaching major concurrently takes professional education courses in the School of Education. In conjunction with the major, students in certain disciplines may intensify their work in depth by electing interdepartmental concentrations in area studies, linguistics, or premedical studies. All undergraduate programs in the College of Arts and Sciences lead to the Bachelor of Arts degree.

The baccalaureate program of the School of Engineering leads to the degree of Bachelor of Science and permits preparation for many engineering occupations in industry, government, teaching, and research. Though its curriculum precludes premature specialization by the undergraduate, its core program and its flexible patterns of advanced electives prepare students for careers in electrical, mechanical, and biological engineering; in systems engineering; in materials engineering; in sales engineering and business; and in energetics.

Graduate studies at Oakland University at present comprise ten programs in the College of Arts and Sciences, the School of Education, and the School of Engineering. These programs lead to three degrees: the Master of Arts, the Master of Arts in Teaching, and the Master of Science. For further information on graduate programs, see pp. 151, 161 and 176 of this catalog and consult the *Graduate Bulletin*.

For further information on the programs of the School of Performing Arts, see pp. 178-82 of this catalog and consult the prospectus of the Academy of Dramatic Art and the prospectus of the Meadow Brook Summer School of Music. For further information on the programs of the Division of Continuing Education, see pp. 183-85 of this catalog and consult the catalog of the Division.

History

Oakland University owes its inception to the generosity of private persons, to the vision and planning of Michigan State University authorities, to the endeavor of its Foundation, and to the scholarly wisdom of its consultants.

In 1957 Mr. and Mrs. Alfred G. Wilson 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 estate are Meadow Brook Hall, formerly the Wilson home, and subsidiary residences and farm buildings. Much of the acreage is wooded and rolling. Oakland University buildings are concentrated on the northwest corner of the 1,600-acre campus located in Oakland County twenty-five miles north of Detroit.

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 to assist in forming the emergent institution. As State University leaders began curriculum studies, the new 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. Some of these consultants were 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, as indicated in the foregoing section of this catalog, a conceptual identity, a complex of principles, and a commitment to values that have shaped its growth and informed its philosophy, yet left it free to innovate.

In September, 1959, Chancellor Durward B. Varner and a faculty of twenty-five received the charter class of 570 students. An enrollment of 4,900 is projected for September, 1968. Initially housed in three buildings, the University now has twenty. By every quantitative measure the University grows in size and complexity as response to its programs and concepts widens.

Its historical growth, however, is not measurable in scope and diversification alone. Bench marks cut by succeeding groups of its students of distinction clearly indicate the high and rising levels of its excellence. Two such bench marks are the number of University scholars designated over the years for Woodrow Wilson National Fellowship Foundation awards and the recent brilliant competitive record set by students of the Department of Mathematics in national competition. Increasing numbers of its students in all disciplines are accordingly sought by the

nation's leading graduate schools. Widespread national attention has also been directed by scholars of international reputation to the quality of its youthful faculty, to the effectiveness of its teaching, and to the recognizable style of its programs.

Awareness of maturing intellectual identity motivated in 1963 the University's change in name from Michigan State University Oakland to Oakland University, a change in no way affecting its legal and administrative relationship with Michigan State University.

Other evidence of maturation in the intellectual and instructional history of Oakland University is the progressive elaboration of the basic patterns of its departmental and professional programs. From its beginnings, Oakland University curricula embraced the liberal arts and sciences, business administration, teacher education, and engineering. As the years pass, however, more sophisticated mechanisms of interdisciplinary communication change the configurations and goals of traditional specialization. In the University's Asian, Chinese, Slavic, and other area studies, in linguistics, in premedical studies, in elementary education, in social studies, in teacher education generally, in certain fields of engineering, in many subject disciplines, and in various courses offered by Charter College and New College, such stimulating cross-fertilization is taking place. Reciprocal enrichments of disciplines lending themselves to processes of sharing, exchange, concentration, amalgamation, and regeneration are characteristic of study at Oakland University now. Tomorrow new perspectives and new knowledge accruing from these innovative programs will lead to instructional means and to research findings now unforeseen.

Since 1963 Oakland University has also matured by widening the scope of its cultural influence in the realm of the performing arts. The University seeks to make a significant contribution both in the sponsorship of professional performance and in the education of professional artists. With massive support from its friends in the larger community, a first step toward this goal was taken in the summer of 1964 with the opening season of the Meadow Brook Music Festival. Housed on the campus in the newly built Howard C. Baldwin Memorial Pavilion, the Festival then presented the Detroit Symphony Orchestra in four weeks of concerts. Now internationally recognized, the Festival brings distinguished artists and ensembles to a season of eight weeks of orchestral concerts and ballet. In 1967 a resident company of professional actors, the John Fernald Company of the Meadow Brook Theatre, opened its first annual season to great critical acclaim. With these two major beginnings, both warmly support-

ed in the region, the University moved impressively towards the creation of a nationally prominent center for the performing arts.

Inversely, the effect of these activities within the University community of learning was generative of new studies. In 1965 summer music institutes in choral, vocal, orchestral, and chamber music were initiated for the professional musician. Running concurrently with the Festival and sharing in its resources of artist-teachers, the Meadow Brook Summer School of Music, now an administrative unit of the School of Performing Arts, attracts hundreds of students admitted through national competitive auditions. In 1967 the Academy of Dramatic Art, also an administrative unit of the School of Performing Arts, opened under the direction of John Fernald, formerly Principal of the Royal Academy of Dramatic Art in London. His joint directorship both of the John Fernald Company and of the Academy ensures the effective educative influence of the one upon the other.

In its first decade Oakland University has thus become a community of learning and a cultural force of a complex kind. It affects the larger community in southeastern Michigan not only through its credit programs and its performing arts events, but also, since its founding, through the highly diversified non-credit courses, conferences, and projects of the Division of Continuing Education and its subsidiary agencies, the Continuum Center for Women, the Alumni Relations Department, the Placement Department, and the Alumni Education Department. Members of the larger community, responding to these multiple influences, have in turn given creative and substantial support to the University 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. Oakland University's brief history thus attests that while its primary concern is the creation and continuance of an effective community of learning, the community involved has no narrow bounds and the learning takes many forms.

Governance

Oakland University is affiliated with Michigan State University. Both universities have the same President and Board of Trustees. The Board of Trustees is elected by the citizens of the State of Michigan and has ultimate authority for the development and operation of both universities. Oakland University has its own Chancellor and administrative officers. It has been since its founding free to formulate its own policies, programs, and educational philosophy and to choose its own faculty and staff.

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. Preliminary accreditation was granted by the Association in 1967 for master's level programs leading to the degrees of Master of Arts, Master of Arts in Teaching, and Master of Science. Accreditation has been given to the program of the Department of Chemistry by the American Chemical Society.

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 respectively institutional members of the following associations:

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

Centralized Research Facilities

The Computing and Data Processing Center

The Computing and Data Processing Center is a centralized facility that supports research programs and projects at Oakland University by supplying equipment, documentation, and consulting personnel for the computational, simulative, pedagogical, and instrument-control applications of the faculty and students of all disciplines. It provides a conducive computer-oriented environment in which students can explore and complete investigative, communicative, and computational assignments and in which faculty may draw on advisory and demonstration services for their courses of instruction. The Center is located on the second floor of Dodge Hall of Engineering in especially designed quarters having full software facilities for faculty and students. It operates an IBM 360/40 computer with peripheral equipment including high-speed printer, tape drives, and disc memory units.

The Library

All Oakland University library collections and services are centralized in Kresge Library, an open-stack facility. The Library presently contains approximately 125,000 volumes. The development of collections has been carefully planned to support undergraduate curricula of high quality. Now under way is a drive to build research strength for ten graduate programs. The Matilda R. Wilson Memorial Collection of reference and bibliographic works, funded by student gifts, will constitute a major addition to library holdings and afford a substantial research facility for faculty and students.

The Library offers a variety of services to the user. Service points include: the listening center, a versatile audio system; a microform reading room; the documents room, which houses archives and government publications and is a partial depository for documents issued by the United States government and by the State of Michigan; the science area, a concentration of books and periodicals in this broad subject field; a general reference department; and the circulation department, which has an automated circulation system.

Campus Buildings

North Foundation Hall (1959)

Gift of Mr. and Mrs. Alfred G. Wilson. Administrative offices; University services; classrooms; faculty offices (Economics and Business Administration and Political Science).

South Foundation Hall (1959)

Gift of Mr. and Mrs. Alfred G. Wilson. Classrooms; faculty offices (Music, Meadow Brook Summer School of Music, Division of Continuing Education).

Oakland Center (1959)

Self-liquidating funds. Student activities; University Book Center; Scholar Shop; meeting rooms; food services; cleaners, barber.

Kresge Library (1961)

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

Science Building (1961)

Funds appropriated by the State of Michigan. Classrooms; laboratories; faculty offices (Chemistry, Mathematics, Physics, Psychology).

Intramural Sports and Recreation Building (1963)

Self-liquidating funds. Athletic offices; gymnasium; swimming

pool; rehearsal rooms of the Academy of Dramatic Art.

Charles F. Kettering Magnetism Laboratory (1963)

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

Howard C. Baldwin Memorial Pavilion (1964)

Gifts from multiple foundation and other private sources. Roofed pavilion, site of the Meadow Brook Music Festival.

Lulu B. Wilson Memorial Concert Shell (1964)

Gift of the Lulu B. 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; summer quarters of the Scholar Shop.

Matilda R. Wilson Hall (1966)

Funds appropriated by the State of Michigan. Classrooms; language laboratory; John Fernald Company; Meadow Brook Theatre; University Art Gallery; Admissions, Housing, and Placement Offices; Office of the Dean of Students, of the Dean of the College of Arts and Sciences, of the Associate Dean of the School of Performing Arts; faculty offices (Academy of Dramatic Art, Art, Classical Languages and Literatures, English, History, Modern Languages and Literatures, Sociology and Anthropology).

Dodge Hall of Engineering (1968)

Funds appropriated by the State of Michigan and federal grants. Classrooms, laboratories, research facilities; Computing and Data Processing Center; Institute of Biological Sciences; Office of the Dean, the School of Engineering; Office of the Dean, the School of Education; faculty offices (Biology, Education, Engineering).

Health Center (1968)

Self-liquidating funds. Health offices and services.

Meadow Brook Hall

Gift of Mr. and Mrs. Alfred Wilson.

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.

Van Wagoner Hall (1965)
Self-liquidating funds.

Vandenberg Hall (1966)
Self-liquidating funds.

Hamlin Hall (1968)
Self-liquidating funds.

UNIVERSITY CURRICULA

Degree Programs: Undergraduate Curricula

The College of Arts and Sciences offers programs of instruction leading to the degree of Bachelor of Arts in a wide range of departmental and interdepartmental programs in the humanities, social sciences, mathematics, and natural sciences. These programs also provide for specialization in business administration, teacher education, and premedical studies. For further information, consult pp. 25-151 of this catalog.

The School of Engineering offers programs of instruction leading to the degree of Bachelor of Science in engineering. For complete information on the engineering major, consult pp. 167-76 of this catalog.

Degree Programs: Graduate Curricula

The College of Arts and Sciences offers programs of instruction leading to the degree of Master of Arts in the fields of English, mathematics, and psychology, and programs of instruction leading to the degree of Master of Science in the fields of chemistry and physics. For further information, consult p. 151 of this catalog and the *Graduate Bulletin*.

The College of Arts and Sciences and the School of Education jointly offer programs of instruction leading to the degree of Master of Arts in Teaching in the fields of English and mathematics. For further information, consult pp. 151, 161 of this catalog and the *Graduate Bulletin*.

The School of Education offers programs of instruction leading to the degree of Master of Arts in Teaching in the fields of elementary education and reading instruction. For further information, consult p. 161 of this catalog and the *Graduate Bulletin*.

The School of Engineering offers a program of instruction leading to the degree of Master of Science in the field of systems engineering. For further information, consult p. 176 of this catalog and the *Graduate Bulletin*.

Curricula of the School of Performing Arts

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 Dra-

matic Art. The curriculum is designed solely for students intending careers in the professional theatre. For further information, consult pp. 179-80 of this catalog and the prospectus of the Academy. The School of Performing Arts offers in the Meadow Brook Summer School of Music credit courses of instruction for the performing musician. Vocal, choral, and orchestral institutes are held during a six-week summer session. For further information, consult pp. 181-82 of this catalog and the prospectus of the School.

Curricula of the Division of Continuing Education

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 pp. 183-85 of this catalog and the catalog of the Division.

COLLEGE OF ARTS AND SCIENCES

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

Officers of Administration

Office of the Dean

GEORGE T. MATTHEWS

Dean of the College

REUBEN TORCH

Associate Dean of the College

FRED W. SMITH

Associate Dean for Student Affairs
Dean of Freshmen
Chief Academic Adviser

Departmental Offices

Department of Art

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Department of Biology

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HARVEY BURDICK, Chairman

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New College
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NDEA Center for Chinese Studies
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Concentration in Premedical Studies
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Provost

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B.A., Forman Christian College; M.A., University of Punjab; Ph.D.,
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Chairman, Department of History
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EDWARD A. BANTEL Professor of Education
Professor of Psychology
(Faculty of Education)
B.A., Columbia University; M.A., Columbia University; Ed.D., Columbia
University

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of Chicago

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B.S., University of Illinois; Ph.D., University of Illinois

JOHN L. BEARDMAN Associate Professor of Art
B.A., Oberlin College; M.A., Southern Illinois University; M.F.A.,
Southern Illinois University

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Director, Office of Institutional Research
B.A., Swarthmore College; M.S., University of Michigan; Ph.D.,
University of Michigan

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B.A., University of Michigan; M.A., University of Michigan

ARTURO BIBLARZ Instructor in Sociology
B.A., University of California (Los Angeles); M.A., University of
California (Los Angeles)

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University

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B.S., University of Detroit; M.A., Wayne State University; Ph.D., Wayne
State University

RICHARD M. BRACE Professor of History
A.B., University of California (Berkeley); M.A., University of California
(Berkeley); Ph.D., University of California (Berkeley)

LOUIS R. BRAGG Professor of Mathematics
A.B., West Virginia University; M.S., West Virginia University; Ph.D.,
University of Wisconsin

PERRY M. BRAKKE Instructor in Art
B.A., University of Minnesota; M.F.A., Yale University

DAVID C. BRICKER Instructor in Education
(Faculty of Education)
B.A., Amherst College; M.A.T., Johns Hopkins University

GOTTFRIED BRIEGER Associate Professor of Chemistry
B.A., Harvard University; Ph.D., University of Wisconsin

MAX BRILL Assistant Professor of Psychology
B.Sc., Ohio State University; Ph.D., University of Cincinnati

MARC E. BRIOD Instructor in Education
(Faculty of Education)
B.A., Haverford College; M.A., Northwestern University

RICHARD W. BROOKS Assistant Professor of Philosophy
B.S., University of Wisconsin; Ph.D., University of Wisconsin

MORRIS BROSE Lecturer in Art

MAURICE F. BROWN Associate Professor of English
B.A., Lawrence College; M.A., Harvard University; Ph.D., Harvard
University

WILLIAM C. BRYANT Assistant Professor of Spanish
B.A., University of Michigan; M.A., University of Michigan; Ph.D.,
University of California (Berkeley)

LOUIS M. BUCHANAN Instructor in English
B.A., Oakland University; M.A., Wayne State University

EDWARD L. BUOTE Assistant Professor of Chinese
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Undergraduate Curriculum in Arts and Sciences

General Requirements for the Degree of Bachelor of Arts

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

I. THE RESIDENCE REQUIREMENT

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

A. Have completed 124 credits.

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- B. Have completed at least 32 of these credits at Oakland University, of which at least 16 credits must be in his 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 school or college in which the student is enrolled.)

II. THE GENERAL EDUCATION REQUIREMENT

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

- A. Have completed 36 credits or more (as specified by his chosen major) in the University Course Program or in equivalent programs in Charter College or New College.
- B. Have completed at least 8 elective credits.
- C. Have fulfilled the requirements for Michigan Public Law 229 by taking either the University Course in Political Science (UC 052) or any combination of two other courses from the University Course Social Science sequence (UC 054, UC 056, UC 058) or from the American History sequence (HST 214, 215).
(Charter College or New College equivalents are accepted in lieu of the University Courses in political or social sciences.)
(For further details concerning the General Education Requirements, see pp. 27-39.)

III. THE LANGUAGE REQUIREMENT

In order to graduate with the degree Bachelor of Arts, the student must have demonstrated facility in a foreign language as required by his elected major.
(For further detail concerning the language requirement, see pp. 39-40.)

IV. REQUIREMENT OF AN ELECTED MAJOR

In order to graduate, the student must have fulfilled all requirements for an elected major and have at least a 2.0 average in the courses required for the major.
(For further detail concerning the major, see pp. 40-41 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 has three components:

- I. General Education
- II. Language Study
- III. The Major

I. GENERAL EDUCATION

(See also paragraph II of the General Degree Requirements.) There are *three* ways presently available for the student fully or partially to satisfy this general degree requirement: by means of the University Course Program, by enrollment in Charter College, or by enrollment in New College.

A. The University Course Program

The University Course Program is designed to assure to all undergraduates 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. Study in the Program occupies approximately one-third (with some variance depending upon the student's major) of the student's total curricular commitment. Courses in the Program normally are spaced throughout the student's entire undergraduate curriculum. The University Course Program consists in three prescribed divisions: (1) Freshman Exploratories, (2) Distribution Requirements, (3) Senior Colloquia. Brief explanations of these divisions follow. The credits required in each division are noted, and the specific courses which may be used to satisfy the requirement in each division are listed.

1. Freshman Exploratories 8 credits
Freshman Exploratories are taught by faculty representing all disciplines in the College of Arts and Sciences and by members of the faculties of the School of Education and the School of Engineering, under the chairmanship of Mr. Richard Lyons of the Department of English. Classes are limited in size to enable meaningful discussion of ideas and to encourage a close relationship between students and instructors. Designed to permit an orderly but autonomous examination of a subject, a topic, or an area of intellectual concern chosen freely by the instructor, the Freshman Exploratories also provide the student with continuous, systematic, and mandatory practice in the writing of English prose. *Successful completion of the Freshman Exploratory requirement satisfies the University's writing competency requirement.* Each student, unless he has transferred equivalent credits from another institution, should take one and only one Freshman Exploratory (UC 01A-F) in each of his first two semesters, chosen from the following groups (no two may be chosen from the same group): Literature, Western History and Philosophy, Fine Arts, Man and Contemporary Society, Non-Western Civilizations, and Science and Mathematics. Any student who has not satisfactorily completed two Exploratories in his first three semesters may be declared ineligible to continue as an enrolled student by action of the Committee on Academic Standing. No student may receive credit for more

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than two Exploratories, including equivalent credits for courses taken at other institutions.

2. Distribution Requirements.

The Distribution Requirements are designed to provide all undergraduates with minimal experience of the fields of literature; of Western history and philosophy; of the fine arts (art and music); of the social sciences (economics, political science, psychology, sociology); and of the natural sciences and mathematics. In addition the Distribution Requirements prescribe study of at least one non-Western civilization (China or India). Courses specified as satisfying the Distribution Requirements are generally taught in lecture format. These courses should be so scheduled in the student's instructional program that some work taken to satisfy the Requirements is in progress during each year of the student's residence. Students majoring in biology, chemistry, music teaching, physics, secondary teaching of history with a minor in English may use Freshman Exploratories and the Senior Colloquium partially to satisfy these Distribution Requirements. The pattern of credits established for the Distribution Requirements is outlined below, and those courses which may be offered to satisfy particular elements of the Requirements are listed. For descriptions of those courses entitled University Courses (e.g., UC 018) see pp. 30-34 and for those with departmental titles (e.g., ENG 141) see listings in the departments concerned.

(a) Literature 4 credits

All students must complete 4 credits in literature in any one of the following courses: UC 018, ENG 141, ENG 142, or any course in modern foreign languages numbered 271 or higher. Scheduling of these courses depends upon the programs of the different departmental majors, but normally they should be taken in the freshman or sophomore year.

(b) Western History and Philosophy 4 credits

All students must complete 4 credits in Western history or philosophy in any one of the following courses: UC 036, UC 037, ED 244, HST 141 or 142, and PS 272. Scheduling of these courses depends upon the programs of the different departmental majors, but normally they should be taken in the freshman or sophomore year.

(c) Fine Arts 4 or 8 credits

All students must complete at least 4 credits in either art or music in any one of the following courses: UC 047 (Art) or UC 049 (Music); majors in elementary education electing art should take either that section of UC 047 (Art) with laboratory assignment or ART 147; those electing music should take MUS 149 rather than UC 049 (Music). Students who elect to take only 8

credits in science and mathematics (see below) must take 8 credits in fine arts in two different fields, art and music.

(d) Social Sciences. 8 credits
All students must complete 8 credits in the social sciences in any two of the following courses: UC 052 (Introduction to American Politics), UC 054 (Introduction to Social Psychology), UC 056 (Introduction to Economics), UC 058 (Introduction to Sociology), PS 131, PSY 146, except that students who elect UC 054 may not take PSY 146 (and vice versa) and students who elect UC 052 may not take PS 131 (and vice versa) for credit towards fulfillment of this Distribution Requirement.

(e) Non-Western Civilizations 4 credits
Some Distribution Requirements concentrate on the fundamental principles, historical development, and major achievements of Western civilizations. Others emphasize the processes by which the modern world functions. Courses in Non-Western Civilizations complement these courses by turning the students' attention to other major civilizations, Chinese and Indian, that differ substantially from Western civilizations and are making their own unique contributions to the modern world. Accordingly all students must complete 4 credits in the study of a non-Western civilization in one of the following area studies courses: UC 062 (China) or UC 066 (India). Neither course is open to freshmen; either course should be taken in the sophomore or junior year.

(f) Science and Mathematics 8 or 12 credits
To satisfy this Distribution Requirement, every student must complete a minimum of 4 credits in science. All students must complete at least 8 credits in science and mathematics. Consistent with these two stipulations, this requirement may be fulfilled by any two of the following courses: UC 085 (Mathematics), UC 086, UC 087, UC 088, or UC 089 (Sciences) or EGR 101, PHL 370, or any two departmental courses in science, or any one departmental course in mathematics. UC 085-89 are not open to freshman and normally should be taken in the junior or senior year only. Students who elect to take only 8 credits in science and mathematics must take 8 credits in fine arts (see above) in two different fields.

3. Senior Colloquia. 4 credits
These Colloquia are designed to provide an opportunity for senior students to study outside their major fields in any one of the last two semesters of their residence. The Colloquia (UC 09A-F) are offered by faculty drawn from all disciplines under the chairmanship of Mr. Richard Burke of the Department of Philosophy. Emphasizing discussion, reading, and research, the

Colloquia deal with significant cross-disciplinary issues of either academic or public-policy import.

For 1968-69, the Colloquia will be open only to those students who entered on or after September, 1966 and who will be eligible for graduation in April, 1969.

B. University Course Descriptions

1. Freshman Exploratories

Exploratories are offered in the following groups, and the student must complete two with no two in the same group. The student should complete the Exploratory requirement in his first two semesters of residence and must complete them in the first three semesters or risk ineligibility for continuance as an enrolled student. (See p. 27.) Continuous and systematic practice in writing, under the supervision of the instructor, is an integral part of the work of each Exploratory. About 5,000 words are assigned per semester, spread over five to eight separate written assignments. On the judgment of the instructor, students enrolled in an Exploratory who experience special problems in writing may be assigned to the University Writing Center (see p. 208) for professional help. Such students are automatically enrolled in ENG 009; Aids to Expository Writing, in which "S" (Satisfactory) or "U" (Unsatisfactory) grades are awarded. The student works in the Center for varying lengths of time while continuing in his Exploratory. Grades awarded in the Exploratory reflect the grades awarded in ENG 009.

UC 01A Literature

Study of a variety of materials to define the unique interpretation of human experience which literature represents, the relation of literature to other endeavors, and the various forms of and approaches to literature and the use of language. Staff is drawn primarily from the faculties of English and modern languages.

UC 01B Western History and Philosophy

Studies from a variety of viewpoints of the nature and development of significant social institutions and ideas of the Western world, both ancient and modern, with attention to their relevance for the present. Staff is drawn primarily from the faculties of history and philosophy.

UC 01C Fine Arts

Studies in art or music designed to enhance the student's disciplined understanding of and engagement in the experience of visual and auditory modes of art. Staff is drawn from the faculties of art and music.

UC 01D Man and Contemporary Society (Social Sciences)

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

UC 01E Non-Western Civilizations

An exploration of selected problems, ideas, issues, or topics in non-Western studies under the direction of faculty drawn from the area studies program.

UC 01F Science and Mathematics

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

2. Distribution Requirements

The following University Courses are required or recommended for satisfaction of the Distribution Requirements. For those departmental courses which may be taken in lieu of University Courses, see pp. 28-29.

Literature

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.

Western History and Philosophy

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.

Fine Arts

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 047 with laboratory satisfies the University art requirement for general elementary education majors.

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.

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 business administration 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.

Non-Western Civilizations

UC 062 Introduction to China

An exploration of the traditional civilization and modern development of China. Aspects dealt with include history, philosophy and religion, literature and the arts, government, and social organization. Enrollment limited to those with more than 28 credits.

UC 066 Introduction to India

An exploration of the traditional civilization and modern development of the Indian subcontinent. Aspects dealt with include history, philos-

ophy and religion, literature and the arts, government, and social organization. Enrollment limited to those with more than 28 credits.

Science and Mathematics

UC 085 Mathematics

A course for non-science majors which emphasizes 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 credit for MTH 125, 131, 154, 314, 315, or 316 except by permission of the instructor. Enrollment limited to those with more than 58 credits.

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. Selected topics from the life sciences are presented in UC 086, and topics from the physical sciences are presented in UC 087, UC 088, and UC 089. The courses may be taken independently of each other. Not open to those with credit for BIO 111, CHM 114, PHY 151, or any laboratory science course. Enrollment limited to those with more than 58 credits.

3. Senior Colloquia

Each student must take a Senior Colloquium in one of his last two semesters in residence. This course forms the capstone of the student's education *outside* his major field. Each section of the course 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. *If the topic of a section should fall within one of the academic departmental fields, students who have majored in that department will be excluded from that section.*

In 1968-69, Senior Colloquia will be open only to students who entered the University in September, 1966 or later and who will be eligible for graduation in April, 1969.

UC 09A Literature

Studies of broad topics in literature and of the relation between literature and other human activities.

UC 09B Western History and Philosophy

Studies of contemporary issues in their historical or philosophical dimensions (or both), designed to show the value of these broader perspectives.

UC 09C Fine Arts

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

UC 09D Man and Contemporary Society (Social Sciences)

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 Non-Western Civilizations

Studies of current problems in the non-Western world and of the relations between East and West in the present and future.

UC 09F Science and Mathematics

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

C. Charter College Program

Chairman: Sheldon L. Appleton,
Associate Professor of Political Science

Charter College was formed in 1965 in an effort to retain some of the advantages of the small liberal arts college within the organizational framework of an expanding university. Students of Charter College choose a major from the baccalaureate programs offered by Oakland University and meet the requirements of their elected major in accordance with University regulations. They receive their degrees from the University. Within the College, its students may meet many of their general education requirements and take some elective courses. They do so in the distinctive milieu of a small college.

To afford students and faculty in the College opportunities of getting to know one another, residence and freshman advising are linked to the academic program as closely as possible. Most Charter College classes, moreover, are smaller in size than are classes in the University Course Program. Oakland University faculty members who have volunteered to teach in the College do so because they enjoy teaching in such a context and because the College invites them to build courses around whatever area in their fields of competence currently interests them most. Thus the main focus of Charter College courses is not a prescribed body of subject matter, but rather the process of inquiry itself. It is hoped that both the instructor's enthusiasm for his subject and some of his skills in approaching it will be transmitted to the students who choose to learn with him. The College also welcomes innovative teaching methods and student participation in the making of College policies.

Any full-time Oakland University freshman is welcome to apply for admission to the College, with the understanding that Charter College courses should be expected to claim at least as much of his time and energies as—and sometimes more than—equivalent general education courses and programs in the College of Arts

and Sciences and the School of Engineering. Only about one hundred freshmen will be accepted each year.

All Charter College students will enroll in a Charter College seminar and in the Charter College lecture series during their first two seminars in the College. Seminars will emphasize critical reading, analytical thinking, and effective writing. Normally, seminars will be limited to twenty students, and the only grades given will be "S" (Satisfactory) and "U" (Unsatisfactory). The instructor will be requested to give each student a written evaluation at the end of the course. The instructor may also, if he wishes, designate a few students whose performance in the course has been outstanding. Students receiving "U" grades will not be given University credit for the course so graded, and instructors are directed to give "U" grades to any students who have not performed at approximately a "C" grade level or above. The student's instructor in his first Charter College seminar will also serve as his academic adviser during his freshman year. Performance in College lecture courses will be graded on the 0.0 to 4.3 scale used by Oakland University. (For further information on this grading system, see pp. 191-92 of this catalog.) Students receiving unsatisfactory grades ("U" in the seminars or below 2.0 in the lectures) in more than one of these four required courses will not be eligible to take College courses numbered 200 or above. Resident Charter College students will be expected, during their first year in the College, to live in a particular dormitory or section(s) of a dormitory set aside for them.

All Charter College students must meet the University's Distribution Requirements and foreign language requirements appropriate to their major and curriculum. They, and not Charter College, must assume responsibility for arranging their programs so as to meet these requirements. Both Charter College and regular University Courses may be counted toward meeting these requirements. (The letter assigned to each Charter College course indicates which of the Distribution Requirements it may be used to satisfy.)

Charter students who have completed their first-year program have no more formal Charter College requirements to meet. However, they will be offered the opportunity to enroll, with the permission of the instructor, in a number of additional courses. Included among these is a Senior Colloquium normally limited to twenty students and dealing with a subject outside the students' major fields. As in the case of freshman seminars, only grades of "S" and "U" are given.

Upperclassmen may also elect to continue to live in the Charter College dormitory, as space permits after first-year students have been accommodated; to attend Charter College lectures and events programs without paying additional course fees; to participate in

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Charter College extracurricular programs and to serve on student-faculty committees that make recommendations concerning Charter College policies.

Course Offerings

Charter College Seminars

Freshman seminars are offered on subjects chosen by the instructor and are normally limited to twenty students. Required of all Charter College students in each of their first two semesters in the College. Graded satisfactory or unsatisfactory. (Transcript designations for the seminars are: CC 001A, CC 001B, CC 001C, CC 001D, CC 001E, and CC 001F. The letter designations refer to subject matter groupings used in the University Course Program for the Freshman Exploratories to which these seminars are equivalent. See pp. 30-31.)

Charter College Lectures

Freshman lectures are offered on subjects chosen by the instructor and are normally offered to groups of 100 or more students. Required of all Charter College students in each of their first two semesters in the College. Graded on the University grading system of 0.0 to 4.3. (Transcript designations for these lectures are: CC 100A, CC 100B, CC 100C, CC 100D, CC 100E, and CC 100F. The letter designations refer to subject matter groupings used in the University Course Program for the Distribution Requirements to which these lectures are equivalent. See pp. 28-29.)

Charter College Discussions

Upperclass discussions are offered on subjects chosen by the instructor and are open to Charter College students who have completed freshman requirements. Students must have the permission of the instructor to enroll. Courses in the 200 series will be graded on the University grading system of 0.0 to 4.3. Courses in the 300 series will be graded satisfactory or unsatisfactory. (These discussions may be used to meet the Distribution Requirements according to the letter designation used to describe subject matter groupings in the University Course Program. See pp. 28-29.)

Charter College Senior Colloquia

Senior Colloquia are offered to students with senior standing. Students must have the permission of the instructor to enroll and may not enroll more than once for credit. Subject matter of the Colloquia should be outside the student's major field. Graded satisfactory or unsatisfactory. (Transcript designations for these Colloquia are: CC 499A, CC 499B, CC 499C, CC 499D, CC 499E, and CC 499F. The letter designations refer to subject matter group-

ing used in the University Course Program for the Senior Colloquia to which these Colloquia are equivalent. See pp. 33-34.)

D. New College Program

Chairman: Melvin Chernow, Professor of History

New College has been established on the conviction that a rigorous and systematic program of general education should complement a student's major. The College offers a four-year program (eight semesters) which occupies about half the student's time in the freshman and sophomore years, and one-fourth of it in the junior and senior years. The College program requires a total of 48 credit hours. In general, the New College courses in the first year emphasize the humanities; in the second, social studies; and in the third, science. The program of the senior year in the College comprises more individualized studies. This four-year program replaces the University Course Program required of other undergraduates. (See pp. 27-34.) A student enrolled in New College must satisfy the language requirement. (See pp. 39-40.)

The New College program is available as an option to all students, whatever their contemplated major. Because of the College commitment to a solid core of general studies, however, it is not normally feasible for students in the College to complete in eight semesters the degree of Bachelor of Science in Engineering or the degree of Bachelor of Arts in business administration, the sciences, or music. The College will gladly undertake to discuss modifications with these and other departments or schools, but it can make no advance commitments in such cases. Any student in these majors who is willing to attend an extra semester if necessary is, of course, welcome to enter the program of the College. Elementary education majors and students majoring in the sciences will be exempted from the College science courses scheduled for the third year, but these students will be expected to a limited extent to participate in planning these courses.

The freshman program consists of a two-semester course in intellectual and cultural history (6 credits per term), and a two-semester Performing Arts Workshop (2 credits per term). The faculty for the former course, Studies in the History of Civilization, is chosen from scholars in the fields of European history, philosophy, literature, art history, and area studies in non-Western civilizations. They will pool their resources to examine in depth a few of the great writers in the history of Eastern and Western man. Lectures, small discussion classes, extensive reading, and frequent writing assignments make this course a rigorous introduction to the elements of a liberal education. This study of world culture is continued in a 4-credit course, Twen-

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tieth Century World Civilization, taken in the sophomore or junior year.

The sophomore program is devoted to the study of contemporary society, both in the classroom and at first hand. In the Fall or Winter Semester, each student will take a course (4 credits) introducing him to the study of American society; its major features, historical roots, and opportunities for planned social change. This course will provide an academic correlative for work in the following semester as students observe and study social behavior in off-campus communities. During this "field term," each student will work on a project for which he will earn 12 credits. The College will help the student plan and execute a project which may involve salaried work, volunteer work, or an individualized program of study.

Juniors will take two one-semester courses in science (4 credits each term), investigating its methods and significance through an examination of several fundamental problems. Materials will be chosen from physical and biological sciences as well as from behavioral science.

A number of options will be available for seniors: tentative plans include interdisciplinary seminars, a project in a broad area outside the student's major field, an oral examination, and apprentice teaching in the College for selected students.

Any incoming freshman may apply for admission to New College. Decisions regarding admission will be made before students enroll for the Fall Semester.

Course Offerings

NC 101, 102 Studies in the History of Civilization

(6 credits each term)

A number of writers representative of various civilizations will be studied intensively, with the aim of deriving from their writings both an understanding of political, economic, and religious institutions and a related appreciation of literature, art, and philosophy. NC 101 is concerned with Ancient Civilizations, both those of the East and of the West. NC 102 is based on the history of Western Civilization from the Middle Ages to 1900.

NC 103 Twentieth Century World Civilization

(4 credits)

A continuation of the freshman course, concentrating on twentieth century development and having particular reference to the interactions between Western and non-Western cultures.

NC 111-112 Performing Arts Workshop

(2 credits each term)

A two-term course designed to allow the student to explore his potential for creativity under guidance but in a flexible environment. Does not demand previous experience. Sections currently stress movement, expression, and improvisation in theatre or dance.

NC 201 Man in Society

(4 credits)

An introduction to American society as seen by a social scientist. Students will design a project which they will execute in their field term.

NC 202 Field Term

(12 credits)

A semester spent at work or study according to a plan approved by the Placement Office and the instructor in NC 201.

NC 301, 302

Introduction to the Sciences

(4 credits each term)

Will not be offered until 1970.

II. THE LANGUAGE REQUIREMENT

(See also paragraph III of the General Degree Requirements.) In addition to the General Education component just described, the Instructional Program of each student includes the requirement that he must have demonstrated that level of facility in a foreign language (or authorized equivalent) required by the major which he elects.

A. In the liberal arts majors offered by the Departments of Art, Classical Languages and Literatures, Economics, English Language and Literature, History, Mathematics, Modern Languages and Literatures, Music, Philosophy, Political Science, Psychology, and Sociology and Anthropology the requirement is as follows:

1. The student is required to demonstrate proficiency in a foreign language through the fourth-semester level by placing beyond the second-year (fourth semester) language proficiency requirement at the college level in a proficiency examination administered upon admission; or
2. If need be, by successfully completing a fourth-semester course in a foreign language at the college level.

B. In the liberal arts majors offered by the Departments of Biology, Chemistry, and Physics, the requirement is as follows:

1. The student is required to demonstrate reading knowledge of a foreign language by placing beyond the first-year language proficiency requirement at the college level in a proficiency examination administered upon admission, or
2. If need be, by successfully completing a second-semester course in a foreign language at the college level.

C. In the pre-professional majors of teacher education (both secondary and elementary) and business administration, the requirement is the same as in "B" above.

D. *Certain qualified students** in the majors listed in "B" and "C" above may, with departmental consent, satisfy the requirement by completing the two-semester sequence in linguistics,

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LIN 176 (ENG 176) and LIN 177 (ENG 177). Admission to this sequence is on the basis of proficiency examinations administered upon admission.

*Those students who are required to complete one year of language study are qualified students. Those students who are required to complete two years of language study may not elect the linguistics option.

For further information concerning foreign languages, see pp. 92-107. For further information concerning linguistics, see pp. 145-48.

III. THE MAJOR

(See also paragraph IV of the General Degree Requirements.)

Each student seeking candidacy for the degree of Bachelor of Arts 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 | 13. German |
| 2. Studio Art | 14. Russian |
| 3. Biology | 15. Spanish |
| 4. Chemistry | 16. Music Theory and Composition |
| 5. Classical Languages | 17. Music History and Literature |
| 6. Latin | 18. Philosophy |
| 7. Economics | 19. Physics |
| 8. English | 20. Political Science |
| 9. History | 21. Psychology |
| 10. Mathematics | 22. Sociology |
| 11. Chinese Language and Civilization | 23. Sociology and Anthropology |
| 12. French | |

B. The College of Arts and Sciences offers secondary teaching majors under the auspices of the following departments. (For detailed information see material under each departmental entry and p. 157 of the section of this catalog devoted to the School of Education.)

- | | |
|---|--|
| 1. Biology | 6. Mathematics |
| 2. Chemistry | 7. Modern Languages and Literatures. Secondary teaching majors in French, German, Russian, and Spanish only. |
| 3. Classical Languages and Literatures. Secondary teaching major in Latin only. | |
| 4. English Language and Literature | 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. Con-

sequently, 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. 157 of the section of this catalog devoted to the School of Education.)

- | | |
|--------------|--------------------|
| 1. Art | 6. Mathematics |
| 2. Biology | 7. Physics |
| 3. Chemistry | 8. Social Sciences |
| 4. English | 9. Science |
| 5. History | |

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 p. 157.)

E. The College offers an interdisciplinary major in elementary education under the Committee on Elementary Education. (For further information see pp. 157-61 of the section of this catalog devoted to the School of Education.)

F. The College offers a pre-professional major in business administration under the auspices of the Department of Economics and Business Administration. (See pp. 65-66.)

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

1. Chinese Studies (See pp.140-41.)
2. Linguistics (See pp. 145-48.)
3. Premedical Studies (See p. 148.)
4. Slavic Studies (See pp. 142-43.)
5. South Asian Studies (See p. 142.)

Various Depts

H. The College offers limited work in speech (pp. 150-51) and in geography (p. 150).

I. The College offers work in science for elementary education majors. (See p. 150.)

Major Standing and General Requirements for Majors

I. ADMISSION TO MAJOR STANDING

A. A student must have completed 56 credits before he may formally be admitted to major standing.

B. It is the student's responsibility to apply to the appropriate department (or interdepartmental committee) for major standing before the end of the semester in which he completes 56 credits.

C. A student may be admitted to major standing if he has passed all courses prerequisite to the major with at least a 2.0 average.

D. A student who has completed 72 or more credits and does

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not have major standing is liable for dismissal by the Committee on Academic Standing.

II. RETENTION IN MAJOR STANDING

A. Under normal circumstances, a student will retain major standing as long as he maintains a 2.0 average in those courses which the department has approved as constituting his major program.

B. If a student falls below a 2.0 average in approved major courses, he may be dropped from major standing by the department with the approval of the Dean of the College, with right of appeal to the Committee on Academic Standing.

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 414-415) 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.
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. 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

Professor:	John C. Galloway (Art and Art History), Chairman
Associate Professors:	John L. Beardman (Art) John B. Cameron (Art History)
Assistant Professors:	Abraham A. Davidson (Art History) Donald H. Dwyer (Art History) Kiichi Usui (Art; Gallery Curator)
Instructor:	Perry M. Brakke (Art)
Lecturers:	Morris Brose (Art) Mrs. Hélène Trocmé (Art History)

The professional scholars and artists who teach the program in art are dedicated to creative, disciplined training of the major and the general student alike. Each major in art receives preparation for graduate study in art history or studio art which may lead to a career in college teaching, museum curatorship, editorial work with art publishing firms, or independent practice of painting, sculpture, or printmaking. The general student 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 any student for discerning cultural citizenship and enriches his perception of creative values.

The Department strengthens its program of instruction by encouraging group or individual visits to the Detroit Institute of Arts and other public and private collections. It also presents a series of challenging exhibits of contemporary, primitive, and traditional arts in the University Art Gallery in Wilson Hall. The Gallery shows annually the best works by art majors and other students enrolled in departmental courses.

Each year the Department selects several majors and minors in art to work as pre-professional assistants. Appointed on the basis of their personal responsibility and sound academic achievement, these assistants receive training and experience invaluable to future graduate specialization and career work.

Each major in art history and studio art is required to pass an oral examination, typically during the seventh semester, on a topic agreed upon between him and the Department.

Majors in disciplines other than art are encouraged to consider the taking of period or subject courses in history of art as corollary to upper-division offerings in their own fields of specialization, with the approval of their departmental advisers.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN ART HISTORY

UC 047 (Introduction to Art) and nine departmental courses in art, including one course in studio art, are required. (Additional courses in studio art will be counted as electives.) At least one art history course is to be taken from each of the following seven groups of two or three periods, styles, or subjects:

- A. Ancient Near East; Greek and Roman; Byzantine
- B. Medieval; Renaissance
- C. Seventeenth Century; Eighteenth Century
- D. Nineteenth Century; English Art; Modern Architecture
- E. American Art; German Art
- F. Twentieth Century Art; Primitive Art; African Art
- G. Seminar in Art History; Special Problems in Art History

Admission to major standing ordinarily requires completion of two Freshman Exploratories; two University Courses in social sciences; and UC 047 (which should be taken during the first semester). Art majors may be required to take two semesters of a second foreign language in addition to the usual four-semester University Course sequence. The preferred languages for art history majors are French and German.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN STUDIO ART

UC 047 (Introduction to Art) and ten courses in art are required. UC 01C (Art) may not be substituted for UC 047; and the latter should be taken during the first semester. ART 226 must be completed before other studio courses may be taken, with the exception of ART 236 (Drawing). Three courses in art history, including ART 381 (Twentieth Century Art), must be completed; and one of the three must be completed before the student may take ART 226, except that, *with permission of the Department*, students of sophomore or higher standing may take their first art history course concurrently with ART 226. It is emphasized that the major in studio art is a general one and that there are *no separate majors* in painting, printmaking, sculpture, or other concentrations. *The student is required to complete course work in each area of studio art* in order to meet departmental requirements for the major in studio art. The requirements for major standing are identical to those for art history majors. Majors in studio art may be required to take, in addition to the usual four-semester sequence in one foreign language, two semesters of a second foreign language. (The preferred languages for all art majors are French and German.)

REQUIREMENTS FOR THE SECONDARY TEACHING MINOR IN ART

Four art history and studio courses are required, beyond UC 047, UC 01C (Art), or ART 147. Two of these courses must be ART 333 and ART 381. Consult the Chairman of the Department of Art or the Dean of the School of Education for further information.

LIBERAL ARTS MAJOR IN ART

(A Typical Program)

Semester 1

Freshman Exploratory
UC 047
Distribution Requirement
Foreign Language*

Semester 3

ART 226 or Art History
Distribution Requirement
Distribution Requirement
Foreign Language

Semester 5

Art (300 or 400 level)
Distribution Requirement
Elective
Foreign Language
or Elective**

Semester 7

Art
Art
Distribution Requirement
Elective

Semester 2

Freshman Exploratory
Art History
Distribution Requirement
Foreign Language

Semester 4

Art
Distribution Requirement
Elective
Foreign Language

Semester 6

Art
Art
Elective
Foreign Language
or Elective**

Semester 8

Art
ART 480, 490, or 491
Senior Colloquium
Elective

ART 147 Introduction to History and Analysis of Art

An introduction to the history and analysis of the visual arts. Designed chiefly for general elementary education majors, for whom it satisfies the University requirement in art. (See also UC 047, which, with laboratory assignment, also satisfies this requirement.) May not be taken for credit by students who have completed UC 047 or UC 01C (Art).

Prerequisite: Permission of the Department of Art.

ART 226 Introduction to Studio Art

A study of the fundamentals of drawing, painting, and other two-

*French and German are the preferred languages for art majors.

**Majors may be required to complete two semesters of a second language beyond the four-semester University language requirement. (See note marked* above.)

dimensional processes. Designed mainly for art majors and minors; required of majors in studio art and recommended for majors in art history. Prerequisites: Art majors with sophomore or higher standing may, with permission of the Department of Art, take ART 226 concurrently with completing the first of the three requisite art history course. *All other students must have completed one course in art history, exclusive of UC 047, UC 01C (Art), and ART 147, before they may be admitted to ART 226.*

ART 236 Drawing

Fundamentals of drawing. The human figure is studied as a primary means of visual learning and expression.

Prerequisite: Same as for ART 226. May be taken only as an elective by art majors.

ART 326 Painting

A studio course in the various painting media, structured mainly for art majors and minors.

Prerequisites: UC 047 or ART 147; one course in art history beyond UC 047 and ART 147; and ART 226.

ART 327 Printmaking

A studio course in the fundamentals of graphic arts processes (relief, planographic, intaglio, and serigraphic).

Prerequisites: UC 047 or ART 147, and one course in art history. Completion of ART 326 is recommended.

ART 328 Sculpture

A studio course in three-dimensional and relief form using traditional and contemporary media.

Prerequisites: UC 047 or ART 147; one course in art history; and ART 226. Completion of ART 326 is recommended.

ART 329 Sculpture

The development of concepts and techniques in creative sculptural form. A studio course.

Prerequisites: Major or minor standing in art and completion of ART 328.

ART 333 American Art

Architecture, painting, and sculpture in the United States from the period of Colonial settlement until recent times. Relations of American art to European traditions are stressed. Required of secondary teaching minors in art.

Prerequisite: UC 047 or ART 147.

ART 341 German Art

The evolution of architecture, sculpture, and painting in Central Europe from Roman times to the present; its originality and its relation to Italian and French traditions.

Prerequisite: UC 047 or ART 147.

ART 351 Primitive Art: Africa, Oceania, the Americas

The major artistic styles of the regions of primitive peoples. Relationships between primitive art and modern Western art are considered. Prerequisite: UC 047 or ART 147.

ART 361 Medieval Architecture and Sculpture

The art of the West from the time of Constantine to the Renaissance. Emphasis is placed upon the major period styles: Early Christian, Byzantine, Early Medieval, Carolingian, Romanesque, and Gothic. Prerequisite: UC 047 or ART 147.

ART 369 Renaissance Art

Architecture, painting, and sculpture of the fifteenth and sixteenth centuries in Italy and northern Europe. Attention is centered upon major artists and their relationship with one another and with topical Renaissance problems such as humanism, the classical revival, and perspective. Prerequisite: UC 047 or ART 147.

ART 371 English Art

Architecture, painting, and sculpture in England from the Renaissance in the reign of Elizabeth I to the Great Exhibition of 1851 and more recent times. Special attention is given to such major figures as Inigo Jones, Wren, Adam, Reynolds, Turner, and certain modern British artists. Prerequisite: UC 047 or ART 147.

ART 373 Art of the Seventeenth Century

The rise of the Baroque style of architecture, painting, and sculpture in Italy and its development in France, Spain, and the Low Countries. Prerequisite: UC 047 or ART 147.

ART 379 Northern Renaissance Art

A study of the style and iconography of Flemish, Dutch, French, and German painting and related arts from the late Medieval epoch until the mid-sixteenth century. Relationships with the Italian Renaissance are evaluated. Prerequisite: UC 047 or ART 147.

ART 380 Nineteenth Century Art

Painting, sculpture, and architecture from the close of the French Revolution to Post-Impressionism and the Art Nouveau. The development of Neoclassicism, Romanticism, Impressionism, and other major European and American styles is investigated. Prerequisite: UC 047 or ART 147.

ART 381 Twentieth Century Art

A study of modern art in Europe and the United States from 1905 to the present. Painting and sculpture are emphasized in an interpretation of major styles and movements such as Fauvism, Expressionism, Cubism, DeStijl, Abstract Expressionism, Pop, Op, and Minimal Art. Required of secondary teaching minors in art.

Prerequisite: UC 047 or ART 147.

ART 383 Modern Architecture

Architecture in Europe and America from the late nineteenth century to the present, coupled with an investigation of the sources of modern architectural tradition and idiom.

Prerequisite: UC 047 or ART 147.

ART 390 The Art of the Film

The history, techniques, and implications of the film as an art form. A study of the development of cinematic art is followed by analysis of both silent and post-World War II film landmarks.

Prerequisites: UC 047 or ART 147, and ART 381.

ART 400 Oriental Art

A study of the major Chinese, Indian, and Japanese styles and periods of architecture, painting, and sculpture and their relationships with other Eastern developments in art.

Prerequisites: UC 047 or ART 147, and one course in art history or permission of the Department of Art.

ART 426 Advanced Painting

The development of techniques and ideas in creative painting. With permission of the Department, may be taken for four or eight credits per semester.

Prerequisites: Major standing in art and completion of two courses in studio art.

ART 427 Advanced Printmaking

The development of ideas and processes of graphic arts (relief, planographic, intaglio, and serigraphic). May be taken, with permission of the Department, for four or eight credits per semester.

ART 428 Advanced Sculpture

The development of advanced creative and technical ideas and exploration of problems in sculptural media.

Prerequisites: Major standing in art and completion of two courses in art history and ART 329.

ART 445 The Art of the Ancient Near East

The course deals with the art of Egypt, Mesopotamia, Iran, Asia Minor, and Syria from Neolithic to Roman times.

Prerequisite: UC 047 or ART 147.

ART 451 The Art of Negro Africa

The sculpture and related arts of the tribal peoples of West, Central, and East Africa. Attention is given to the relation of African sculpture to recent Western art.

Prerequisites: UC 047 or ART 147, and one course in art history or anthropology. (ART 351 is recommended.)

ART 455 Greek and Roman Art

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.

Prerequisite: UC 047 or ART 147.

ART 461 Medieval Painting

The style and iconography of manuscripts, wall paintings, and cathedral windows in stained glass from the Early Christian period to the Gothic.

Prerequisites: UC 047 or ART 147, and one course in art history. (Completion of ART 361 is recommended.)

ART 465 Byzantine Art

The course deals with the development of Byzantine architecture, mosaic, painting, and sculpture from the time of Justinian in Byzantium and Italy to the fifteenth century in Russia and the Balkans.

Prerequisites: UC 047 or ART 147; and ART 361 or ART 455, or permission of the Department.

ART 473 Art of the Eighteenth Century

The evolution and spread of the Baroque style throughout the Western world, with emphasis on Central Europe and the Spanish Colonial possessions. The emergence and diffusion of the Rococo until the final reaction of Neoclassicism.

Prerequisite: UC 047 or ART 147.

ART 480 Seminar in Art History

This course initially familiarizes art majors with the literature and research facilities of art history. Individual topics of special interest are then assigned for intensive study. *This course or ART 491 is required of all majors in art history* and is recommended for all art majors. With permission of the Department, may be taken for four or eight credits.

Prerequisites: UC 047 or ART 147, and two courses in art history.

ART 490 Special Problems in Studio Art

Individually assigned projects in painting, printmaking, or sculpture. With permission of the Department, may be taken for four or eight credits.

Prerequisites: Senior standing, and completion of two courses in art history and two courses in studio art.

ART 491 Special Problems in Art History

A program of individually assigned research problems, designed for the advanced major in art. May be taken for four or eight credits, with permission of the Department.

Prerequisites: Major standing in art and completion of three courses in art history.

Department of Biology

Professors:

Clifford V. Harding, Chairman
William C. Forbes
V. Everett Kinsey
V. N. Reddy
Reuben Torch
Walter L. Wilson

Assistant Professors:

Francis M. Butterworth
John Reddan
Herbert Schuel
Nalin J. Unakar

The courses in biology are designed for students in two types of major: liberal arts majors and secondary education teaching majors. The liberal arts major prepares the student for graduate studies in the life sciences, laboratory and research work in industries concerned with biological materials, and professional careers in medicine, dentistry, and allied fields. This liberal arts program in biology is particularly well suited to the needs of the premedical student. Since modern biology is an exact science, corequisite training in chemistry, physics, and mathematics is extensive.

It should be noted that the University Course Program has been modified for the Department of Biology so that the two Freshman Exploratories and the Senior Colloquium can, if properly selected, substitute for three of the Distribution Requirements. Appropriate selections should be determined in consultation with the academic adviser.

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 must be taken simultaneously.) In addition, 16 credits in chemistry, 10 credits in physics, and 8 credits in mathematics are required.

Admission to major standing requires 15 credits in biology plus 8 credits in any combination of the required courses in math-

ematics, physics, and chemistry.

REQUIREMENTS FOR THE SECONDARY TEACHING MAJOR IN BIOLOGY

Forty credits in biology are required. The group minor requirement is satisfied by a total of 24 credits in the fields of chemistry and physics. Additional requirements include 8 credits in mathematics and the following education courses: ED 244-245, ED 428, and ED 455.

Admission to major standing requires 15 credits in biology; 8 credits in any combination of the required courses in mathematics, physics, and chemistry; acceptance by the Department of Biology and concurrent acceptance into the Teacher Education Program.

REQUIREMENTS FOR THE SECONDARY TEACHING MINOR IN BIOLOGY

Twenty credits in biology are required.

LIBERAL ARTS MAJOR IN BIOLOGY

(A typical program)

Semester 1

Freshman Exploratory
BIO 111, 112
MTH 154
Distribution Requirement

Semester 3

BIO 221, 222
PHY 152
PHY 158
Distribution Requirement

Semester 5

BIO Lecture & Lab
CHM 115, 118
Foreign Language

Semester 7

BIO Lecture & Lab
CHM 235-238¹
Elective

Semester 2

Freshman Exploratory
BIO 113, 114
MTH 155
PHY 151

Semester 4

BIO Lecture & Lab
CHM 114-117
Foreign Language*

Semester 6

BIO Lecture & Lab
CHM 234-237
Elective

Semester 8

BIO Lecture & Lab
Senior Colloquium
Distribution Requirement
Elective

* German, French, or Russian. (Other languages may be substituted with permission of the Department of Biology.)

¹ Substitution possible with permission of the Department of Biology.

SECONDARY TEACHING MAJOR IN BIOLOGY
WITH A GROUP MINOR IN CHEMISTRY AND PHYSICS

(A typical program)

Semester 1
Freshman Exploratory
BIO 111, 112
MTH 154
UC 054

Semester 3
BIO 221, 222
PHY 152
PHY 158
ED 244

Semester 5
BIO Lecture & Lab
CHM 115
Foreign Language*
Elective

Semester 7
BIO Lecture & Lab
BIO Lecture & Lab
Senior Colloquium

Semester 2
Freshman Exploratory
BIO 113, 114
MTH 155
PHY 151

Semester 4
BIO Lecture & Lab
CHM 114-117
ED 245
Elective

Semester 6
BIO Lecture & Lab
CHM 234-237
Foreign Language

Semester 8
ED 428
ED 455

* German, French, or Russian. (Other languages may be substituted with permission of the Department of Biology.)

The following courses are open to all students and are ordinarily not counted toward the biology major requirements. (They may be used to fulfill the science Distribution Requirement for non-science majors.)

BIO 104 Biology of the Human

The biology of man. Cells, tissues, organs, conduction, contraction, circulation of blood and lymph, breathing, digestion, and excretion will be discussed.

BIO 105 Biology of the Human

Integration and correlation: the central nervous system, the endocrine system, and reproduction will be discussed.

Prerequisite: BIO 104 or permission of instructor.

BIO 108 Bio-engineering

Selected topics to introduce students of engineering to biological systems. Communication, movement, circulation, excretion, and problems of abnormal environment will be discussed.

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

BIO 111 Biology

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, and higher taxonomic groups and biota. Basic principles will be emphasized.

BIO 112 Biology Laboratory (1 credit)
To accompany BIO 111.

BIO 113 Biology
Continuation of BIO 111.

BIO 114 Biology Laboratory (1 credit)
To accompany BIO 113.

BIO 221 Physiology
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. Prerequisite: BIO 113.

BIO 222 Anatomy and Physiology
A detailed study of vertebrate anatomy and physiology. To accompany BIO 221.

BIO 223 Histology
The microscopic anatomy and histochemistry of vertebrate tissues and organs, in relation to tissue function. Prerequisite: BIO 113.

BIO 224 Histology Laboratory (1 credit)
To accompany BIO 223.

BIO 225 Elementary Biophysics and Cellular Biochemistry
The principles and techniques which are basic to discussions in the intermediate and advanced courses in biology. Prerequisite: BIO 113.

BIO 231 Microbiology
A discussion of the classification, morphology, and physiology of microorganisms. Prerequisite: BIO 113.

BIO 232 Microbiology Laboratory (1 credit)
To accompany BIO 231.

BIO 241 Plant Morphology
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
Mineral nutrition, absorption and translocation, metabolism, hormonal

Arts and Sciences

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 301 Ecology

The relationships of organisms to one another and to their environment.

Prerequisite: BIO 113.

BIO 302 Ecology Laboratory (1 credit)

To accompany BIO 301.

BIO 323 Developmental Biology

The principles of development. Modern concepts of early differentiation and development of organ systems. The control of growth and regeneration.

Prerequisite: BIO 223.

BIO 324 Developmental Biology Laboratory (1 credit)

To accompany BIO 323.

BIO 341 Genetics

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

To accompany BIO 341.

BIO 403 Protozoology

Recognition, morphology, reproduction, and physiology of the more important taxonomic groups of the Protozoa.

BIO 404 Protozoology Laboratory (1 credit)

To accompany BIO 403.

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

Prerequisite: Permission of instructor.

BIO 407 Cellular Biochemistry

An integrated discussion of the principles of biochemistry in relation to cell structure and function. The following topics will be considered: composition and properties of proteins, carbohydrates, and lipids; isolation of subcellular organelles and molecular constituents; enzyme chemistry, intermediary metabolism; bio-energetics; biochemical characteristics and physiological roles of subcellular organelles; photosynthesis; control of cellular metabolism; permeability and active transport; muscle contraction and cell division.

Prerequisites: BIO 113, CHM 234, PHY 152; CHM 244 desirable.

BIO 408 Cellular Biochemistry Laboratory (1 credit)

To accompany BIO 407.

An introduction to modern research procedures in biochemistry and cellular physiology. The laboratory work will include: spectrophotometric analysis of biological compounds; chromatographic and electrophoretic techniques; enzyme kinetics; isolation and characterization of subcellular

organelles; cellular permeability; individual research projects.

BIO 409 Cellular Biochemistry

Continuation of BIO 407.

BIO 410 Cellular Biochemistry Laboratory

(1 credit)

To accompany BIO 409.

BIO 415 Differentiation

A consideration of the theories relating to the control of differentiation and development.

Prerequisite: BIO 323.

BIO 425 Biophysics

Physical aspects of living systems. Conduction, transmission, contraction, circulation, respiration, excretion, and cell division will be discussed.

BIO 426 Biophysics Laboratory

(1 credit)

To accompany BIO 425.

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.

BIO 437 Virology

Prerequisite: BIO 231.

BIO 438 Virology Laboratory

(1 credit)

To accompany BIO 437.

BIO 441 Microbial Genetics

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

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

Discussion of recent publications in the biological sciences.

BIO 463 Cell Biology

Prerequisites: BIO 223 and permission of instructor.

BIO 464 Cell Biology Laboratory

(1 credit)

To accompany BIO 463.

Arts and Sciences

BIO 471 Advanced Physiology

Prerequisites: BIO 223 and permission of instructor.

BIO 472 Physiology Laboratory

(1 credit)

To accompany BIO 471.

BIO 490 Individual Laboratory Work

(2, 3, or 4 credits)

Prerequisite: Permission of instructor.

Department of Chemistry

Professor:	Paul Tombouliau, Chairman
Associate Professors:	Gottfried Brieger Steven R. Miller Frederick W. Obear Robert L. Stern
Assistant Professors:	James E. Davis Joel W. Russell

The courses in chemistry are designed for several types of students: those desiring to pursue graduate or professional work in chemistry, those preparing to teach chemistry in high school, and those in other sciences and mathematics who need a background in chemistry. The undergraduate curriculum for liberal arts majors is a specialized program intended for those students planning graduate studies or work in research and analytical laboratories. The undergraduate curriculum for secondary education majors is very similar to that for the liberal arts major, except that the required education courses are included so that a graduate of this program may be sponsored for teacher certification. It should be noted that graduate work is necessary for university teaching positions and for the more responsible and executive positions in the chemical industry.

Oakland University has been approved by the American Chemical Society. Graduates who complete the liberal arts major in chemistry will have fulfilled the minimum standards for professional education and will be so certified by the Department to the Society.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN CHEMISTRY

Forty-eight credits in chemistry are required. Of these, 31 credits must be in lecture courses, including CHM 235, 245, 324, 312, and 400. At least 13 credits must be chosen in laboratory courses, including CHM 238, 248, 317, and 328. Twenty-six credits in mathematics and physics are required, including PHY 158, PHY 371, and MTH 254. Successful completion of GRM 101-102 or equivalent proficiency in German is required. Admission to major standing requires a total of 32 credits in chemistry, physics, and mathematics.

REQUIREMENTS FOR THE SECONDARY TEACHING MAJOR IN CHEMISTRY

Thirty-two credits in chemistry are required, including CHM 234, 244, 312, 324, and 351. Eight credits in mathematics are re-

quired, including MTH 155. Ten credits in physics are required. Minors in mathematics or physics are suggested. Other minors may be arranged. (See p. 157 of this catalog.) The following education courses are required: ED 244-245, 428, and 455. Admission to major standing requires a total of 28 credits in chemistry, physics, and mathematics.

REQUIREMENTS FOR THE SECONDARY TEACHING MINOR IN CHEMISTRY

Twenty credits in chemistry courses are required.

CHM 114 Chemistry

An introduction to the study of gases, liquids, solids, atomic and molecular structure, stoichiometry, equilibria, thermodynamics, and kinetics. Prerequisite: Three years of high school mathematics. Some knowledge of high school chemistry is assumed.

Corequisite: CHM 117. Concurrent registration in MTH 154 or MTH 134 is desirable.

Offered in the Fall Semester only.

CHM 115 Chemistry (3 credits)

Continuation of CHM 114.

Prerequisite: CHM 114.

Offered in the Winter Semester only.

CHM 117 Chemistry Laboratory (1 credit)

Introductory experiments in various areas of chemistry.

Prerequisite or corequisite: CHM 114.

CHM 118 Chemistry Laboratory (2 credits)

Experiments illustrating principles and techniques of analytical chemistry.

Prerequisite: CHM 117.

CHM 234-235 Organic Chemistry

Functional groups, reaction mechanisms, stereochemistry, rearrangements, polymers, and natural products.

Prerequisite: CHM 115.

CHM 237-238 Chemistry Laboratory (2 credits each)

Qualitative analysis and synthetic techniques of modern organic chemistry.

Prerequisites: CHM 117-118.

Prerequisites or corequisites: CHM 234-235.

CHM 244-245 Physical Chemistry

Physical interpretation of chemical phenomena thermodynamics, statistical mechanics, reaction kinetics, molecular structure, and spectroscopy.

Prerequisites: CHM 115, MTH 155, PHY 152 are prerequisites for CHM 244; PHY 371 and MTH 254 are prerequisites for CHM 245.

CHM 248 Physical Chemistry Laboratory (2 credits)

Laboratory coordinated with CHM 245.

Prerequisites or corequisites: CHM 245 and PHY 158.

CHM 312 Inorganic Chemistry

Development of atomic theory, chemical periodicity, molecular structure,

and chemical properties of selected inorganic compounds.

Prerequisite: CHM 244.

Prerequisite or corequisite: CHM 245.

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, CHM 245, PHY 152.

CHM 328 Analytical Chemistry Laboratory (2 credits)

Laboratory coordinated with CHM 324.

Corequisite: CHM 324.

CHM 346 Spectroscopy Laboratory

Experimental techniques of spectroscopy; infrared, ultraviolet, nuclear magnetic resonance, and mass spectrometry. Instrument design and performance, sampling methods, and applications are examined.

Prerequisite or corequisite: CHM 245.

CHM 351 Biochemistry (3 credits)

An introduction to molecular biology and the chemistry of biological macromolecules; proteins and nucleic acids, enzymology, bio-energetics, and metabolic cycles.

Prerequisite: CHM 234.

CHM 357 Biochemistry Laboratory (1 credit)

Prerequisite or corequisite: CHM 351.

CHM 387 Advanced Preparations (2 credits)

Specialized laboratory work in selected areas emphasizing advanced techniques.

Prerequisite: Permission of the Department.

CHM 400 Seminar (1 credit)

Regularly scheduled discussions of all fields of current interest in chemistry; presented by students, faculty, and visitors.

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

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

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, 248, 328; PHY158.

CHM 431 Organic Synthesis

Theory and practice of synthetic and degradative methods of organic chemistry. Preparative reactions from the recent chemical literature will be emphasized.

Prerequisites: CHM 235 and CHM 245.

CHM 433 Organic Mechanisms

Application of modern electronic theory to the structures and reactions of organic compounds.

Prerequisites: CHM 235 and CHM 245.

CHM 434 Natural Products

The application of modern synthetic and analytical methods in selected areas of natural product chemistry.

Prerequisites: CHM 235 and CHM 245.

CHM 442 Kinetics

Kinetic theory of gases, equilibrium and transport properties of gases, intermolecular forces, collision theory of reaction rates, mechanism of reactions, homogeneous catalysis, transition-state theory, absolute rate theories, surface reactions, and photoreactions.

Prerequisite: CHM 245.

CHM 444 Quantum Chemistry

Lagrangian and Hamiltonian mechanics, derivation of quantization for simple systems, approximate methods for solution of more complex systems, angular momentum, molecular orbital and valence bond theory, and interpretation of molecular electronic spectra.

Prerequisites: CHM 245, PHY 371, MTH 254.

CHM 452 Advanced Biochemistry

A continuation of CHM 351, but more chemical in emphasis. Devoted primarily to metabolism and cellular regulation.

Prerequisite: CHM 351.

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

Laboratory and library practice in undergraduate research.

Prerequisite: Permission of the Department.

CHM 514 Topics in Inorganic Chemistry

Discussion of areas of current interest in inorganic chemistry.

Prerequisite: CHM 413.

CHM 543 Statistical Thermodynamics

The statistical basis of thermodynamics; ensembles, partition functions, and distribution functions; classical and quantum statistical mechanics; applications to simple physical and chemical systems.

Prerequisites: CHM 245, PHY 152, MTH 254.

CHM 545 Quantum Chemistry

The quantum mechanics of molecular energies and structure will be presented, and the interpretation of infrared, Raman, nuclear magnetic resonance, electron spin resonance, and other spectra will be discussed. Applications of spectroscopy to problems of molecular structure, intermolecular forces, and chemical reactions may be studied.

Prerequisite: CHM 444.

CHM 553 Genetic Biochemistry

The biochemical basis of heredity; genetic and biochemical functions of DNA, RNA, and proteins; genetic control of cell biochemistry; biochemical genetics.

Prerequisite: CHM 452.

CHM 690 Research (2, 4, 6, 8, 10, or 12 credits)

Graduate research and study under the supervision of a faculty member.

Prerequisite: Permission of the Department.

Department of Classical Languages and Literatures

Professor: Howard W. Clarke, Chairman

Instructor: Cherryl A. Wagner

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN CLASSICAL LANGUAGES

Nine courses are required, in addition to four courses in Latin (LTN 114-115, LTN 214-215) used to satisfy the University Course language requirements. A typical classics major would include: three courses in Latin (LTN 320, LTN 414-415); four courses in Greek (GRK 114-115, GRK 214-215); two courses in classics or ancient history. Those planning graduate work in classics should complete in addition to the above nine courses: one in Latin literature; two courses in Greek; two courses in classics or ancient history. Admission to major standing requires two Freshman Exploratories and four courses in Latin.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN LATIN

Nine courses in Latin and classics or ancient history are required, in addition to the courses fulfilling the University Course language requirement. A typical program would include: five courses in LTN 320, two courses in LTN 414-415; two courses in classics or ancient history. Admission to major standing requires two Freshman Exploratories and four courses in Latin.

REQUIREMENTS FOR THE SECONDARY TEACHING MAJOR IN LATIN

Eight courses in Latin and classics or ancient history are required, in addition to the courses fulfilling the University Course language requirement. A typical program includes: four courses in LTN 320; two courses in LTN 414-415; two courses in classics or ancient history. The following education courses are also required: ED 244-245, ED 428, ED 455. Admission to major standing requires two Freshman Exploratories, four courses in Latin, acceptance by the Department of Classical Languages and Literatures, and concurrent acceptance into the Teacher Education Program.

CLS 301, 302 Classical Civilization

A two-semester survey of the history and culture of Greece and Rome. Ordinarily offered in the Spring Semester. Either semester may be elected independently. Identical with HST 223 and HST 224 respectively.

CLS 303,304 Classical Literature in Translation

A two-semester survey of the major writers of Greece and Rome. Either semester may be elected independently.

CLS 312 Classical Mythology

The principal Greek and Roman myths and their uses in classical and postclassical art and literature.

CLS 317 The Classical Tradition

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

A survey of the aims, methods, achievements, and limitations of ancient historiography through a reading, in translation, of the most prominent ancient historians. Identical with HST 324.

GRK 114-115 Elementary Greek

Classical Greek. Elements of grammar and some connected reading will be studied. May be conducted as a tutorial.

GRK 214-215 Intermediate Greek

Review of grammar, exercises in prose composition, and the reading of simple literary works, ordinarily Plato's *Apology*, selections from Herodotus, and selected books of Homer's *Iliad*. May be conducted as a tutorial. Prerequisite: GRK 115.

GRK 320 Selections from Greek Literature

Greek drama and history. Selected dramas of Aeschylus, Sophocles, Euripides, and Aristophanes, and selections from Herodotus and Thucydides. May be conducted as a tutorial. May be taken for one or more semesters.

Prerequisite: GRK 215.

GRK 414-415 Survey of Classical Greek Literature

Readings in classical Greek literature from Homer to the Hellenistic Age. Selections will be chosen to illustrate the historical development of Greek literature. May be conducted as a tutorial.

Prerequisite: GRK 320.

LTN 114-115 Elementary Latin

The first semester is devoted to elements of grammar; the second semester to a review of grammar, exercises in composition, and the reading of simple selections from Latin prose and poetry.

LTN 214-215 Intermediate Latin

The first semester is usually devoted to the reading of selections from Cicero, Catullus, and Horace; the second semester to extensive selections from Virgil's *Aeneid*.

Prerequisite: LTN 115.

LTN 320 Selections from Latin Literature

A detailed study of selected works by major Latin writers. May be conducted as a tutorial. May be taken for one or more semesters.

Prerequisite: LTN 215.

LTN 414-415 Survey of Classical Latin Literature

Readings will be selected from representative writers of the Republic and Empire and will be chosen to illustrate the historical development of Latin literature.

Prerequisite: LTN 320.

Department of Economics and Business Administration

Professor:	Theodore O. Yntema (Visiting)
Associate Professors:	Robbin R. Hough, Chairman Siddheshwar Mittra Norton C. Seeber
Assistant Professor:	Eleutherios N. Botsas
Instructors:	John Hurd II Edward Starr

Economics

The curriculum in economics emphasizes concepts and tools of analysis and their application to problems of policy. By learning ways of thinking in economics, students gain insights into how to approach economic questions in applied areas. Students are prepared for careers in industry and government or for graduate study of economics, law, or business.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN ECONOMICS

The major in economics requires UC 056, EB 216, 217, 480, and three other courses in the Department, one of which must have as prerequisite EB 216 and another of which requires EB 217 as prerequisite. In addition, all majors must complete two semesters of work in another social science; and during their first year they must take MTH 125 and MTH 131. (MTH 154 may be normally substituted for MTH 131.) Admission to major standing requires two Freshman Exploratories, plus EB 216 and EB 217.

Business Administration

The program in business combines a general education with the development of analytical approaches which will enable students to devise new answers to the increasingly complex and changing problems faced by managers and technical experts in the business community. Because education for management is a continuing process throughout one's business career, the program seeks to give students the kind of training that will provide the foundations for continuing self-education, allowing for adaptability within the rapidly changing modern business environment. Thus, the program emphasizes basic principles of economics, business analysis, and practice, rather than specific techniques which will be obsolete in a short time. The business major obtains the necessary background for entering important industry training programs or graduate schools of business, as well as for

first entry into many jobs in business, government, and administration.

Accounting and Marketing

Students who wish to develop specialized skills in accounting and marketing should take the sequences EB 201 and 401, and EB 202 and 402. The sequences are designed to encourage independent thought and to stimulate the application of the tools of economic analysis to problems in these specialized areas.

REQUIREMENTS FOR THE MAJOR IN BUSINESS ADMINISTRATION

The requirements are UC 056 and ten other departmental courses. Of the ten, two are in economics (EB 216, 217); eight are in the functional areas and include EB 301, EB 435, EB 442. In related social sciences, four courses are required: two courses in psychology (UC 054, PSY 261) and two courses in either political science or sociology. The mathematics requirement is three courses: MTH 125, MTH 131, to be taken in the first two semesters, and MTH 322. (MTH 154 may be substituted for MTH 131.) Admission to major standing requires two Freshman Exploratories, plus EB 216 and EB 217.

MAJOR IN BUSINESS ADMINISTRATION

(A typical program)

Semester 1

Freshman Exploratory
UC 056
MTH 125
Distribution Requirement

Semester 3

EB 216 or EB 217
EB 301
Distribution Requirement
Foreign Language

Semester 5

MTH 322
EB Elective
Distribution Requirement
Distribution Requirement

Semester 7

EB 442
EB Elective
EB Elective
Elective

Semester 2

Freshman Exploratory
UC 054
MTH 131
EB 216 or EB 217

Semester 4

EB Elective
PSY 261
Distribution Requirement
Foreign Language

Semester 6

EB Elective
Distribution Requirement
Distribution Requirement
Elective

Semester 8

EB 435
EB Elective
Elective
Senior Colloquium

EB 105 Introduction to Computer Programming (1 credit)

EB 108 Introduction to Processing Languages (1 credit)

EB 201 Elements of Accounting

A programmed introduction to the elementary concepts of accounting.
Prerequisite: UC 056 or permission of the instructor.

EB 202 Elements of Marketing

A programmed introduction to the elementary concepts of marketing.
Prerequisites: EB 216 and EB 217.

EB 216 Micro-Economic Analysis

Analysis of pricing, resource allocation, and income distribution at the level of the individual firm, industry, and household consuming unit.
Prerequisite: UC 056.

Prerequisite or corequisite: MTH 131.

EB 217 Macro-Economic Analysis

Study of factors determining the level of national income and employment, price levels, and inflation.

Prerequisites: UC 056 and MTH 125.

EB 223 The Indian Economy

The economic problems of developing nations in the context of the Indian economy.

Prerequisite: Permission of the instructor.

EB 301 Accounting and Statistical Techniques

Accounting systems for individual firms and the national economy. Use of statistical techniques to solve problems faced by firms and industries. Offered in the Fall Semester.

Prerequisites: UC 056 and permission of the instructor.

EB 303 Economic Growth, Fluctuations, and Forecasting

Analysis of the forces underlying economic growth in advanced nations. Study of business cycle conditions and various theories of factors affecting business fluctuations. Introduction to economic forecasting techniques for the individual firm and for the national economy.

EB 318 Social Organization and Economic Change

An application of the tools of economic analysis to those conflicts between actors and environments which have helped shape the modern economy. This course is not open to economics majors.

EB 322 Capital Markets

Corporate and public finance, and the operation of major financial institutions and markets. Offered in the Fall Semester.

Prerequisite: EB 217.

EB 323 International Trade and Finance

Principles of international trade and finance, postwar international economic problems and policies. Offered in the Winter Semester.

Prerequisite: EB 216.

EB 324 Business in the American Economy

Public attitudes toward and government regulation of business; social and legal responsibilities of business. Offered in the Winter Semester.
Prerequisite: EB 216.

EB 325 Industrial Organization

Resource patterns, production processes (including technology and economics of scale), and managerial organization as related to the size of firms and the location of industries. Offered in the Fall Semester.
Prerequisite: EB 216.

EB 326 Economic Development

Application of the tools of economic analysis to the problems of under-developed countries. Offered in the Winter Semester.
Prerequisite: UC 056 or permission of the instructor.

EB 333 Labor-Management Relations

Analysis of management-employee relations in modern industry; public policy in labor-management areas. Offered in the Fall Semester.
Prerequisites: UC 056 and permission of the instructor.

EB 334 Business Enterprise

Origin and evolution of contemporary business institutions; social, philosophic, legal, and economic foundations of the modern corporation. Offered in the Winter Semester.
Prerequisites: UC 056 and permission of the instructor.

EB 342 Simulation in Economics

An introduction to the use of simulation techniques.
Prerequisites: Major standing and permission of the instructor.

EB 401 Readings in Accounting

Directed readings in accounting systems.
Prerequisites: Major standing and EB 201.

EB 402 Readings in Marketing

Directed readings in the classic literature of marketing.
Prerequisites: Major standing and EB 202.

EB 405 Econometrics

An introduction to the testing of economic models, expressed mathematically, by statistical methods.
Prerequisites: EB 216, EB 217, EB 301, and permission of the Department.

EB 418 Selected Topics in Economic Policy

EB 435 Business Policies

Financial, economic, and other management tools used to analyze business case studies.
Prerequisites: EB 216 and EB 217.

EB 442 Operations Research

Operations research techniques are used in exploring problems selected from the several functional areas of business.
Prerequisites: EB 216 and EB 217.

EB 480 Seminar

Theses, individual topics, and readings.

Prerequisite: Permission of the Department.

EB 490 Independent Research

Prerequisite: Permission of the Department.

Department of English Language and Literature

Professors:	Robert Hoopes, Chairman Thomas Fitzsimmons William Schwab Mrs. Gertrude M. White
Associate Professors:	John G. Blair Maurice F. Brown Joseph DeMent Peter G. Evarts Richard S. Lyons Mrs. Marilyn L. Williamson
Assistant Professors:	James F. Hoyle David W. Mascitelli Donald E. Morse
Instructors:	Louis Buchanan Daniel H. Fullmer Michael J. Heffernan
Special Instructors:	Mrs. Phebe Chao (on leave 1968-69) Mrs. Margaret L. Kurzman Mrs. Joan G. Rosen
Lecturer:	Robert L. Donald

The English major is in profile the same for liberal arts and teacher education. Requirements have been cast so as to provide at once a solid base in the discipline of letters and an opportunity for each student to shape certain specifics within the course of study as they seem to him best fitted to his abilities and ambitions. Students planning to attend graduate school should select courses on a basis here and there different from that of those who look upon the Bachelor of Arts as a terminal degree; students completing the secondary teaching major will want a course of study in places different from that of the straight liberal arts student. Consequently, it is *extremely important* that all students majoring in English take the initiative and actively seek guidance in the exercise of choice open to them. Unless specifically noted, all one-semester courses listed below earn four credits.

DEPARTMENTAL PREREQUISITES

For all courses numbered in 100's: none.

For all courses numbered in 200's: two Freshman Exploratories (or the equivalent).

For all courses numbered in 300's: ENG 141, 142.

For all courses numbered in 400's: major standing in English.
These prerequisites may be waived only by permission of the instructor in any given course.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR AND SECONDARY TEACHING MAJOR IN ENGLISH

A total of 40 credits in all is required for completion of the

major. Of this total 12 credits may be elected from all departmental offerings at the 200 level or above. (The Department will accept up to 4 credits in the study of literature in a foreign language, e.g., modern language courses numbered 271, 272, or other courses not in translation.)

The remaining 28 credits must be distributed as follows:

(a) Major British and American Writers: 8 credits. (ENG 141, 142.)

This two-semester sequence is basic to the English major. Normally ENG 142 should follow ENG 141, but a student may take the courses in reverse order or register in both concurrently. Either semester will satisfy the Distribution Requirement in literature.

(b) English literature: 8 credits. (Course numbers ending in 51 through 75.)

(c) American literature: 8 credits. (Course numbers ending in 16 through 40.)

(d) Four of these 16 credits in English and American literature must be taken in a single-author course (400 level).

(e) Language analysis: 4 credits. (Course numbers ending in 76 through 83. Secondary teaching majors must take ENG 377, Modern English Grammar.)

REQUIREMENTS FOR MAJOR IN ENGLISH WITH CONCENTRATION IN LINGUISTICS

See the Concentration in Linguistics, pp. 145-48.

REQUIREMENTS FOR THE SECONDARY TEACHING MINOR IN ENGLISH

A total of 20 credits in all is required for completion of the *minor*. Of this total 4 credits may be elected from all departmental offerings.

The remaining 16 credits must be distributed as follows:

(a) Both semesters of Major British and American Writers: 8 credits. (ENG 141, 142, or either semester plus the UC Literature course.)

(b) Language analysis or writing: 4 credits. (ENG 210, 310, or courses ending in 76 through 83, except for 376.)

(c) American literature: 4 credits.

ENG 009 Aids to Expository Writing (credit*)

A course designed to assist students in developing the basic skills of

Arts and Sciences

writing expository prose. Admission is by permission of instructor.

*Grade of "S" or "U" appears on transcript.

ENG 141, 142 Major British and American Writers

Reading of the works of a limited number of selected authors. The first semester (ENG 141) will move from early to eighteenth century British literature; the second (ENG 142) will focus on later British and American writing.

ENG 176, 177 The Nature of Language

The first semester deals with language as a conceptual system and with the interrelationships of language and other cultural subsystems. Language and dialects, acquisition both of native and of foreign languages, and other topics related to the nature of language are examined. The second semester studies the relationships between speech and writing; phonological, grammatical, and semantic systems; the history of language; the application of linguistic principles to language learning, stylistic analyses, the teaching of standard dialects, and the psychology of communication.

Identical with LIN 176, 177.

ENG 200 Topics in Literature and Language

Topics and problems selected by the instructor.

ENG 201 Poetry

Introduction to the analysis and enjoyment of poetry.

ENG 202 Epic

Introduction to the analysis and enjoyment of the epic.

ENG 205 Shakespearean Drama

Introduction to the analysis and enjoyment of Shakespeare.

ENG 207 Drama

Introduction to the analysis and enjoyment of drama.

ENG 208 Biography

Introduction to the analysis and enjoyment of biography.

ENG 209 Novel

Introduction to the analysis and enjoyment of the novel.

ENG 210 Fundamentals of Exposition

Study of the process of expository writing. Literary models form the basis for discussion of diction, style, form, and purpose. Class and individual criticism of student papers.

ENG 224 American Writers

Readings in representative works designed to introduce students to the American literary experience.

ENG 275 Modern British Writers

The principal works, themes, and techniques of major twentieth century British writers.

ENG 290 Introduction to Critical Methods

A general introduction to the principal critical methods, together with the assumptions on which those methods rely, that have been used to analyze literature. Problems in the analysis of criticism and literature.

ENG 300 Special Topics in Literature and Language

Special topics and problems selected by the instructor.

ENG 310 Advanced Exposition

Practice in non-fictional writing, primarily the critical essay. Close criticism of students' writing, individually and in class. Continuous discussion of the meanings of style. No news or editorial writing. Enrollment limited to fifteen. Students desiring to enroll should submit samples of their work during the semester preceding that in which the course is given.

ENG 317 Early American Literature

Studies in American literature before 1820. At the discretion of the instructor, the course may concentrate on type or movement within the period.

ENG 322 Nineteenth Century American Fiction

Selected readings in American fiction from Washington Irving to Henry James.

ENG 324 American Romanticism

A study of various manifestations of the romantic movement in America with readings drawn primarily from the poetry, essays, and fiction of the pre-Civil War period.

ENG 332 Modern American Fiction

Readings in American fiction from Henry James to World War II.

ENG 333 Modern American Poetry

Studies in the poetry of the first half of the twentieth century.

ENG 340 American Writing Now

American fiction, poetry, and drama.

ENG 353 Old English Literature

A study of the literature of England from the beginning to the Norman Conquest. Primary focus on the Old English lyric and epic.

ENG 354 Medieval Literature

Dominant forms and themes from the Anglo-Saxons to about 1550, excluding Chaucer. Ballad and drama, chivalric romance, the code of courtly love, the sacred and the secular in medieval civilization. Representative works and authors include *Gawain and the Green Knight*, *Piers Plowman*, Malory, Lydgate, Skelton.

ENG 355 Literature of the English Renaissance

Selected poetry and prose, non-dramatic, exclusive of Shakespeare; the Renaissance (roughly 1550-1660) as a historical and cultural phenomenon.

ENG 360 Metaphysical Poetry

Study of the poetry of Donne, Herbert, Crashaw, Vaughan, and Traherne.

ENG 368 Eighteenth Century Literature

The chief works of Swift, Pope, and Johnson, together with whatever coincides with the particular emphasis of the course in a given year. Classicism, pre-Romanticism, Primitivism, the rise of the novel, and a problem of form and feeling are examples of various topics around which readings may cluster.

Arts and Sciences

ENG 369 The English Novel

A study of representative English novels.

ENG 370 The Romantic Period

Literature of the Romantic Period with main emphasis on major poets such as Wordsworth, Coleridge, Keats.

ENG 371 Victorian Literature

A selection of fiction, prose, and poetry of the middle and late nineteenth century. Representative authors include Dickens, Thackeray, Meredith, Tennyson, Browning, and Arnold.

ENG 375 Modern Literature

Modern British, American, and/or Continental literature, with concentration on the work of a small number of writers.

ENG 376 History of the English Language

A detailed survey of the English language from its beginning to modern times.

ENG 377 Modern English Grammar

A survey of English structure, especially of syntax, with descriptions based on the work of important contemporary scholars.

ENG 382 Old English

An introduction to the language of the Anglo-Saxons (c. 900 A.D.) in order to develop an ability to read Old English literature; acquaintance with the material is demonstrated by student recitation.

ENG 390 Literary Criticism

Problems in the analysis of literature and practical difficulties in evaluating individual works. Readings in important modern and earlier schools of criticism, together with relevant works of literature. Enrollment limited.

ENG 400 Advanced Topics in Literature and Language

Advanced topics and problems selected by the instructor.

ENG 410 Imaginative Writing

Designed to provide potential writers of fiction, poetry, and drama with an opportunity to develop technical proficiency and receive criticism of work in progress. Students desiring to enroll should submit samples of their work during the semester preceding that in which the course is given. Enrollment limited.

ENG 425 Melville

An intensive study of the fiction and poetry of Herman Melville, including attention to various critical approaches.

ENG 430 Henry James

The novels, shorter fiction, and literary criticism of Henry James. The course will include work in biographical and critical approaches.

ENG 439 Faulkner

An intensive study of the fiction of William Faulkner, including attention to various critical approaches.

ENG 451 Chaucer

The major works, with emphasis on *The Canterbury Tales* and *Troilus and Criseyde*.

ENG 460 Shakespeare

Reading and discussion of ten plays and the sonnets; course designed for secondary teaching majors.

ENG 465 Shakespeare

Intensive analysis of four or five of the plays.

ENG 466 Milton

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*.

ENG 470 W. B. Yeats

Intensive reading of the poems, plays, essays, and autobiography of William Butler Yeats. Discussion.

ENG 495 Seminar

Intensive reading and research designed particularly for English majors. Topic at the pleasure of the instructor. Enrollment limited.

ENG 497 Apprentice College Teaching (2 or 4 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 to underclassmen. The apprentice should be capable of assuming *limited* classroom responsibility. Open to teaching or liberal arts majors with the support of the Department. Does not satisfy departmental major requirements.

ENG 499 Independent Reading

Directed reading and research designed exclusively for senior English majors.

ENG 500 Advanced Topics in Literature and Language

Advanced topics and problems selected by the instructor.

ENG 507 Contemporary Drama

Representative plays of major contemporary writers from Ibsen to Beckett.

ENG 510 Literature and Composition**ENG 512 Myth and Literature**

The principal Greek and Roman myths and their uses in classical and postclassical art and literature.

ENG 525 Melville

An intensive study of the works of Herman Melville with primary emphasis on his prose fiction, especially *Moby Dick*. The course will involve close scrutiny of critical clichés about Melville.

ENG 530 Henry James**ENG 540 American Writing Now****ENG 551 Chaucer****ENG 553 Old English Literature****ENG 555 Literature of the English Renaissance**

Arts and Sciences

ENG	560	Metaphysical Poetry
ENG	565	Shakespeare
ENG	566	Milton
ENG	568	Eighteenth Century Literature
ENG	570	The Romantic Period
ENG	571	Victorian Literature
ENG	575	Modern Literature
ENG	577	Modern English Grammar
ENG	582	Old English
ENG	583	Transformational Grammar
The goals of generative-transformational theory; detailed analysis of the generative-transformational model; pedagogical application.		
ENG	590	Literary Criticism
ENG	621	Seminar: American Transcendentalists
ENG	635	Seminar: The American Novel
ENG	657	Seminar: English Drama to 1590
ENG	658	Seminar: English Drama to 1590-1640
ENG	660	Seminar: Humanism and Science, 1600-1660
ENG	665	Eighteenth Century Studies
ENG	670	Seminar: The Nineteenth Century English Novel
ENG	674	Twentieth Century Literature
ENG	680	Independent Reading I
ENG	681	Independent Reading II
ENG	690	The Master's Project

Department of History

Professors:	Charles W. Akers, Chairman Richard M. Brace Melvin Chernob Robert C. Howes George T. Matthews
Associate Professors:	V. John Barnard Harold Gorvine W. Patrick Strauss S. Bernard Thomas
Assistant Professors:	Leonardas V. Gerulaitis Gerald C. Heberle Robert J. Krompart Anne H. Tripp Richard P. Tucker Caleb R. Woodhouse
Instructors:	Leonard Bushkoff Roy A. Kotynek

The Department of History consists of professional scholars engaged in the study of American, British, European, Russian, Chinese, and Indian 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, 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.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN HISTORY

Admission to major standing requires successful completion of two Freshman Exploratories, any two history courses, two

semesters of foreign language study, and acceptance by the Department of History. Completing the major requires eight departmental courses exclusive of University Courses. The eight courses must include HST 141-142 and one 400-level course. A normal program will involve work in more than one field of history.

REQUIREMENTS FOR THE HISTORY MAJOR WITH AREA STUDIES CONCENTRATION

Admission to major standing requires successful completion of two Freshman Exploratories, any two history courses, two semesters of foreign language study, acceptance by the Department of History, and concurrent acceptance by the Area Studies Committee. Completing the major requires six history courses, including HST 141-142. See pp. 140-44.

REQUIREMENTS FOR THE SECONDARY TEACHING MAJOR IN HISTORY

Admission to major standing requires successful completion of two Freshman Exploratories, any two history courses, two semesters of foreign language study, acceptance by the Department of History, and concurrent acceptance into the Teacher Education Program. Completing the major requires eight departmental courses exclusive of University Courses. The eight courses must include HST 141-142, HST 214-215, and one 400-level history course. The following education courses are also required: ED 244-245, ED 428, ED 455. Students with this major who wish to elect a social studies minor must confer with Placement Office and/or the Office of the School of Education before planning their programs.

REQUIREMENTS FOR THE SECONDARY TEACHING MINOR IN HISTORY

Completing a teaching minor 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 066, or a Senior Colloquium in an appropriate area. 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.

LIBERAL ARTS MAJOR IN HISTORY

(A typical program)

Semester 1

Freshman Exploratory
HST 141

Semester 2

Freshman Exploratory
HST 142

Distribution Requirement
Foreign Language

Semester 3

Distribution Requirement
Distribution Requirement
HST
Foreign Language

Semester 5

Distribution Requirement
HST
Elective
Elective

Semester 7

HST (400 level)
Elective
Elective
Elective

Distribution Requirement
Foreign Language

Semester 4

Distribution Requirement
Distribution Requirement
HST
Foreign Language

Semester 6

Distribution Requirement
HST
Elective
Elective

Semester 8

Senior Colloquium
HST
Elective
Elective

SECONDARY TEACHING MAJOR IN HISTORY

(A typical program)

Semester 1

*Freshman Exploratory
HST 141
Distribution Requirement
Foreign Language

Semester 3

HST 214
Distribution Requirement
ED 244
Distribution Requirement

Semester 5

Minor
HST
HST
Distribution Requirement

Semester 7

Senior Colloquium
Minor
HST (400 level)
Elective

Semester 2

Freshman Exploratory
HST 142
Distribution Requirement
Foreign Language

Semester 4

HST 215
Distribution Requirement
ED 245
Minor

Semester 6

Minor
HST
Distribution Requirement
Elective

Semester 8

ED 428
ED 455

*Freshman Exploratory should be used by English minors as a substitute for a Distribution Requirement.

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 completed a total of five or more history courses and 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.

HST 141-142 and HST 214-215 are offered at least every Fall and Winter Semester, and the Department attempts to schedule other introductory courses at frequent, regular intervals.

DEPARTMENTAL COURSE PREREQUISITES

100-level courses: none.

200-level courses: two Freshman Exploratories.

300-level courses: two Freshman Exploratories plus special requirements listed beneath the courses.

400-level courses: major standing in the Department of History plus special requirements listed beneath the courses.

All prerequisites may be waived by special permission of the course instructor.

HST 141, 142 Introduction to European History

An integrated series of courses offering an introduction to the chief epochs of European history from about A.D. 1500 to the present. Emphasis throughout is upon critical analysis of the basic economic, social, and political context of the successive transformations of Europe from late medieval times to the contemporary scene.

HST 141 (Europe, 1500-1792) studies the emergence of Europe from feudalism into the modern state system, the rise of modern capitalism, and the impact of the new emerging social structure upon intellectual and religious life.

HST 142 (Europe, 1792-present) studies the revolutionary destruction of the old regimes, the establishment of liberal parliamentary democracies, and the rise of totalitarian movements in the present era of global wars.

Open to freshmen: either course satisfies the Western History and Philosophy Distribution Requirement.

HST 214, 215 Introduction to American History

An integrated series of courses offering an introduction to American history from colonial times to the present.

HST 214 is a survey of American political, economic, and intellectual history from the colonial period to the post-Civil War period.

HST 215 is a survey of modern America: industrial growth, agricultural protest, the experiment with imperialism, domestic reform, and world leadership.

HST 223 Greek Civilization

A survey of Greek history and culture from the Bronze Age to the Hellenistic Age. Identical with CLS 301.

HST 224 Roman Civilization

A survey of Roman history and culture from the regal age to the fall of Rome. Identical with CLS 302.

HST 234, 235 History of England and British Expansion

An integrated series of courses offering an introduction to English and British history from the Middle Ages to the present.

HST 234 considers the Middle Ages and the rise of parliamentary institutions, the Tudor revolution in government, the Reformation and the rise of Puritanism, the civil wars and the Glorious Revolution, and the culture of the Tudor and Stuart periods.

HST 235 starts with the Hanoverian monarchs (since 1714), analyzing the arrival of industrial production in England and the effects of this change on society and politics, the age of reform in the nineteenth century, the growth and development of the empire, and Britain's role in the world politics of the twentieth century.

HST 251, 252 Introduction to Russian History

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 1856.

HST 252 is an analysis of the history of the decline of the Russian monarchy and the rise of the Soviet state, from 1856 to the present.

HST 308 History of Colonial Society, 1607-1750

The course of European expansion and colonization in the New World, the development of political ideas and institutions in British America, and the economic foundations and social evolution of the thirteen mainland colonies.

Prerequisite: HST 214.

HST 309 The Age of the American Revolution, 1750-1790

The structure of colonial society, the effects of British policy on American life, the growth of revolutionary movements, the advent of political independence, the consequences of revolution, and the adoption of the 1787 Constitution.

Prerequisite: HST 214.

HST 310 The New Republic and the Age of Jefferson, 1790-1825

The historical development of the new republic and the social, political, and philosophical impact of Thomas Jefferson on his America.

Prerequisite: HST 214.

HST 311 The Age of Jackson, 1825-1850

The economic, political, and social development in the United States, emphasizing the changing nature of political parties, material and intellectual influences shaping American democracy, westward expansion, and sectional conflict.

Prerequisite: HST 214.

HST 312 The Civil War and Reconstruction, 1850-1876

The origins of secession, wartime problems of the Union and the Confederacy, principal military campaigns, the Reconstruction Era and the creation of a new Union, the significance of the Civil War and Reconstruction in American history.

Prerequisite: HST 214.

HST 313 American History, 1876-1898

A study of the social, political, and economic history of the United States from the end of Reconstruction to the Spanish-American War. Special attention is given to the beginnings of the modern labor movement, the rise of the city, immigration, agrarian protest movements, the businessman's philosophy, and the challenge to laissez faire.

Prerequisite: HST 215.

HST 314 American History, 1898-1928

Political and social history of the United States from the Spanish War to the Great Depression.

Prerequisite: HST 215.

HST 315 American History Since 1928

A study of the United States from the Great Depression to the Cold War.

Prerequisite: HST 215.

HST 316, 317 American Intellectual History

A study of the intellectual and cultural activities of the American people and their leaders. Special attention is given to popular culture as well as to the major developments in religion, philosophy, science, literature, and the arts.

HST 316 surveys American intellectual history from the colonial period to the Civil War.

Prerequisite: HST 214.

HST 317 explores major intellectual and cultural trends from the Civil War to the present.

Prerequisite: HST 215.

HST 318 Topics in American Social History

A study of selected topics in the history of popular beliefs, social structure and organization, and the processes of social change, including movements of reform.

Prerequisite: HST 215.

HST 319 History of the American Negro

An examination of the changing relationship of the Negro, in slavery and in freedom, to American society. It will include analysis of the values, attitudes, and institutions which shaped and expressed Negro life.

Prerequisite: HST 215.

HST 320, 321 U.S. Diplomatic History

HST 320 is a study of U. S. diplomatic history from the Revolution to 1890.

Prerequisite: HST 214.

HST 321 is a study of U. S. diplomatic history from the Spanish-American War to the present.

Prerequisite: HST 215.

HST 324 The Ancient Historians

A survey of the aims, methods, achievements, and limitations of ancient

historiography through a reading, in translation, of the most prominent ancient historians. Identical with CLS 324.

HST 325 Medieval Europe

An intensive study of the European Middle Ages from about A.D. 400 to 1300, with special emphasis on intellectual developments.

Prerequisite: HST 141.

HST 326 The Renaissance

An intensive study of the European Renaissance period with special emphasis upon the Italian experience.

Prerequisite: HST 141.

HST 327 The Reformation

An intensive study of European Humanism with special emphasis on the Lowlands, England, and Germany.

Prerequisite: HST 141.

HST 334 Victorian and Edwardian England

The political, cultural, and intellectual life of England to the outbreak of World War I.

Prerequisite: HST 142 or HST 234 or HST 235.

HST 335 Twentieth Century Britain

The British adjustment to global wars, the later industrial revolution, mass democracy, and social change.

Prerequisite: HST 142 or HST 234 or HST 235.

HST 337 Hellenic Greece

Greek history from the Bronze Age to the Peloponnesian War.

HST 338 Hellenistic Greece

Greek history from Alexander the Great to the Roman period.

HST 339 Republican Rome

Roman history from the regal period to the end of the Republic.

HST 340 Imperial Rome

Roman history from the principate of Augustus to the fall of the western empire.

HST 341 Europe since 1914

Analysis of Europe in world perspective since World War I.

HST 342 The Rise of Modern Nationalism

The emergence of European nationalism from the time of the French Revolution, specific nationality and minority problems, and the spread of nationalist ideologies to the non-European world.

HST 343 Germany Since 1815

A study of the political development of modern Germany as a nation state and the cultural and economic movements connected with German public life.

HST 344 Nineteenth Century Radicalism

A parallel history of atheism, philosophical materialism, and socialism. From a critical study of the writings of a variety of philosophers and propagandists (Feuerbach, Bakunin, Marx, Kropotkin), the course will move to a consideration and evaluation of attempts to organize revolu-

tionary movements around anti-theological doctrines (Germany in 1848, France in 1871, Russia in 1905).

HST 345 France Since 1789

A study of the political development of modern France as a nation state and the cultural and economic movements connected with French public life.

HST 346 History of European Social Classes

European social strata; their interrelationships; their connections with economic, political, and cultural developments; and their transformations from the breakdown of the medieval hierarchical principle through the age of modern class conflict to current tendencies.

HST 347 Tools of Historical Research

This course is designed to acquaint the history student with the auxiliary sciences of that discipline. Special emphasis is placed on historical bibliography and the use of the library. This course is appropriate for all history majors and especially for those planning to pursue graduate study.

Prerequisite: Admission to major standing in the Department of History.

HST 352 Kiev and Muscovy

A study of the political, social, and cultural development of Russia to 1613.

Prerequisite: HST 251 or HST 252.

HST 353 Imperial Russia

An intensive study of Russia from Peter the Great to the Bolshevik Revolution.

Prerequisite: HST 251 or HST 252.

HST 354 Soviet Russia

An intensive study of Soviet Russia, from 1917 to the present.

Prerequisite: HST 251 or HST 252.

HST 355 Russian Intellectual History

A study of the main developments in Russian thought during the nineteenth century with emphasis on the slavophiles, the westernizers, the Russian populists and socialists, and several of the great realistic writers.

Prerequisite: HST 251 or HST 252.

HST 356 Russian Foreign Policy, 1700-1960

A study of the foreign policy of Tsarist and Soviet Russia from Peter the Great to Stalin, with special emphasis on the underlying economic, geographical, ideological, and institutional influences on Russian diplomacy.

Prerequisite: HST 251 or HST 252.

HST 372 Development of the Imperial Chinese State

An analysis of the growth of the Imperial Confucian State from the Ch'in-Han period (the third century B.C. to the third century A.D.) down to the consolidation of the Ch'ing (Manchu) dynasty in the eighteenth century.

Prerequisite: UC 062.

HST 373 Nineteenth Century China

The course will first survey imperial China during the half century preceding the Opium War of 1839-42. It will then examine China's growing crisis in the context of the massive Western impact during the second half of the nineteenth century, leading to the collapse of the traditional Chinese order in the first two decades of the twentieth century.

Prerequisite: UC 062.

HST 374 Nationalism and Communism in China

This course, focusing on the Nationalist (Kuomintang) and the Communist periods, will trace the patterns of revolutionary nationalism in China from 1919 to the present.

Prerequisite: UC 062.

HST 382 Mughal and British India, 1526-1860

Politics and society of Islam, Hinduism, and Sikhism in the premodern era: European competition for power and British victory; the character of British imperialism.

Prerequisite: UC 066.

HST 383 India: The Nationalist Era, 1860-1947

The impact of modernization on Hindu and Muslim society; the rise of Hindu nationalism; the growth of regionalism and the Hindu-Muslim conflict.

Prerequisite: UC 066.

HST 391 Directed Readings in History

A program of independent but directed readings designed for junior and senior majors in fields of history in which advanced courses are not available to the student. Offered every semester.

Prerequisite: Permission of the Department.

HST 411 Senior Seminar in American History

Reading and research in selected topics.

Prerequisites: HST 214-215.

HST 431 Senior Seminar in British History

Selected topics for individual research in British cultural, social, and political history, from the sixteenth to the twentieth century.

Prerequisites: Two courses in British history.

HST 441 Senior Seminar in European History

Reading and research in selected topics.

Prerequisites: Two courses in European history.

HST 481 Seminar in Historiography

Reading and research in topics analyzing the literature of historical inquiry and writing from the Greeks to the present.

Prerequisites: Four history courses.

HST 491 Directed Research in History

A program of directed individual research designed for advanced history majors. May be taken for one or more semesters. May be taken for 4 or 8 credits per semester.

Prerequisite: Permission of the Department.

Department of Mathematics

Professors:	G. Philip Johnson, Chairman Louis R. Bragg John W. Dettman James H. McKay
Associate Professors:	Harvey J. Arnold Donald G. Malm Harvey A. Smith Beauregard Stubblefield
Assistant Professors:	Robert C. Busby Ronald A. DeVore Jon Froemke
Instructors:	George A. Kozlowski C. Peter Lawes Irwin Schochetman

The Department of Mathematics offers programs of study leading to the degrees of Bachelor of Arts with major in mathematics, Bachelor of Arts with secondary teaching major in mathematics, Master of Arts in mathematics, and Master of Arts in Teaching in mathematics. In addition, the Department offers courses which are required or are used as electives in other programs of the University. For further information on graduate programs of the Department, see the *Graduate Bulletin*.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN MATHEMATICS

Nine courses in mathematics are required, among which must be MTH 351 and MTH 375. (MTH 125, 131, 134, 226, 314, 315, 316, or 322 may not be used to satisfy this requirement. Each student is advised to complete MTH 352 and MTH 376.) Two science courses are required, totalling 8 credits, to be taken from the same department; four courses, totalling 16 credits, in a subject related to mathematics are also required. (These courses must be taken in a single department. If they are taken in a science, they may be used simultaneously to satisfy the two-course science requirement.) Students planning to do graduate work should take several additional mathematics courses, including MTH 461 and courses at the 500 level. Admission to major standing requires four courses in mathematics, among which MTH 255 must be included.

REQUIREMENTS FOR THE SECONDARY TEACHING MAJOR IN MATHEMATICS

Eight courses in mathematics are required. (MTH 125, 131, 134,

314, 315, or 316 may not be used to satisfy this requirement. Each student is advised to complete MTH 351, MTH 361, and MTH 375.) Two courses in science are required, totalling 8 credits. A minor consisting of five or six courses, totalling 20 or 24 credits is also required. (If the minor is taken in one department, five courses totalling 20 credits are required; if the minor is taken in an area, such as science or social science, six courses totalling 24 credits are required. See p. 157 for details. A science minor is recommended, but other minors are permissible. If the minor is in science, the courses may be used simultaneously to satisfy the two-course science requirement.) Finally, four courses in education (Ed 244, 245, 428, and 455) are required. Admission to major standing requires four courses in mathematics, including MTH 255, and concurrent acceptance into the Teacher Education Program.

REQUIREMENTS FOR THE SECONDARY TEACHING MINOR IN MATHEMATICS

Five courses in mathematics are required, including MTH 154-155. It is recommended that the other courses be selected from MTH 226, 254, 255, 325, 326, 335, 361, 375, and 376. (MTH 125, 131, 134, 314, 315, or 316 may not be used to satisfy this requirement.)

PROFICIENCY EXAMINATIONS AND ADVANCED PLACEMENT

Well-prepared freshmen who intend to major in mathematics, engineering, or science should plan to take MTH 154 as early as possible. A proficiency examination will be given by the Department, and students judged ready for calculus may enroll in MTH 154. Others must first pass MTH 134. Students who have not had trigonometry should plan to take MTH 134.

Freshmen who have had calculus in high school may apply to the Department for advanced placement. Those having scores of 4 or 5 on the College Entrance Examination Board advanced placement test will receive credit for MTH 154-155. Others, including those with scores of 3, will receive credit or advanced placement as deemed appropriate for their backgrounds.

MTH 125 Introduction to Probability and Statistics

Elementary set theory, sample spaces, combinatorics, random variables, Chebyshev's inequality, Bernoulli trials, binomial distribution, joint distributions, and introduction to statistics. This course is not open to students who have taken MTH 155 or the equivalent.

Prerequisites: Three years of high school mathematics.

MTH 131 Elements of Calculus

The basic concepts, theorems, and applications of calculus, including material on functions of more than one variable and infinite series. Credit cannot be earned for both MTH 131 and 154 or 155.

Prerequisites: Three years of high school mathematics.

MTH 134 Elementary Functions

A study of linear, trigonometric, exponential, and logarithmic functions, polynomials, linear equations, determinants, and selected topics from analytic geometry.

Prerequisites: Three years of high school mathematics.

MTH 154-155 Calculus

A comprehensive study of analytic geometry, limits, differentiation and integration for functions of one real variable.

Prerequisite: MTH 134 or satisfactory performance on proficiency examination.

MTH 185-186 Mathematics—An Exploration into Undergraduate Topics

An introduction to topics selected from probability, calculus, linear algebra, group theory, number theory, abstract algebra, topology, projective geometry, logic, and foundations. The student will be expected to acquire familiarity and experience with abstract reasoning as it is applied in various areas of mathematics.

Prerequisites: Three years of high school mathematics and permission of the instructor.

MTH 226 Applied Statistics

Introduction to statistics as applied to the physical, biological, and social sciences and to engineering. Applications of special distributions, non-parametric techniques, regression analysis, and analysis of variance. Credit cannot be earned for both MTH 125 and MTH 226.

Prerequisite: MTH 155.

MTH 254 Intermediate Calculus and Linear Algebra

An introduction to linear analysis. Vector, linear equations, linear transformations, matrices, determinants, eigenvalues, linear differential equations.

Prerequisite: MTH 155.

MTH 255 Intermediate Calculus

A study of infinite series, multiple integration, differential calculus of scalar and vector fields, line and surface integrals.

Prerequisite: MTH 254.

MTH 314 Structure of Number Systems

Emphasizes the logical structure of the real number system. Properties of the natural numbers, integers, rational numbers, and real numbers are carefully proved. Computational techniques and teaching methods which pertain to the mathematics of the elementary grades. Enrollment is limited to majors in elementary education. Not open to freshmen.

Prerequisites: Two years of high school mathematics.

MTH 315 Algebraic Structures

From properties of numbers, algebraic concepts are developed; examples of other algebraic systems are investigated to show the generality and structure of algebra. Enrollment is limited to majors in elementary education. Not open to freshmen.

Prerequisite: MTH 314.

MTH 316 Geometric Structures

Selected topics from Euclidean geometry, finite projectives and finite affine geometry, analytic geometry, and set theory. Includes an analysis

of axiom systems, ruler and compass constructions, equations of lines, circuits, and graph theory. Enrollment is limited to majors in elementary education. Not open to freshmen.

Prerequisite: MTH 314 or permission of the instructor.

MTH 322 Mathematical Models for Decision-making

A study of several topics in mathematics which are applicable to the social sciences. Topics are selected from such areas as difference equations, statistics, stochastic processes, and game theory.

Prerequisites: MTH 125 and MTH 131; or MTH 155.

MTH 325-326 Introduction to Mathematical Statistics

A study of random variables and distributions, random sampling, point estimation, interval estimation, tests of hypothesis, regression, and distribution-free methods. The theory is illustrated through applications to various fields.

Prerequisite: MTH 255.

MTH 335 Introduction to Numerical Analysis

A first course in mathematical methods appropriate to computer work. Topics treated include interpolation, approximation, quadrature, solution of differential equations, and matrix computation.

Prerequisite: MTH 254.

MTH 351-352 Introduction to Analysis

A careful development of the properties of functions of one and several real variables including a study of sequences, series, limits, continuity, differentiation, and integration.

Prerequisite: MTH 255.

MTH 361 Geometry

A group-theoretic and axiomatic study of projective, affine, non-Euclidean, and advanced Euclidean geometry.

Prerequisite: MTH 254.

MTH 375-376 Modern Algebra

A survey of algebraic structures including groups, rings, fields, vector spaces and modules, linear transformations and matrices.

Prerequisite: MTH 254.

MTH 405 Special Topics

Advanced study of some topic in mathematics. The course usually operates on an independent study or tutorial basis. It may be taken more than once.

Prerequisite: Permission of the Department.

MTH 415 Foundations of Mathematics

An examination of the logical foundations of mathematics including analysis of the axiomatic method, basic set theory, cardinal and ordinal numbers, and the axiom of choice.

Prerequisite: MTH 351 or permission of the instructor.

MTH 416 Concepts of Geometry

A development of geometry from an algebraic and metric viewpoint, concentrating on Euclidean geometry. Especially appropriate for Master of Arts in Teaching candidates.

Prerequisite: Permission of the Department.

MTH 425 Probability

Combinatorial analysis, conditional probability, random variables, generating functions, recurrent events, random walk problems, Markov chains, and stochastic processes.

Prerequisite: MTH 325 or permission of the instructor.

MTH 431 Methods of Mathematical Physics

Series solution of ordinary differential equations, special functions, separation of variables in various coordinate systems, boundary value problems, eigenvalue problems, Fourier series and integrals, Laplace transforms.

Prerequisite: MTH 255.

MTH 453 Multidimensional Analysis

Integrals over manifolds in E^n , differential forms and their calculus, and the general Stokes theorem.

Prerequisite: MTH 352.

MTH 455 Introduction to Complex Variable Theory

Analytic functions, integral theorems, series expansions, and theory of residues.

Prerequisite: MTH 255.

MTH 461 General Topology

A study of topological spaces and continuous functions. Separation and countability properties, connectedness, compactness, and local properties will be covered.

Prerequisite: MTH 352.

MTH 472 Number Theory

Number-theoretic functions, diophantine equations, congruences, quadratic residues, and continued fractions.

Prerequisite: MTH 254.

MTH 490 Independent Study

Library research on some mathematical topic.

Prerequisite: Permission of the Department.

MTH 514-515 Concepts in Modern Algebra

Designed for Master of Arts in Teaching candidates. Includes topics from groups, rings, fields, matrices, linear transformations, and vector spaces.

Prerequisite: Permission of the Department.

MTH 517-518 Concepts in Analysis

Designed for Master of Arts in Teaching candidates. Includes a study of real and complex numbers, functions, limits, differentiation, integration, and infinite series with emphasis on careful proofs of theorems.

Prerequisite: Permission of the Department.

MTH 531 Mathematical Methods in Engineering I

Vector spaces and matrices, eigenvalue problems, applications to systems of differential equations, numerical methods in linear algebra. Infinite series, Taylor's series, power series methods in differential equations.

Prerequisite: Permission of the Department.

MTH 532 Mathematical Methods in Engineering II

Functions of several variables, vector field theory, partial differential

equations, boundary value problems, Fourier series, and Fourier integrals.
Prerequisite: Permission of the Department.

MTH 551-552 Real Analysis

The general theory of measure and integration including development of the Lebesgue integral, the classical Banach spaces, and elements of functional analysis.

Prerequisite: MTH 352.

MTH 555-556 Complex Analysis

Analytic functions, Cauchy's theorem, representation theorems, analytic continuation, Riemann surfaces, conformal mapping.

Prerequisite: MTH 352.

MTH 561-562 Topology

Topics will be chosen from homology theory, homotopy theory, cohomology theory, and point-set topology at the discretion of the instructor.

Prerequisites: MTH 376 and 461.

MTH 565 Topological Algebraic Structures

A brief survey of topological groups, vector spaces, and algebras followed by detailed study of one or more special cases, such as locally compact groups, Lie groups, Banach spaces, or Banach algebras.

Prerequisite: Permission of the Department.

MTH 571-572 Algebra

Group theory, rings and modules, linear and multilinear algebra, field extensions. Emphasis is placed, where possible, on categorical properties and functorial relationships.

Prerequisite: MTH 376.

MTH 590 Directed Reading and Research

Prerequisite: Permission of the Department.

Department of Modern Languages and Literatures

Professors:	Robert E. Simmons (German), Chairman Carmine R. Linsalata (Spanish) Richard A. Mazzara (French) Norman Susskind (French), Assistant Chairman Amitendranath Tagore (Chinese)
Associate Professors:	Mrs. Dolores Burdick (French) Alfred J. DuBruck (French) Mrs. Helen Kovach (Russian) Jack R. Moeller (German)
Assistant Professors:	John W. Barthel (German) William C. Bryant (Spanish) Edward L. Buote (Chinese) George H. Engeman, Jr. (Spanish) Don R. Iodice (French) Miss Helene Mitterkalkgruber (German) Luis A. Vargas (Spanish)
Instructors:	Maurice J. Beznos (French) Carlo Coppola (Hindi-Urdu) Mrs. Renate Gerulaitis (German) Reiner M. Guertler (German) Mrs. Janet Karpisek (Spanish) Mrs. Monique B. Pitts (French)
Special Instructors:	Lee M. Corrigan (Russian) Norbert Noeldechen (German) Shih-Chen Peng (Chinese) Mrs. Carmen M. Urla (Spanish)
Assistant Instructor:	Miss Anna Massacesi (Spanish)

Oakland University, dedicated to developing the highest intellectual and creative potential of its students, holds that the knowledge of foreign languages and literatures is an essential part of this development; indeed, that no one is really educated who has not broken through the barrier of his own language and come to know the mentality and culture of another people. Thus every student must satisfy a degree requirement in language.

The aim of the modern language curriculum is to help students acquire real competence in the language of a given country and, through the study of its literature, to acquaint them with the cultural background of that country. The major in a modern foreign language and its literature is primarily a humanities major. It prepares the student for professional graduate work and for teaching

at the secondary and elementary levels.

Students whose main interests lie in other fields may wish to investigate the advantages of combining competence in a foreign language with that in their field of specialization. This is especially true for students interested in area studies, scientific research, employment with corporations having subsidiaries abroad, government work (the State Department, the United States Information Services, the consular service, the Central Intelligence Agency, economic and technical aid programs abroad, the Peace Corps), in interpreting, missionary work, or journalism. Today the thorough knowledge of a foreign language has as much practical as intellectual validity.

The aural-oral approach is stressed, and all literature courses which carry major credit are conducted in the language concerned, for all courses are designed to improve a student's proficiency in a particular language. There are also sections where the traditional approach is used. All courses meet in small sections. Further, classroom work in all beginning and intermediate sections is fully integrated with regularly scheduled sessions in a modern language laboratory, where students may prepare day-to-day work, catch up in case of absence, review, work ahead, or simply enjoy their linguistic accomplishments. For this latter purpose, recordings of plays, poems, and popular songs are available.

There are several kinds of activities on campus which provide students with opportunities to put their knowledge of foreign language to use: movies, dramatic presentations of selections from modern and classical plays, language clubs, and annual competitions for the prizes given to outstanding students in each of the languages taught.

Students interested in study abroad may get assistance in the Department from special advisers who are familiar with the possibilities of study in foreign universities.

The student's selection of a language to study should be a reasoned, not a random choice; this observation holds as well for language taken to fulfill the general requirement as for the language chosen as a major field. The student should elect a language related to his field of interest or to his previous language training. If a student wishes to increase his proficiency in a language studied in high school, he should continue with it. If, however, he wishes to become a specialist in a language in great demand, but not widely taught in high schools, such as Chinese or Russian, he should not hesitate to change. Students who need advice about these choices should consult with a member of the Department of Modern Languages and Literatures.

Arts and Sciences

Three language tests are administered by the Department. All students take the Modern Language Aptitude Test, which is designed to indicate general ability in the aural and grammatical areas. Test results are used in assigning students to the 101 or 114 series courses in French, German, and Spanish. Students who enter Oakland University with previous study in French, German, or Spanish take the Placement Examination. This examination tests aural and grammatical skills in the specific foreign language in order to insure placement in language courses at a level commensurate with the student's ability. Periodically all students enrolled in language courses are required to take Achievement Tests. These serve as a measure of ability at certain given stages during the course of the student's language study.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN A MODERN LANGUAGE

The requirement is nine courses in the chosen language and its literature (except Chinese) beyond 215. Ordinarily these include two sequences—Composition and Conversation 261-262 and Introduction to Literature 271, 272 (both sequences to be taken concurrently), and five advanced courses at the 300-499 level. All majors (except Chinese) must complete a departmental reading list and participate in LANG 480, which is based upon materials from the reading list. LANG 480 is ordinarily scheduled during the student's eighth semester. Majors are urged to elect courses in other literatures, history, philosophy, art, and linguistics related to their major. Those planning to do graduate work are strongly urged to begin work in a second language to be recommended by the Department. For concentrations in French and linguistics and German and linguistics see p. 146.

Admission to major standing requires completion of 56 credits, including four courses in a single foreign language: that is, through LANG 215, and one course in history relating to the area of language specialization. Exceptions to course requirements will be made for those who show competence in the language of specialization. Students who speak French, German, Russian, or Spanish fluently should in any event consult with the Department before electing courses.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN CHINESE LANGUAGE AND CIVILIZATION

The requirement in Chinese for this major is seven courses, ordinarily CHE 114-115, 214-215, and three others selected from departmental offerings in consultation with an adviser. Five Chinese area studies courses beyond UC 062 are also required. For more information on this program, see the Concentration in

Area Studies on pp. 140-41 of this catalog. Requirements for admission to major standing and exceptions to the language course requirements are the same as those stated above for the liberal arts major in a modern language.

REQUIREMENTS FOR THE SECONDARY TEACHING MAJOR IN A MODERN LANGUAGE

The requirement is eight courses in the chosen language and its literature (except Chinese) beyond 215. Ordinarily these include two sequences--Composition and Conversation 261-262 and Introduction to Literature 271, 272 (both sequences to be taken concurrently), LANG 361, 365, and two courses at the 400-499 level. All majors (except Chinese) must complete a departmental reading list and participate in LANG 480, which is based upon materials from the reading list. LANG 480 is ordinarily scheduled during the student's eighth semester. In addition, 20 credits in education are required: ED 244-245, 428, and 455.

Requirements for admission to major standing and exceptions to the language course requirements are the same as those stated above for a liberal arts major, acceptance by the Department of Modern Languages and Literatures, and concurrent acceptance into the Teacher Education Program.

REQUIREMENTS FOR THE SECONDARY TEACHING MINOR IN A MODERN LANGUAGE

The requirement is four courses in the chosen language beyond 215. These normally include Composition and Conversation 261-262 and Advanced Composition and Conversation 361. The fourth course usually recommended is 365, but 271 or 272 may be taken in its place. Students are strongly urged to take as many additional courses at the 300-499 level as their schedules will permit.

REQUIREMENTS FOR AN ELEMENTARY TEACHING CONCENTRATION

The Modern Language Concentration is designed for students who wish to teach a foreign language in the elementary grades or at the junior high school level. The requirements are the same as those for the teaching minor (above). For complete details on other requirements, including courses in education, see pp. 158-59.

LIBERAL ARTS MAJOR IN MODERN LANGUAGE¹

(A typical program)

Semester 1

Freshman Exploratory
LANG 214
Distribution Requirement
Distribution Requirement

Semester 2

Freshman Exploratory
LANG 215
Distribution Requirement
Distribution Requirement

Arts and Sciences

Semester 3

LANG 261
LANG 271
Elective
Distribution Requirement

Semester 5

Major
Elective
Elective
Distribution Requirement

Semester 7

Major
Elective
Elective
Distribution Requirement

Semester 4

LANG 262
LANG 272
Elective
Distribution Requirement

Semester 6

Major
Elective
Elective
Distribution Requirement

Semester 8

LANG 480
Major
Elective
Senior Colloquium

SECONDARY TEACHING MAJOR IN MODERN LANGUAGE¹

(A typical program)

Semester 1

Freshman Exploratory
LANG 214
UC 054
Distribution Requirement

Semester 3

LANG 261
LANG 271
ED 244
Distribution Requirement

Semester 5

LANG 361
LANG 365
Elective
Distribution Requirement

Semester 7

Major
Senior Colloquium
ED 428
Elective

Semester 2

Freshman Exploratory
LANG 215
Elective
Distribution Requirement

Semester 4

LANG 262
LANG 272
ED 245
Distribution Requirement

Semester 6

Major
Elective
Elective
Distribution Requirement

Semester 8

LANG 480
ED 455

¹Prospective majors should have completed, wherever possible, at least two years of a single language in high school.

Chinese Language and Civilization

CHE 114-115 First Year Chinese (5 credits each)
An introduction to modern Mandarin Chinese (Kuo-yu), emphasizing

both conversation and reading.

CHE 214-215 Second Year Chinese (5 credits each)

Continued study of Kuo-yu with increasing emphasis on reading and composition. May be conducted as a tutorial.

Prerequisites: CHE 114-115 or permission of the instructor.

CHE 310 Literary Chinese

Studies based upon literary texts of Confucius, Mo Tzu, etc.

Prerequisite: CHE 215 or permission of the instructor.

CHE 320 Readings in Chinese Newspapers

Selections from newspapers of mainland China, Taiwan, and southeast Asia.

Prerequisite: CHE 215 or permission of the instructor.

CHE 330 Readings in Chinese Communist Documents

Studies in documentary style of Chinese, selected mainly from writings of twentieth century political leaders of China.

Prerequisite: CHE 215 or permission of the instructor.

CHE 340 Twentieth Century Chinese Literature

Studies in the modern *pai-hau* literature, including short-stories, poems, essays, pamphlets.

Prerequisite: CHE 215 or permission of the instructor.

CHE 410 Traditional Chinese Fiction and Drama

Studies in texts and criticism of classical drama from Yüan and other dynasties.

Prerequisite: CHE 310, or CHE 340, or permission of the instructor

CHE 420 Chinese Classics and Philosophers

Studies of texts in advanced literary Chinese of Lao Tzu, Chuang Tzu, and others.

Prerequisite: CHE 310, or CHE 320, or permission of the instructor.

CHE 430 Chinese Historical Writings

Literary texts of ancient Chinese historiography.

Prerequisite: CHE 310, or CHE 320, or permission of the instructor.

CHE 440 Chinese Poetry

Selections from either classical T'ang and Sung Dynasty poems or from the post-May-4th movement of poetry.

Prerequisite: CHE 310, or CHE 320, or permission of the instructor.

CHE 490 Directed Readings and Research in Chinese

For students with a high degree of competence in the language. Might be conducted either in literary Chinese or in modern languages.

Prerequisite: Major standing and permission of the instructor.

French Language and Literature

FRH 101-102 Elementary Reading in French

Designed to help students acquire a reading knowledge of French. Elements of grammar, extensive reading of graded texts. Admission contingent upon departmental testing. To be followed by FRH 201-202. Not open to prospective majors.

FRH 114-115 First Year French (5 credits each)

Devoted to aural-oral adaptation, the study of fundamental speech patterns, practice in writing, and the reading of graded texts. Not ordinarily open to students who have had two or more years of secondary school preparation. Admission contingent upon departmental testing. To be followed by FRH 214-215.

FRH 201-202 Intermediate Reading in French

Continued development of reading skill, extensive readings in cultural and literary texts, and unedited materials of various kinds.

Prerequisite: FRH 102 or placement by departmental testing. Not open to prospective majors.

FRH 214-215 Second Year French (5 credits each)

Devoted to aural-oral adaptation. Review of grammar essentials and more intensive practice in developing speaking and writing skills combined with reading of literary and cultural texts.

Prerequisite: FRH 115 or an appropriate placement examination score.

FRH 251 French Civilization

A survey of French achievements in art, music, and other cultural fields. Emphasis will be placed on the various aspects of French culture in daily life. Conducted primarily in French.

Prerequisite: FRH 215 or an appropriate placement examination score.

FRH 261-262 French Composition and Conversation

Devoted to increasing the student's command of the language and familiarizing him with idiomatic French. Intensive practice in oral and written composition as well as translation. Techniques of textual analysis and exposition are introduced. Conducted primarily in French.

Prerequisite: FRH 215 or an appropriate placement examination score. Especially qualified freshmen may be admitted.

FRH 271, 272 Introduction to French Literature

The study of masterpieces of French literature. Classwork and oral and written reports in French.

Prerequisite: FRH 215 or an appropriate placement examination score. Especially qualified freshmen may be admitted.

FRH 285, 286 Main Currents of French Thought and Literature.

Man and society as seen in the works of representative authors from the Renaissance to the present. Lectures and readings in English. Not open to French majors.

FRH 285 covers the period from the Renaissance to the nineteenth century.

FRH 286 deals with the nineteenth and twentieth centuries.

Prerequisite: Sophomore standing or permission of the instructor.

FRH 361 Advanced Composition and Conversation

Intensive oral work designed to perfect conversational ability, with emphasis on phonetics and diction. Extensive written work to increase the student's skill in original composition. Analysis of style in selected passages from French authors. Strongly recommended for all students, especially those planning to teach at the elementary level. Required for secondary teaching majors.

Prerequisite: FRH 262.

FRH 365 Applied Linguistics of French

An introduction to modern linguistic insights with particular reference to their application in the understanding and teaching of the contemporary language; a brief survey of the nature of the linguistic changes underlying the development of modern French. Required for secondary teaching majors.

Prerequisite: FRH 262 or permission of the instructor.

FRH 411 Literature of the French Renaissance

Literary, intellectual, and linguistic trends as seen in selected works of principal authors of this period: Rabelais, Marot, Montaigne, Ronsard, and others. Conducted in French.

Prerequisite: FRH 272.

FRH 421, 422 Seventeenth Century French Literature

FRH 421 deals with the development and character of French Classicism: Descartes, Pascal, the novels of D'Urfé and Mme de La Fayette, the theatre of Corneille and Racine. FRH 422 is principally a study of Molière and La Fontaine. Selections from the great prose writers; La Rochefoucauld, Mme de Sévigné, Bossuet, La Bruyère, Fénelon, Saint-Simon, Bayle, and Fontenelle. These courses are conducted in French and are offered in alternate years.

Prerequisite: FRH 272.

FRH 431, 432 Eighteenth Century French Literature

FRH 431 deals with the development of the philosophical spirit from Bayle to Voltaire; the interplay between France and England; the comedy of Marivaux and Beaumarchais and developments in the novel. FRH 432 deals with political, social, and ethical thought of the Enlightenment; the Encyclopedists and later *Philosophes*. Primarily a study of Montesquieu, Diderot, and Rousseau, including the origins of Romanticism. These courses are conducted in French and are offered in alternate years.

Prerequisite: FRH 272.

FRH 441, 442 Nineteenth Century French Literature

FRH 441 is concerned with the flowering of Romanticism and the beginnings of Realism: novelists, dramatists, poets, and essayists, including Chateaubriand, Lamartine, Hugo, Vigny, Musset, Nerval, and Stendhal. FRH 442 deals with the realistic novel, review of the Parnassian poets and the problem play, and the esthetics of Naturalism; the relation of literature to the philosophical, political, and social ideas of the time. Primarily a study of Balzac, Flaubert, Zola, the Goncourts, and de Maupassant. These courses are conducted in French and offered in alternate years.

Prerequisite: FRH 272.

FRH 451 Twentieth Century French Novel

Developments in the novel since the turn of the century. Primarily a study of Proust, Gide, Mauriac, Malraux, Camus, Sartre, and representative authors of the new school. Conducted in French and offered in alternate years.

Prerequisite: FRH 272.

FRH 452 Twentieth Century French Theatre

Drama since the *Théâtre Libre*. Theatrical innovations and reforms of

Arts and Sciences

Copeau, Jouvett, Baty, Dullin, and others. Primarily a study of Claudel, Giraudoux, Anouilh, Montherlant, Camus, Sartre, and the recent experiments of Ionesco and Beckett. Conducted in French and offered in alternate years.

Prerequisite: FRH 272.

FRH 453 Modern French Poetry

Reading and discussion of French poetry from Symbolism to the present. Conducted in French.

Prerequisite: FRH 272.

FRH 480 Seminar in French Literature

Study of individual authors, selected themes, or critical problems.

Prerequisites: Major standing in French and permission of the instructor.

FRH 490 Independent Reading and Research

Directed individual research and reading designed for advanced French majors. May be taken for 4 or 8 credits per semester and may be taken for one or more semesters.

Prerequisite: Permission of the Department.

FRH 505-506 Composition and Conversation

Intensive work in oral and written expression. (NDEA Institute: 8 credits granted upon completion of 506.)

FRH 507-508 Intermediate Composition and Conversation

Additional intensive work in oral and written expression. (NDEA Institute: 8 credits granted upon completion of 508.)

FRH 510 French Stylistics

Theory and practice of French stylistics.

Prerequisite: French 361 (or equivalent) or permission of the Department.

FRH 565 Applied Linguistics of French

An introduction to modern linguistic insights with particular reference to their application in the understanding and teaching of the contemporary language; a brief survey of the nature of the linguistic changes underlying the development of modern French.

Prerequisite: Permission of the instructor.

FRH 580 Graduate Seminar

Study of individual authors, selected themes, or critical problems.

Prerequisites: Graduate standing in French and permission of the instructor.

German Language and Literature

GRM 101-102 Elementary Reading in German

Designed to help students acquire a reading knowledge of German. Elements of grammar, extensive reading of graded texts. Admission contingent upon departmental testing. To be followed by GRM 201-202. Not open to prospective majors.

GRM 114-115 First Year German (5 credits each)

Devoted to aural-oral adaptation, the study of fundamental speech patterns, practice in writing, and the reading of graded texts. Not ordinarily open to students who have had two or more years of secondary school preparation. To be followed by GRM 214-215.

GRM 201-202 Intermediate Reading in German

Continued development of reading skill, extensive readings in cultural and literary texts, and unedited materials of various kinds.

Prerequisite: GRM 102 or placement by departmental testing. Not open to prospective majors.

GRM 214-215 Second Year German (5 credits each)

Review of grammar essentials and more intensive practice in developing speaking and writing skills, combined with reading of literary and cultural texts.

Prerequisite: GRM 115 or an appropriate placement examination score.

GRM 261-262 German Composition and Conversation

Devoted to increasing the student's command of the language and familiarizing him with idiomatic German. Intensive practice in oral and written composition as well as translation. Techniques of textual analysis and exposition are introduced. Conducted primarily in German.

Prerequisite: GRM 215 or an appropriate placement examination score. Especially qualified freshmen may be admitted.

GRM 271, 272 Introduction to German Literature

Masterpieces of German literature. Classwork and oral and written reports in German.

Prerequisite: GRM 215 or an appropriate placement examination score. Especially qualified freshmen may be admitted.

GRM 285 Main Currents of German Thought and Literature

A survey of German culture from the Enlightenment to the present day, as reflected in philosophical, critical, and literary works from the various eras. Lectures and readings in English. Not open to German majors. Offered in alternate years.

Prerequisite: Sophomore standing or permission of the instructor.

GRM 361 Advanced Composition and Conversation

Intensive oral work designed to perfect conversational ability, with emphasis on phonetics and diction. Extensive written work to increase the student's skill in original composition. Analysis of style in selected passages from German authors. Strongly recommended for all students, especially those planning to teach at the elementary level. Required for secondary teaching majors.

Prerequisite: GRM 262.

GRM 365 Applied Linguistics of German

An introduction to modern linguistic insights with particular reference to their application in the understanding and teaching of the contemporary language; a brief survey of the nature of the linguistic changes underlying the development of modern German. Required for secondary teaching majors.

Prerequisite: GRM 262 or permission of the instructor.

GRM 421, 422 The Age of Goethe and Goethe's *Faust*

GRM 421 deals with representative works of Goethe (exclusive of *Faust*), Schiller, and their contemporaries, which exemplify the intellectual and artistic currents of the Enlightenment, Storm and Stress, and Classicism. GRM 422 is a detailed study of *Faust* I and II, its position in German literature, and its importance as a masterpiece of world literature. Conducted in German and offered in alternate years.

Prerequisite: GRM 272.

Arts and Sciences

GRM 431 German Romanticism and Realism

The literature of Romanticism and Poetic Realism, a study of the origin and development of these movements in the light of the political and philosophic background of the age, with special emphasis on the lyric poetry of Romanticism, the dramas of Kleist, Grillparzer, and Hebbel, and the *Novelle* of Poetic Realism. Conducted in German.

Prerequisite: GRM 272.

GRM 434 Naturalism, Impressionism, Expressionism

German literature of the era 1880-1920, with analysis of selected texts from these periods. Conducted in German and offered in alternate years.

Prerequisite: GRM 272.

GRM 451 Modern Prose Fiction

A survey of novels and *Novellen* from World War I to the present, stressing developments in these genres since World War II. Conducted in German and offered in alternate years.

GRM 480 Germanistisches Proseminar

Intensive investigation of some special aspects of German literature, stressing research and independent study.

Prerequisites: Major standing in German and permission of the instructor.

GRM 490 Independent Reading and Research

Directed individual research and reading designed for advanced German majors. May be taken for 4 to 8 credits per semester and may be taken for one or more semesters.

Prerequisite: Permission of the Department.

Russian Language and Literature

RUS 114-115 First Year Russian (5 credits each)

Devoted to aural-oral adaptation, the study of fundamental speech patterns, practice in writing, and the reading of graded Russian texts. Not ordinarily open to students who have had two or more years of secondary school preparation.

RUS 214-215 Second Year Russian (5 credits each)

Review of grammar essentials and more intensive practice in developing speaking and writing skills combined with reading of literary and cultural texts.

Prerequisites: RUS 115 or evidence of proficiency and permission of the Department.

RUS 261-262 Russian Composition and Conversation

Devoted to increasing the student's command of the language and familiarizing him with idiomatic Russian. Intensive practice in oral and written composition as well as translation. Techniques of textual analysis and exposition. Conducted primarily in Russian.

Prerequisites: RUS 215 or evidence of proficiency and permission of the Department. Especially qualified freshmen may be admitted.

RUS 271, 272 Introduction to Russian Literature

The study of masterpieces of Russian literature. Classwork and oral and written reports in Russian.

Prerequisites: RUS 215 or evidence of proficiency and permission of the Department. Especially qualified freshmen may be admitted.

RUS 285, 286 Survey of Russian Literature

RUS 285 covers Russian literature from the beginning to 1880 and emphasizes the realistic novel. RUS 286 deals with the period from 1880 to the present and mainly is concerned with Soviet literature. Lectures and readings in English. Either course may be taken independently of the other. Not open to Russian majors.

Prerequisite: Sophomore standing or permission of the instructor.

RUS 361-362 Advanced Composition and Conversation

Intensive oral work designed to perfect conversational ability with emphasis on phonetics and diction. Extensive written work along with analysis of style in selected passages from Russian authors. RUS 361 is recommended for elementary teaching majors and is required for secondary teaching majors. RUS 361-362 is required for Russian majors in liberal arts.

Prerequisite: RUS 262.

RUS 365 Applied Linguistics of Russian

An introduction to modern linguistic insights with particular reference to their application in the understanding and teaching of the contemporary language; a brief survey of the nature of the linguistic changes underlying the development of modern Russian. Required for secondary teaching majors.

Prerequisite: RUS 262 or permission of instructor.

RUS 426 Russian Poetry of the First Half of the Nineteenth Century

The major Russian poets from 1800 to 1840: Zhukovsky, Batyushkov, Delvig, Baratynsky, Yazykov, and Lermontov. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

RUS 427 Russian Poetry of the Second Half of the Nineteenth Century

Study of poetry from 1840 to Symbolism with special emphasis on Tyutchev, Fet, A. Tolstoy, and Nekrasov. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

RUS 428 Pushkin

Study of Pushkin's poetry, prose, and drama. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

RUS 432 Gogol

Study of Gogol's works and his place in Russian literature. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

RUS 433 Russian Drama

Survey of Russian drama from the seventeenth century to the present. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

RUS 434 Russian Realism

Russian realistic novel from 1840 to 1880. Selections from the major novelists. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

Arts and Sciences

RUS 435 Chekhov

Devoted mainly to Chekhov's prose but includes other prose writers of the time such as Garshin, Korolenko, Gorky, Bunin, Kuprin, and Andreev. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

RUS 441 Tolstoy

Study of Tolstoy's literary and moral development as reflected in his major works. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

RUS 442 Dostoevsky

Study of Dostoevsky's evolution as a writer and thinker. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

RUS 448 The Silver Age

A survey of Russian Symbolism, Acmeism, and Futurism with an emphasis on the poets of the Silver Age. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

RUS 450 Soviet Literature

A survey of the main trends of Soviet literature from 1917 to the present. Conducted in Russian and offered in alternate years.

Prerequisite: RUS 272.

RUS 480 Seminar in Russian Literature

Intensive investigation of some aspect of Russian literature.

Prerequisites: Major standing in Russian and permission of instructor.

RUS 490 Independent Reading and Research

Directed individual research and reading designed for advanced Russian majors. May be taken for 4 or 8 credits per semester and may be taken for one or more semesters.

Prerequisite: Permission of the Department.

Spanish Language and Literature

SPN 101-102 Elementary Reading in Spanish

Designed to help students acquire a reading knowledge of Spanish. Elements of grammar, extensive reading of graded texts. Admission contingent upon departmental testing. To be followed by SPN 201-202. Not open to prospective majors.

SPN 114-115 First Year Spanish (5 credits each)

Devoted to aural-oral adaptation, the study of fundamental speech patterns, practice in writing, and the reading of graded texts. Not ordinarily open to students who have had two or more years of secondary school preparation. Admission contingent upon departmental testing. To be followed by SPN 214-215.

SPN 201-202 Intermediate Reading in Spanish

Continued development of reading skill, extensive readings in cultural and literary texts, and unedited materials of various kinds.

Prerequisite: SPN 102 or placement by departmental testing. Not open to prospective majors.

SPN 214-215 Second Year Spanish (5 credits each)

Devoted to aural-oral adaptation. Review of grammar essentials and more intensive practice in developing speaking and writing skills combined with reading of literary and cultural texts.

Prerequisite: SPN 115 or an appropriate score on a placement examination.

SPN 261-262 Spanish Composition and Conversation

Devoted to increasing the student's command of the language and familiarizing him with idiomatic Spanish. Intensive practice in oral and written composition as well as translation. Techniques of textual analysis and exposition are introduced. Conducted primarily in Spanish.

Prerequisite: SPN 215 or an appropriate score on a placement examination. Especially qualified freshmen may be admitted.

SPN 271, 272 Introduction to Spanish Literature

The study of masterpieces of Spanish literature. Classwork and oral and written reports in Spanish.

Prerequisite: SPN 215 or an appropriate score on a placement examination. Especially qualified freshmen may be admitted.

SPN 285, 286 Survey of Spanish and Latin-American Literature

SPN 285 will be a survey of Spanish literature from El Cid through the twentieth century. SPN 286 will include major works from Latin America. Lectures and readings in English. Either course may be taken independently of the other. Not open to Spanish majors.

Prerequisite: Sophomore standing or permission of the instructor.

SPN 361 Advanced Composition and Conversation

Intensive oral work designed to perfect conversational ability, with emphasis on phonetics and diction. Extensive written work to increase the student's skill in original composition. Analysis of style in selected passages from Spanish authors. Strongly recommended for all students, especially those planning to teach at the elementary level. Required for secondary teaching majors.

Prerequisite: SPN 262.

SPN 365 Applied Linguistics of Spanish

An introduction to modern linguistic insights with particular reference to their application in the understanding and teaching of the contemporary language; a brief survey of the nature of the linguistic changes underlying the development of modern Spanish. Required for secondary teaching majors.

Prerequisite: SPN 262 or permission of the instructor.

SPN 411 Cervantes

Detailed study of the literary value and philosophical connotations of the *Quijote*, the *Novelas Ejemplares* and dramatic works, especially the *Entremeses*. Conducted in Spanish and offered in alternate years.

Prerequisite: SPN 272.

SPN 421 Spanish Novel of the Golden Age

A detailed study of the picaresque novel, the pastoral novel of Montemayor, and selections from other prose writers, including Vélez de Guevara and Zayas. Conducted in Spanish and offered in alternate years.

Prerequisite: SPN 272.

SPN 422, 423 Spanish Drama of the Golden Age

SPN 422 places special emphasis on the role of Lope de Vega in the de-

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velopment of Spanish drama. Includes Tirso de Molina and the Don Juan legend, Ruiz de Alarcón, Guillén de Castro, and others.

Conducted in Spanish.

SPN 423 places special emphasis on Calderón. Includes Rojas Zorrilla, Moreto, Quiñones de Benavente, and selections from the *autos sacramentales*. Conducted in Spanish and offered in alternate years.

Prerequisite: SPN 272.

SPN 431 The Romantic Movement in Spanish Literature

Developments in drama, poetry, and the novel. Includes Martínez de la Rosa, Hartzenbusch, Duque de Rivas, Espronceda, Zorrilla, Fernández y González, Gil y Carrasco, and others. Conducted in Spanish and offered in alternate years.

Prerequisite: SPN 272.

SPN 432 Spanish Realism and Naturalism

Emphasis on novelists such as Fernán Caballero, Galdós, Pardo Bazán, Palacio Valdés. Selections from principal poets and dramatists, including Bécquer, Echegaray, and others. Conducted in Spanish and offered in alternate years.

Prerequisite: SPN 272.

SPN 441 The Generation of 1898

New modes of thought and aspirations as reflected in the works of novelists, poets, and thinkers such as Baroja, Azorín, Valle-Inclán, Pérez de Ayala, Unamuno, Ortega y Gasset, Maeztu, and M. Machado. Conducted in Spanish.

Prerequisite: SPN 272.

SPN 451 The Modernista Movement in Spanish-American Literature

Principally a study of the prose and poetry of Rubén Darío and his influence. Selections from authors such as Gutiérrez Nájera, Martí, Rodó, Santos Chocano, and Amado Nervo. Conducted in Spanish and offered in alternate years.

Prerequisite: SPN 272.

SPN 461 Modern Spanish-American Literature

Selected works of Spanish-American authors after the *modernista* Movement, including José Vasconcelos, Alfonso Reyes, Horacio Quiroga, Rómulo Gallegos, Gabriela Mistral, and Pablo Neruda. Conducted in Spanish and offered in alternate years.

Prerequisite: SPN 272.

SPN 471 The Contemporary Spanish Novel

Esthetic innovations and themes in the works of authors such as Cela, Zuzunegui, Laforet, Gironella, Goytisolo, and others. Conducted in Spanish and offered in alternate years.

Prerequisite: SPN 272.

SPN 480 Seminar in Spanish Literature

Study of individual authors, selected themes, or critical problems.

Prerequisites: Major standing in Spanish and permission of the instructor.

SPN 490 Independent Reading and Research

Directed individual research and reading designed for advanced Spanish majors. May be taken for 4 or 8 credits per semester and may be taken

for one or more semesters.

Prerequisite: Permission of the Department.

Modern Language

ML 500 The Teaching of Modern Languages I

An introduction to the use of techniques of applied linguistics in the teaching of modern foreign languages. Special emphasis on the problems of developing speaking and writing skills, teaching of structure, and the construction of testing devices. Presupposes a major concentration in a foreign language and previous teaching experience at the junior high or high school levels.

Prerequisite: Permission of the Department.

ML 501 The Teaching of Modern Languages II

An advanced-level, linguistically-oriented course with emphasis on the preparation of materials for intermediate and advanced classes. Presupposes a major concentration in a foreign language and previous teaching experience at the junior high or high school levels.

Prerequisite: One of the following: Education 428 (Teaching of Modern Language), Modern Language 500, participation in an NDEA Institute, or permission of the Department.

Department of Music

Professors:	Walter S. Collins Sixten Ehrling
Associate Professor:	David Di Chiera, Chairman
Assistant Professors:	Miss Helen M. Ellis Robert I. Facko Wilbur Kent
Instructors:	John N. Dovaras David Hoover Clifford Pfeil
Special Instructor:	Miss Alice Engram

The Department of Music offers three major programs: (1) The major in music theory and composition is designed to prepare the student for graduate study in theory and composition, for college teaching, and for composing, arranging, and conducting. (2) The major in music history and literature is designed to prepare the student for graduate work in musicology, for college teaching, and for criticism and writing about music. (3) The teaching major in music is designed to prepare the student for a career in teaching or supervising music in the elementary school or for teaching music in the secondary school. Michigan certification for both elementary and secondary teaching may be earned in this program.

Music is also a part of the extracurricular life at Oakland University. There are performance groups of various kinds on campus, and there is a lecture-concert series which brings outstanding performers to the Oakland community. During the summer the University becomes the second home of the Detroit Symphony Orchestra, which performs for the Meadow Brook Music Festival. In addition, Oakland's proximity to Detroit allows students to hear, at reduced prices, many great performing artists and to attend a wide variety of musical events in the city.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN MUSIC THEORY AND COMPOSITION

Minimal course requirements beyond UC 049 or MUS 249 are MUS 211-212, 311-312, 321, 322, 411-412, 492-493, and 16 credits in applied music (10 in the major proficiency and 6 in the minor). German is the recommended foreign language for this major. Admission to major standing requires two Freshman Exploratories,

UC 049 or MUS 249, MUS 211-212. Music majors may complete their general education requirement in the University Course Program or in either New College or Charter College, but it is important that they should first consult with a departmental adviser and the head of their chosen college.

Each major must also satisfy the following three requirements: (1) Demonstration of major proficiency in some solo performing medium. All new and transfer students are expected to audition upon registration in order to qualify for their chosen performance major. Upon acceptance, students should request from the Department of Music a description of methods for satisfying their recital requirements. (2) Demonstration of a minor proficiency in some solo performing medium. Keyboard (piano or organ) must be chosen as a major or minor proficiency. A description of this requirement is available from the Department; it may be satisfied by passing a qualifying examination administered by the Department. All prospective music majors are urged to acquire as much keyboard facility as possible before entering the University. (3) Participation for seven semesters in a recognized performing group at the University. The Department reserves the right to limit the number of credits given for this activity. (4) All music majors are expected to be familiar with the basic literature of music. The music major is expected to know one hundred standard works by the time he graduates. Twenty-five works are suggested for study each year the student is in residence. The list of works is available from the Department.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN MUSIC HISTORY AND LITERATURE

Minimal course requirements beyond UC 049 or MUS 249 are MUS 211-212, 311-312, 321, 322, 411-412, 490, 491, and 16 credits in applied music (10 in the major proficiency and 6 in the minor). All other requirements are the same as those for the major in music theory and composition.

REQUIREMENTS FOR THE TEACHING MAJOR IN MUSIC

Students in this major will normally be certified for both elementary and secondary teaching. Minimal course requirements beyond UC 049 or MUS 245 are MUS 211-212, 311-312, 321, 322, 411-412, two courses from the group 401, 402, or 403, and 14 credits in applied music (8 in the major proficiency and 6 in the minor). The following education courses are required: ED 244-245, ED 428, and ED 455. Admission to major standing requires acceptance by the Department of Music and concurrent acceptance into the Teacher Education Program.

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LIBERAL ARTS MAJOR IN MUSIC

(A typical program)

Semester 1

Freshman Exploratory
MUS 211
UC 049 or MUS 249
Foreign Language

Semester 3

MUS 311
MUS 321
Distribution Requirement
Foreign Language

Semester 5

MUS 411
Distribution Requirement
Distribution Requirement
Elective

Semester 7

MUS (490 or 492)
Distribution Requirement
Elective
Elective

TEACHING MAJOR IN MUSIC

(A typical program)

Semester 1

MUS 211
Freshman Exploratory
UC 049 or MUS 249
Foreign Language

Semester 3

MUS 311
MUS 321
ED 244
Distribution Requirement

Semester 5

MUS 411
Distribution Requirement
Distribution Requirement
Elective

Semester 7

MUS
Senior Colloquium
Elective
Elective

Semester 2

Freshman Exploratory
MUS 212
Distribution Requirement
Foreign Language

Semester 4

MUS 312
MUS 322
Distribution Requirement
Foreign Language

Semester 6

MUS 412
Distribution Requirement
Distribution Requirement
Elective

Semester 8

Senior Colloquium
Elective
Elective

Semester 2

MUS 212
Freshman Exploratory
UC 054
Foreign Language

Semester 4

MUS 312
MUS 322
ED 245
Distribution Requirement

Semester 6

MUS 412
MUS 403
Distribution Requirement
Distribution Requirement

Semester 8

ED 428
ED 455

MUS 101 University Chorus (1 credit)

MUS 102 Oakland Singers (1 credit)

MUS 103 Collegium Musicum (1 credit)

Performance of Renaissance and Baroque chamber music. Present groups include the Renaissance Wind Band (recorders, krummhorns, brass, and percussion) and various small ensembles combining voices and instruments.

MUS 105 Opera Workshop (1 credit)

MUS 111 Beginning Musicianship

An introduction to the techniques of reading and writing music, notation, pitch, and rhythmic organization, elementary sight singing, dictation, and keyboard familiarity. An elective course for non-music majors.

MUS 149 Music as an Art and as an Elementary School Subject

An introduction to the techniques of listening to music, and of teaching music in the elementary school. Begins at a level for the student lacking previous musical experience. Substitutes for UC 049 for general elementary education majors.

MUS 160 Voice* (2 credits)

MUS 161 Piano* (2 credits)

MUS 162 Organ* (2 credits)

MUS 163 Harpsichord* (2 credits)

MUS 164 Violin* (2 credits)

MUS 165 Viola* (2 credits)

MUS 168 Flute* (2 credits)

MUS 169 Oboe* (2 credits)

MUS 170 Clarinet* (2 credits)

MUS 172 French Horn* (2 credits)

MUS 175 Tuba* (2 credits)

MUS 177 Percussion* (2 credits)

*\$60.00 special music fee charged. (Other orchestral instruments by special arrangement.)

MUS 211-212; 311-312; 411-412 Music Theory (3 credits each)
(Required of all music majors.)

A six-semester study of the materials of music and of musical design through aural and visual analysis, student composition, and performance. Included for study are various polyphonic and homophonic styles in western music, instrumentation and elementary orchestration, and contemporary approaches to composition. Laboratory sessions will be provided to develop listening and sight-singing skills.

Prerequisites: Minimum keyboard proficiency and permission of the instructor.

Arts and Sciences

MUS 249 Introduction to the Literature and History of Music

An introduction for the student with previous musical experience. Substitute for UC 049 for music majors. Normally offered in the Fall Semester.

MUS 321 Music History and Literature to 1750

History and literature of music through the Baroque Period. Designed primarily for music majors. Offered each Fall Semester.

Prerequisite: MUS 249 or permission of the instructor.

MUS 322 Music History and Literature Since 1750

History and literature of music from 1750 to the present. Offered each Winter Semester. Designed primarily for music majors.

Prerequisite: MUS 249 or permission of the instructor.

MUS 331 Opera and Music Drama

A study of music drama from the lyric drama of the ancient Greeks to the present. Suggested as an elective for non-music majors.

Prerequisite: MUS 249 or permission of the instructor.

MUS 332 Symphonic Music

A study of symphonic music from the pre-classic compositions of C. P. E. Bach to the present. Suggested as an elective for non-music majors.

Prerequisite: MUS 249 or permission of the instructor.

MUS 342 Music in the Baroque Era

A study of significant forms, composers, and nationalistic trends in the Baroque Era. Suggested as an elective for non-music majors.

Prerequisite: MUS 249 or permission of the instructor.

MUS 345 Twentieth Century Music

A study of significant styles and composers from Debussy to the present. Suggested as an elective for non-music majors.

Prerequisite: MUS 249 or permission of the instructor.

MUS 371-372-373-374 Keyboard Technique

Designed to develop the basic keyboard facility essential to the equipment of any musician and to acquaint him with keyboard literature. Music majors planning to register for this course should indicate such intention to the Department of Music at the time of their first registration in the University. Normally offered each semester.

Prerequisite: Permission of the instructor.

MUS 401 Teaching Music in Elementary Schools

The organization and content of the general vocal music class in the kindergarten and the first six grades of elementary school. The development of musicality in the child through singing, playing instruments, listening to music, and participating in rhythmic activities. Special emphasis on teaching music reading and ear training to young children.

Prerequisites: MUS 211–212, 321, 322.

MUS 402 Teaching Music Literature, History, and Theory in Secondary Schools

The organization and content of music classes in secondary schools which are not performance oriented. The study of music from the standpoint of the knowledgeable listener. Selections of appropriate repertoire; the study of form, instrumentation, and musical style. The place of music in general history and its relationship to the other arts. The high school music-theory class—its role in the secondary school music

curriculum. The high schools' responsibility to prospective college music majors. Teaching music fundamentals, ear training, orchestration, and composition in secondary schools.

Prerequisites: MUS 211-212, 311-312, 321, 322.

MUS 403 Conducting Choral Music in Secondary Schools

The organization and conducting of choral music in junior and senior high schools. The development of the adolescent and young adult voice. Problems of selection of repertoire. The selected choir, the mixed chorus, glee clubs, madrigal groups, and other small vocal ensembles. Historical style in choral singing. Choral festivals and contests.

Prerequisites: MUS 211-212, 321, 322.

MUS 490 Introduction to Music Bibliography

A course designed primarily for the music history and literature major. A rigorous and systematic introduction to basic research materials and methodology in musicology.

Prerequisites: MUS 321, 322, 412.

MUS 491 Directed Research in Music History

A program of directed individual reading and research designed for advanced music history majors.

Prerequisites: Permission of the instructor and MUS 321, 322, 412.

MUS 492-493 Advanced Music Theory and Composition

Primarily for the theory and composition major. Subjects included for study are canon and fugue, advanced orchestration, free composition, speculative theory, and the materials, techniques, and philosophies of twentieth century music.

Prerequisite: MUS 412.

Department of Philosophy

Professor:	James C. Haden, Chairman
Associate Professors:	Richard J. Burke Alfred Lessing
Assistant Professors:	Richard W. Brooks Henry Rosemont, Jr.
Lecturer:	Charles E. Morton

Philosophy is one of the oldest, often one of the least understood of the liberal arts. The philosopher is interested in all aspects of human life, searching for the greatest possible clarity concerning the most fundamental questions. There is no one kind of philosophy; there are many kinds, each with its own value. Philosophy has always served two functions: the first is speculative, the attempt to formulate illuminating generalizations about science, art, religion, nature, society, and any other important topic; the second is critical, the unsparing examination of its own generalizations and those of others to uncover unfounded assumptions, faulty thinking, hidden implications, and inconsistencies. The study of philosophy is designed to encourage a spirit of curiosity, a sensitivity toward the uses of words, a sense of objective assessment toward oneself as well as others. Competence in philosophy is solid training for advanced study in such fields as law, government, and public administration, as well as the ministry and teaching.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN PHILOSOPHY

Nine departmental courses (36 credits) are required, including one in logic (PHL 102 or 370), one in ethics (PHL 103 or 317), any two courses in the history of Western philosophy (chosen from PHL 204, 205, 206, and 207), one course devoted to a single philosopher (PHL 382 or 383), and a senior research project (PHL 490). Formal admission to major standing requires the completion of at least one philosophy course at the 200 level or above.

All 100-level courses have no prerequisites; 200-level courses are open to students with sophomore standing (28 credits or more); 300-level courses require successful completion of at least one philosophy course; 400-level courses require major standing.

**REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY
WITH CONCENTRATION IN AREA STUDIES**

(Chinese Studies or South Asian Studies)

See the Concentration in Area Studies, pp. 140-42.

**REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY
WITH CONCENTRATION IN LINGUISTICS**

See the Concentration in Linguistics, p. 146.

PHL 102 Introduction to Logic

A study of the relationship between statements and reasons given in support of them. Informal reasoning and fallacies, inductive logic, traditional deductive systems of formal logic, and some modern developments. Offered every year.

PHL 103 Introduction to Ethics

Systematic reading and discussion of major ethical analyses of the distinction between right and wrong, good and evil. The appeals to custom, theology, happiness, reason, and human nature will all be examined as offering viable criteria for judgments on contemporary issues of moral concern. Offered every year.

PHL 204, 205, 206, 207 History of Western Philosophy

The development of systematic philosophical thought in the Western world from its beginnings in the Mediterranean region to the present, with extensive readings in the works of major philosophers. The four courses are:

PHL 204: Classical Greek Philosophy (beginnings to Aristotle);

PHL 205: Hellenistic and Medieval Philosophy (Stoics to the Renaissance);

PHL 206: Early Modern Philosophy (Galileo to Kant);

PHL 207: Recent Philosophy (Hegel to the present).

Each course may be taken separately, although together they present a continuous development. Offered in sequence, so that each course is offered every other year.

PHL 219 Aesthetics

Systematic examination of the nature of aesthetic experience and aesthetic judgment in the appreciation of both nature and art. Critical analysis of major theories, old and new, of the creation and structure of works of art, the psychology of aesthetic perception, and the logic and semantics of aesthetic judgment.

PHL 221 Theories of Justice, Power, and Freedom

The meanings of central concepts in political philosophy, together with several closely related concepts such as those of law, authority, and the like, are examined and analyzed through intensive readings in classic writings of political philosophers and through study of especially crucial problems.

PHL 225 Philosophy of Religion

An examination of various approaches to religious faith and worship in the Western world, from the traditional arguments for a benevolent Deity to the theories of modern psychologists and anthropologists. The course does not strive to produce or confirm any particular point of view other than that of enlightened interest.

PHL 250 Philosophies and Religions of Asia

A study of the major religions of India, China, and Japan with emphasis on their philosophical significance. The course will cover Hinduism, Jainism, Confucianism, Taoism, and Buddhism (with special reference to Ch'an or Zen), and will deal with both the ancient traditions and some modern developments. Offered every year.

PHL 317 Recent Theories of Ethics

Theories of ethics and meta-ethics of the twentieth century, with emphasis on the analysis of ethical statements. Typical problems considered include the possibility of supporting ethical claims, the place of reason, emotion, and persuasion in ethics, and ethical relativism. Offered every other year.

PHL 329 Philosophy of Science

A study of philosophical problems related to the sciences. Typical topics discussed are the structure of scientific explanation, problems of measurement and observation, the nature of scientific laws and theories, causality and indeterminacy, relativity, and the ontological status of theoretical entities.

Prerequisite: One course in philosophy, or UC 086 or 087, or one departmental course in the natural or social sciences.

PHL 340 Metaphysics

An intensive study of selected influential attempts to characterize the basic features of the world. Emphasis on reformulations of metaphysical problems, such as the relation between nature and mind, in the light of modern advances in scientific knowledge and sophistication.

PHL 351 Chinese Philosophy

Systematic study of the rise and development of Chinese philosophy, with emphasis on the classical (Chou) period. Confucianism, Taoism, Mohism, Legalism, the "Hundred Schools." The impact of Buddhism on Chinese philosophical thinking will be examined with special reference to the growth of Ch'an (Zen) Buddhism. Offered every other year.

PHL 352 Indian Philosophy

An examination of the presuppositions and doctrines of India's major philosophic systems. Both Indian logic and metaphysical speculation will be covered. Realistic, idealistic, pluralistic, dualistic, and monistic systems will be considered, with some reference to contemporary developments. Offered every other year.

Prerequisite: PHL 250.

PHL 355 Existentialism

A study of several different types of existentialist philosophy, ranging from Kierkegaard to Sartre and Heidegger. Some attention may also be given to phenomenology. Offered every other year.

PHL 357 Contemporary Analytic Philosophy

A study of the main forms of twentieth century analytic philosophy, with special emphasis on logical empiricism and linguistic analysis. Offered every other year.

PHL 365 Topics in Philosophy

A study of one philosophic topic or problem which cuts across the usual

divisions of the field. Offered once each year. The instructor will announce the topic to be studied in the schedule of classes.

PHL 370 Systems of Logic

Examination and analysis of the elements and structure of deductive systems. Basic notions, symbolism, and proof techniques employed in natural and axiomatic propositional calculi; Boolean classes; the predicate calculus; elementary set theory; philosophical problems of the relation of logic to mathematics; and of logic to natural and artificial languages. Fulfills the University Distribution Requirement in science and mathematics. (See p. 29.) Offered every year.

PHL 375 Philosophies of Language

An intensive study of selected logical and philosophical questions concerning the structure and function of linguistic systems.

PHL 382 Ancient and Medieval Philosophers

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.

PHL 383 Modern Philosophers

An intensive study of the works of one major philosopher of the period from 1600 to the present. The specific philosopher to be considered will vary from year to year. May be repeated for credit. Offered every year.

PHL 390 Directed Readings in Philosophy (2 credits)

A tutorial, intended primarily (but not exclusively) for majors, in which a student may study a restricted topic of special interest to him which is not treated in regular courses, or which he wishes to pursue in greater detail. Students should have a clear idea of what they want to study *before* approaching a faculty member. The Department Chairman will often know best which professor the student should approach on a given topic. Graded "S" or "U."

PHL 490 Philosophical Research

The goal of the study of philosophy is the independent practice of philosophical inquiry. In this final phase of the program, open only to philosophy majors, students have an opportunity to formulate philosophical questions and to progress toward carefully considered solutions. The research is carried on in consultation with and under the supervision of a faculty member, and the results are embodied in a written paper. Halfway through the semester, a meeting of the philosophy faculty is held at which the student presents and defends a complete first draft of his paper, and receives constructive criticism.

Department of Physics

Professors:	Ralph C. Mobley, Chairman Robert M. Williamson
Associate Professors:	John M. McKinley Paul A. Tipler
Assistant Professors:	Granvil C. Kyker, Jr. Marshall J. Sheinblatt Libor J. Velinsky
Instructor:	Bruce R. Danner

The Department of Physics offers a comprehensive program in basic physics leading to the degree of Bachelor of Arts. The curriculum provides a solid foundation in both classical and modern physics. Physics majors with the degree of Bachelor of Arts are qualified for graduate work in physics and related subjects, for research positions in government and industrial laboratories, or with additional courses in education, for secondary school teaching.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN PHYSICS

- (a) PHY 151, 152, 158, 317, 318, 331, 341, 347, 348, 361, 371, 381, 400 (2 credits); nine courses, five laboratories; 39 credits.
- (b) CHM 114, 115, 117; two courses, one laboratory; 8 credits.
- (c) MTH 154, 155, 254, and 255; four courses; 16 credits.
- (d) Seven University Courses; 28 credits.
- (e) Completion of a second-semester language course or placement beyond this level.
- (f) Two electives; 8 credits.

Admission to major standing requires 14 credits in physics, 8 credits in chemistry, and 8 credits in mathematics.

REQUIREMENTS FOR THE SECONDARY TEACHING MAJOR IN PHYSICS

- (a) PHY 151, 152, 158, 317, 331, 341, 347, 348, 361, 371, 381, 400; eight courses, four laboratories; 36 credits.
- (b) CHM 114, 115, 117; two courses, one laboratory; 8 credits.
- (c) MTH 154, 155, 254, and 255; four courses; 16 credits.
- (d) Seven general education courses; 28 credits.
- (e) ED 244, 245, 428, 455; four courses; 20 credits.
- (f) Completion of a second-semester language course or placement beyond this level.

- (g) Two electives; 8 credits.
 (h) A minor. If the minor is in one department, 20 credits are required; otherwise 24 credits are required. See p. 157 for details. A mathematics minor is recommended.

Admission to major standing requires 14 credits in physics, 8 credits in chemistry, 8 credits in mathematics, and acceptance into the Teacher Education Program.

REQUIREMENTS FOR THE SECONDARY TEACHING MINOR IN PHYSICS

Twenty credits in physics are required.

LIBERAL ARTS MAJOR IN PHYSICS

(A typical program)

Fall Semester 1	Winter Semester 2
CHM 114	PHY 151
CHM 117	CHM 115
MTH 154	CHM 118*
Freshman Exploratory**	MTH 155
Distribution Requirement**	Freshman Exploratory**
Fall Semester 3	Winter Semester 4
PHY 152	PHY 341
PHY 158	PHY 347
MTH 254	PHY 361
Distribution Requirement**	MTH 255
Distribution Requirement**	Distribution Requirement**
Fall Semester 5	Winter Semester 6
PHY 317	PHY 318
PHY 331	PHY 381
PHY 371	GRM 102 ¹
PHY 348	MTH 431*
GRM 101 ¹	
Fall Semester 7	Winter Semester 8
PHY 400	PHY 400
PHY 421*	PHY 490*
PHY 472*	PHY 482*
PHY 490*	Senior Colloquium**
PHY 542*	Elective
PHY 548*	

Arts and Sciences

Fall

Semester 7 Alternate

PHY 400

PHY 421*

PHY 472*

PHY 490*

PHY 562*

*Courses so designated are not required for a major in physics; they are recommended electives for students planning graduate work in physics.

Students not planning graduate work should defer either PHY 331 or 371 until semester 7, replacing PHY 472. It is further recommended that MTH 255 be deferred from semester 4 to semester 8, replacing PHY 482.

**General Education Requirements—Seven University Courses (28 credits) distributed as follows: Western History and Philosophy, 4 credits; Literature, 4 credits; Art or Music, 4 credits; Social Sciences, 8 credits; Area Studies, 4 credits; and one other 4-credit University Course. These courses must include two Freshman Exploratories and one Senior Colloquium.

†May be taken in semester 7 and 8. This is in many ways preferable for a student planning graduate work in physics.

SECONDARY TEACHING MAJOR IN PHYSICS

(A typical program)

Fall

Semester 1

CHM 114

CHM 117

MTH 154

Freshman Exploratory**

Distribution Requirement**

Fall

Semester 3

PHY 152

PHY 158

MTH 254

Distribution Requirement**

Distribution Requirement**

Fall

Semester 5

PHY 317

PHY 331

PHY 348

GRM 101

ED 244

Fall

Semester 7

PHY 371

PHY 400

Winter

Semester 2

PHY 151

CHM 115

CHM 118*

MTH 155

Freshman Exploratory**

Winter

Semester 4

PHY 341

PHY 347

PHY 361

MTH 255

Distribution Requirement**

Winter

Semester 6

PHY 318

PHY 381

GRM 102

ED 245

Elective

Winter

Semester 8

ED 428

ED 455

PHY 421*
Senior Colloquium**
 Elective

*Courses so designated are not required for a teaching major in physics.

**General Education Requirements—Seven University Courses (28 credits) distributed as follows: Western History and Philosophy, 4 credits; Literature, 4 credits; Art or Music, 4 credits; Social Sciences, 8 credits; Area Studies, 4 credits; and one other 4-credit course. These courses must include two Freshman Exploratories and one Senior Colloquium.

PHY 151-152 Introductory Physics (4 credits each)

Mechanics, electricity and magnetism, wave motion, and optics for science, mathematics, and engineering science students.

Corequisite for PHY 151 is MTH 154.

Corequisite for PHY 152 is MTH 155.

PHY 158 Introductory Physics Laboratory (2 credits)

Prerequisite: PHY 151.

PHY 253 Introductory Physics (2 credits)

Optics and introductory thermodynamics for engineering science students.

Prerequisites: PHY 152, MTH 155.

PHY 317-318 Intermediate Laboratory (2 credits each)

Optics, atomic physics, and nuclear physics experiments, shop techniques, vacuum systems, error analysis.

Prerequisite: PHY 158.

PHY 331 Optics (3 credits)

Geometrical optics, optical instruments, wave theory of reflection refraction, interference, diffraction, and polarization of light.

Prerequisites: PHY 152, MTH 155.

PHY 341 Electronics (4 credits)

Circuit theory, vacuum tubes, transistors, power supplies, linear amplifiers, feedback, oscillators.

Prerequisites: PHY 152, PHY 158, MTH 155.

PHY 347-348 Electronics Laboratory (2 credits each)

A.C. circuits and electronics experiments.

Corequisite: PHY 341.

PHY 361 Mechanics I

Applications of Newton's laws to particles, systems of particles, oscillators, central forces, accelerated reference frames, and rigid bodies.

Prerequisites: PHY 152, MTH 254. (May be taken concurrently.)

PHY 371 Modern Physics

Relativity, atomic physics, the experimental bases of quantum mechanics, and properties of nuclei.

Prerequisites: PHY 152, MTH 155.

PHY 381 Electricity and Magnetism I

The development of Maxwell's equations from the experimental laws of electricity and magnetism. Vector calculus, potential theory, boundary conditions on the electromagnetic field vectors, field energy, properties of dielectrics, conductors and magnetic materials.

Prerequisites: PHY 152, MTH 254.

Arts and Sciences

PHY 400 Seminar (1 credit per semester)

PHY 405 Special Topics

Prerequisite: Permission of the Department.

PHY 417-418 Advanced Laboratory (2 credits each)

Prerequisite: PHY 318.

PHY 421 Thermodynamics

The zeroth, first and second laws of thermodynamics with applications to pure substances. Introduction to the kinetic theory of gases and to statistical mechanics.

Prerequisites: PHY 151, MTH 254.

PHY 472 Quantum Mechanics I

Principles of non-relativistic quantum mechanics, Schrödinger wave equation, expectation values of energy, position, momentum and angular momentum operators, spin, perturbation theory, identical particles—with applications to atomic systems.

Prerequisites: PHY 361, MTH 255.

PHY 482 Electricity and Magnetism II

Multipole fields, solutions of Laplace and Poisson equations, electromagnetic waves in insulators and conductors, the derivation of the laws of optics from Maxwell's equations.

Prerequisites: PHY 381, MTH 255.

PHY 490 Independent Study and Research (2, 4, or 6 credits)

Prerequisite: Permission of the Department.

PHY 542 Advanced Electronics

Selected topics in the analysis and design of electronic circuits.

Prerequisite: PHY 341.

PHY 548 Advanced Electronics Laboratory (2 credits)

Prerequisite: PHY 348.

PHY 562 Mechanics II

Methods of Lagrange and Hamilton, tensor algebra, rigid bodies in three dimensions, continuous media, and coupled systems.

Prerequisites: PHY 361, MTH 255.

PHY 573 Nuclear Physics

The properties of ground and excited states of nuclei, nuclear reactions, fundamental particles, nuclear forces, interaction of particles and photons with matter, nuclear particle detectors.

Prerequisite: PHY 472.

PHY 574 Introduction to Solid State Physics

An introduction to the thermal, electrical, and magnetic properties of solids, including the periodic structure, lattice dynamics, electron interactions and behavior, transport properties, the Fermi surface, and optical behavior, superconductivity.

Department of Political Science

Professor:	Edward J. Heubel, Chairman
Associate Professors:	Sheldon L. Appleton Roger H. Marz John E. Rue Carl R. Vann
Assistant Professors:	Thomas W. Casstevens Henry Kennedy William F. Sturner
Instructors:	Herbert M. Heidenreich James Ozinga

Political science courses offer a concentrated and systematic study of politics at all levels of government and in many different cultural and national settings. Policy-making, law, administration, international politics, foreign governments, and theories and philosophies of government are among the many topics included in these courses. The most general educational aim is to increase the student's awareness and deepen his understanding of the realm of politics and government. Political science majors prepare for careers in civil service, law, practical politics, and the teaching of government and social studies. The liberal arts major in political science provides undergraduate study appropriate to most of these careers; the social studies major (see pp. 148-49) permits the prospective secondary teacher to concentrate on political science courses.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN POLITICAL SCIENCE

The major requires nine courses in political science including UC 052, PS 131, and PS 221. Admission to major standing requires successful completion of these three courses.

LIBERAL ARTS MAJOR IN POLITICAL SCIENCE

(A typical program)

Semester 1

Freshman Exploratory
UC 052
Distribution Requirement
Foreign Language

Semester 2

Freshman Exploratory
PS 131
Distribution Requirement
Foreign Language

Arts and Sciences

Semester 3

PS 221
Distribution Requirement
Foreign Language
Elective

Semester 5

Political Science
Political Science
Distribution Requirement
Elective

Semester 7

Political Science
Distribution Requirement
Elective
Elective

Semester 4

Political Science
Distribution Requirement
Foreign Language
Elective

Semester 6

Political Science
Political Science
Distribution Requirement
Elective

Semester 8

Senior Colloquium
Political Science
Elective
Elective

PS 131 Foreign Politics

Analysis of the politics and governmental systems of selected countries in the contemporary world; types chosen range from established constitutional democracies and totalitarian systems, to movements and regimes of new and developing nations.

PS 205 Politics of the Local Community

Study of state and local government, local political forces, trends in metropolitan and suburban politics, problems of planning in an age of urbanization.

Prerequisite: UC 052.

PS 213 World Politics

Intensive interdisciplinary study of concepts and hypotheses basic to understanding and analysis of relations among nations. The class engages in a mock U.N. exercise and in the analysis of a number of actual cases to gain experience in the application of the hypotheses studied.

Prerequisite: UC 052.

PS 221 Systematic Political Analysis

Alternative approaches to the study of political events; how to describe political events and how to compare them; how to design research to test whether the descriptions and comparisons are useful.

Prerequisite: UC 052.

PS 241 Law and Politics

A broad survey of the relationship of law and legal systems to politics and political systems. The student will be exposed to the classic jurisprudential, historical, anthropological, and comparative treatments of the subject.

Prerequisite: UC 052.

PS 251 Public Administration

Intensive study of government in action, with special attention to policy formulation, organization, personnel administration, supervision, coordination, administrative control, and accountability.

Prerequisite: UC 052.

PS 271 American Political Thought

The writings of prominent American thinkers and statesmen whose ideas have influenced the development of the American policy will be considered. Selected texts by European thinkers will also be examined with a view to their influence on America.

Prerequisite: UC 052 or permission of the instructor.

PS 272, 273 Western Political Thought

A study of the important texts in political thought, focusing on critical moments in the Western tradition, and including questions raised by the decline of Athenian democracy, the dawn of modern liberalism, the rise of democratic capitalism, and the emergence of challenges to liberal democracy, such as romanticism, Marxism, and some varieties of modern relativism.

PS 277 International Communism

The development of revolutionary socialism from early Marxism to the present day. The course analyzes the relevance of Marxism to a variety of contemporary revolutionary situations.

Prerequisite: PS 131.

PS 290 Political Science Laboratory (2 credits)

From time to time, collateral, independent work of various kinds will be offered to students in conjunction with regular departmental courses. These opportunities may be limited to students enrolled in particular courses and may be restricted to political science majors. Such work may be taken more than once.

Prerequisite: Permission of the instructor.

PS 301 American Presidency and the Executive Process

A study of presidential politics, decision-making, and leadership in the American political system.

Prerequisite: UC 052.

PS 302 Legislative Process and Public Policy

A study of legislative behavior and decision-making, emphasizing the problems of public policy development in the American political system.

Prerequisite: UC 052.

PS 315 U.S. Foreign Policy

Study of the foreign policy issues and challenges confronting the United States in the nuclear age, in the light of the historical evolution of American diplomacy, and of the limitations imposed upon foreign policy makers by public opinion and the exigencies of domestic politics.

Prerequisite: PS 213.

PS 331 The British Political System

Analysis of British politics and the main features of the British constitution today; parties, parliament, and public policy are interpreted in the context of the British social and cultural setting.

Prerequisite: PS 131.

PS 335 Politics of Latin America

Analysis of the political systems of Latin America and the historical, social, and economic factors underlying them. The major countries are studied intensively, and a comparative approach is used to examine the variations from democracy to dictatorship and the political instability that characterize the area.

Prerequisite: UC 052.

PS 336 U.S.-Latin American Relations

Analysis of contemporary relations of the United States with the countries of Latin America. Relations with particular countries will be studied as well as the overall economic, military, and diplomatic aspects of our Latin American policy. The Inter-American system and regional groupings within Latin America will also be studied.

Prerequisite: PS 335.

PS 337 The Soviet Political System

A descriptive analysis of the Soviet society as a political system; its origins, institutions, and political behavior. Trends and developments in the system will be assessed, and comparisons with other political systems will be undertaken.

Prerequisite: PS 131.

PS 338 Modern Chinese Politics

An analysis of the rise of social movements in China after the breakdown of the traditional order; the emergence of the Nationalist and Communist regimes and the triumph of the Communists; the political processes of the People's Republic of China, emphasizing the role of elites in policy formation, ideology, mass support, and the exercise of central power.

Prerequisite: UC 062.

PS 339 Sino-Soviet Relations

The relations between the People's Republic of China and U.S.S.R., emphasizing the reaction to the Russian experience by the leaders of China and the split between the U.S.S.R. and the People's Republic.

Prerequisite: PS 337 or PS 338.

PS 342 The American Legal System

A study of the American legal system in relation to politics and the American political system. The course emphasizes the functioning of the United States Supreme Court as a legal and political instrument.

Prerequisite: UC 052.

PS 361 Political Parties

The development of the concept of party in political research and political action; analysis of the growth and function of parties and party competition in modern societies.

Prerequisite: UC 052.

PS 365 Public Opinion

A study of the formation, communication, and change of the politically relevant opinions of individuals and groups in modern societies and of the ways in which these opinions lead to political actions.

Prerequisites: UC 052 and PS 221.

PS 381 Political Theory

The role of theory in the study of politics; the use of formal models and systems theories; examination of the problems of developing a science of politics and its relationship to value and policy questions.

Prerequisites: PS 221, and either PS 271 or PS 272.

Seminars

From time to time, the Department offers seminar courses at the advanced level in which a topic or problem is studied in depth, and in which individual student research of a significant sort is presented for analysis and criticism. The seminar titles refer to the broad fields of political science within which the problem falls; the precise problems to be studied will be announced by the Department at the time the seminars are offered. Except for PS 490, each seminar earns 4 credits.

PS 400, 401 Seminar in Public Policy

PS 410, 411 Seminar in World Politics

PS 420, 421 Seminar in Political Behavior

PS 430, 431 Seminar in the Comparative Study of Political Systems

PS 440, 441 Seminar in Public Law

PS 480, 481 Seminar in Political Theory

PS 490 Special Topics or Directed Research (2,4, or 8 credits)

Prerequisite: Consent of the Department.

Department of Psychology

Professors:	Harvey Burdick, Chairman Edward A. Bantel David C. Beardslee Donald D. O'Dowd
Associate Professors:	Donald C. Hildum David G. Lowy Irving Torgoff
Assistant Professors:	Max Brill Kenneth H. Coffman Mrs. Evelyn W. Katz Aharon Kuperman L. Crocker Peoples Ralph J. Schillace David W. Shantz Richard L. Sprott

The undergraduate psychology program is directed to the student who wishes a broad foundation in contemporary psychological science, with emphasis both on methods of study and on interpretation of research. For programs leading to the degree of Master of Arts in psychology, see the *Graduate Bulletin*.

REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN PSYCHOLOGY

This major requires nine courses in psychology which must include PSY 146, 231, 351 or 352, 353, and at least one course at or above the 400 level.

Admission to major standing requires successful completion of three courses in psychology, including PSY 146 and 231.

A student who wishes to earn departmental honors must apply for and be accepted into the honors program. The prerequisite for applying is 72 credits, including PSY 146, 231, 351 or 352, and 353. Honors candidates will be required to take PSY 490 and 499.

LIBERAL ARTS MAJOR IN PSYCHOLOGY

(A typical program)

Semester 1

Freshmen Exploratory
Distribution Requirement

Semester 2

Freshman Exploratory
Distribution Requirement

Distribution Requirement
Foreign Language

Semester 3

PSY 146
Distribution Requirement
Foreign Language
Elective

Semester 5

PSY 351 or 352
Psychology
Distribution Requirement
Elective

Semester 7

Psychology
Distribution Requirement
Elective
Elective

Distribution Requirement
Foreign Language

Semester 4

PSY 231
Psychology
Foreign Language
Elective

Semester 6

PSY 353
Psychology
Distribution Requirement
Elective

Semester 8

Senior Colloquium
Psychology
Elective
Elective

PSY 146 Foundations of Contemporary Psychology

An introduction both to basic principles and the most recent formulations in psychology. Topics include the central psychological processes of attending, perceiving, learning, thinking, remembering, and the development and organization of personality.

PSY 171 Child Development

Theory and principles of the development of the child from birth to puberty. Selected topics include: maturational processes, learning and motivation, intelligence, the self concept, and child-rearing practices.

PSY 231 Statistics and Research Design

A survey of the principal statistical procedures commonly employed in research in the social sciences. Emphasis is given to the design of experimental studies, problems of sampling and control of variables, and psychological measurement. Two years of high school mathematics are recommended.

PSY 241 Individual Differences

A study of intellectual, motivational, and personality differences associated with age, social roles, sex, ethnic and racial groups, and social class.

Prerequisite: UC 054 or PSY 146.

PSY 251 Abnormal Psychology

The psychodynamics of abnormal behavior, clinical types, methods of investigation, and principles of psychotherapy.

Prerequisite: UC 054 or PSY 146.

PSY 261 Foundation of Organizational Behavior

Empirical and theoretical approaches to understanding human behavior in complex organizations. (Normally offered in the Winter Semester.)

Prerequisite: UC 054 or PSY 146.

PSY 351 Experimental Psychology: Learning, Memory, and Thinking

Theories and research methods on such topics as conditioning, habit formation, perceptual-motor skills, verbal learning, and problem-solving. Weekly laboratory.

Prerequisites: PSY 146 and 231.

PSY 352 Experimental Psychology: Sensation and Perception

Theories and research methods on basic sensory systems. Topics include modern psychophysics, color vision, and spatial organization. Weekly laboratory.

Prerequisites: PSY 146 and 231.

PSY 353 Motivation and Personality

The study of the nature of motivation and emotion, and the organization of personality, with emphasis on research approaches and methods of measurement.

Prerequisites: Three courses in psychology, including PSY 146.

PSY 363 Research Projects

A course providing opportunity for individual projects of research in the fields of perception, learning, motivation, personality, or social psychology.

Prerequisites: Four courses in psychology, including PSY 146, 231, and permission of the Department.

PSY 371 Comparative Psychology

A phylogenetic approach to the analysis of animal behavior. Emphasis will be placed on the historical, philosophical, and methodological foundations of the comparative approach to the study of behavior. A simple experiment will be performed.

PSY 421 Advanced Experimental Psychology

Empirical and theoretical investigation of issues in learning, perception, thinking, physiological psychology, and animal behavior, with research projects.

Prerequisites: PSY 146, 231, 351, and 352.

PSY 423 Advanced Social Psychology

Problems of human social behavior are approached through study of the research literature and by carrying out further research.

Prerequisites: Four courses in psychology, including PSY 231.

PSY 427 Human Personality

The development and functioning of the adult person, with emphasis on experimental and clinical approaches to understanding.

Prerequisites: Four courses in psychology, including PSY 231 and 353.

PSY 431 Historical and Contemporary Issues

Major theoretical issues in psychology, approached both historically and philosophically.

Prerequisites: Three courses in psychology, including PSY 146.

PSY 435 Psychology of Communication

Selected topics from among the following: the nature and origin of language; structural syntactics and semantics and their psychological significance; translation; persuasion; mass communication, including

its sources, determinants, organization, messages, audience, and effects.
Prerequisites: Four courses in psychology, including PSY 146 and 231.

PSY 490 Honors Research

Individual research projects under supervision of a member of the Department.

Prerequisite: Acceptance into the honors program.

PSY 499 Honors Seminar

Critical study of theoretical issues involved in selected problems. (Offered only in the Fall Semester.)

Prerequisite: Acceptance into the honors program.

PSY 510 Developmental Psychology

Description and evaluation of the principles and theories of development from birth to maturity. Maturation processes, learning, and emotional disturbances will be some of the issues considered.

Prerequisite: Permission of the instructor or acceptance into the Master of Arts in Teaching program.

PSY 515 Theories of Development

A review and critical analysis of major issues and theories concerning the developmental process from birth to old age. The approaches of such theorists as Lewin, Freud, Piaget, Erikson, and leading exponents of social-learning theory will be examined. The course will focus on such issues of development as: continuity-discontinuity, reversibility-irreversibility, predeterminism-*tabula rasa* approaches and mechanisms of developmental change.

Prerequisites: Five courses in psychology, including PSY 171 and permission of the instructor or acceptance into the graduate program.

PSY 520 Tests and Measurement

Theories of measurement and evaluation. Construction and examination of tests of ability, achievement, interests, and special aptitudes. Objective tests of personality.

Prerequisite: Permission of the instructor or acceptance into the Master of Arts in Teaching program.

PSY 530 Advanced Abnormal

Review of the major neurotic, psychotic, psychosomatic, and organic syndromes. Current issues and research in psychopathology.

Prerequisites: Five courses in psychology, including PSY 251 and permission of instructor or acceptance into the graduate program.

PSY 540 Behavior Theory and Learning

Conditioning, reinforcement, punishment, drives, and transfer of training will be studied in their relationship to such complex human behavior as education, psychotherapy, and the development of motives.

Prerequisites: Five courses in psychology, including PSY 231, 351, and 353 or acceptance into the graduate program.

PSY 561 Advanced Statistics

Following a review of descriptive and simple inferential statistics, major emphasis will be given to analysis of variance procedures and non-parametric statistics. An introduction to functions and procedures of factor analysis will also be presented.

Prerequisite: An undergraduate course in statistics.

Arts and Sciences

PSY 595 Special Topics

Exploration of current findings and theory in an area of special interest.
Prerequisites: Four courses in psychology and permission of the instructor.

PSY 610 Pro-Seminar

PSY 611 Research Methods and Project

PSY 620 Individual Testing

PSY 621 Projective Tests

PSY 630 Clinical Psychology

PSY 640 Seminar in Social and Personality Development

PSY 641 Seminar in Perceptual and Cognitive Development

PSY 650 Seminar and Field Studies in Adolescence and Aging

PSY 670 Applied Developmental Psychology

PSY 680 Practicum I

PSY 681 Practicum II

PSY 690 Research Thesis

Department of Sociology and Anthropology

Professor:	Jesse R. Pitts
Associate Professor:	George Rawick
Assistant Professor:	Saghir Ahmad
Instructors:	Arturo Biblarz Harold Olofson Mrs. Karen Sacks Carleton W. Smith, Acting Chairman

The Department of Sociology and Anthropology participates in four degree programs, two within the Department and two in conjunction with other programs provided by the University. It is presumed that students majoring in any of these programs will have taken UC 058 in partially fulfilling their social science Distribution Requirement for the University Course Program. The two majors offered within the Department lead to the degree of Bachelor of Arts in sociology and in sociology and anthropology. Jointly with other programs, the Department also offers instruction leading to the degree of Bachelor of Arts in two other major fields: the secondary teaching major in social studies with concentration in sociology (history minor) and the major in sociology with concentration in area studies.

The majors in sociology, in sociology and anthropology, and in sociology with concentration in area studies will all take the following core curriculum: SOC 300, SOC 301, SOC 302, SOC 303, and SOC 304. In addition, sociology majors are required to take AN 102, four electives within the Department, and two electives in related social sciences. Majors in sociology with concentration in area studies are required to take one elective from within the Department, and majors in sociology and anthropology are required to take AN 101, AN 102, AN 302, AN 351, and AN 201 or AN 261. Those taking the secondary teaching major in social studies with concentration in sociology (history minor) are required to take AN 102, SOC 300, SOC 301 or SOC 302, SOC 303, and one elective from within the Department. These requirements are summarized below.

REQUIREMENTS FOR STUDENTS MAJORING IN SOCIOLOGY PROGRAMS

1. Major in Sociology. AN 102, SOC 300, SOC 301, SOC 302, SOC 303, SOC 304, four sociology and/or anthropology electives, and two electives from related social sciences.

Arts and Sciences

2. Major in Sociology and Anthropology. SOC 300 or AN 300, SOC 301, SOC 302, SOC 303, SOC 304, AN 101, AN 102, AN 302, AN 351, and AN 201 or AN 261.

3. Major in Sociology with Concentration in Area Studies. SOC 300, SOC 301, SOC 302, SOC 303, SOC 304, and one sociology or anthropology elective.

4. Secondary Teaching Major in Social Studies with Concentration in Sociology (History Minor). AN 102, SOC 300, SOC 301 or SOC 302, SOC 303, and one sociology or anthropology elective. (Where a student does not elect a history minor, he should take AN 102, SOC 301 or SOC 302, and one sociology or anthropology elective.

The rationale behind these requirements is the desire on the part of the members of the Department to provide students in all departmental programs with as broad a base in theory and research methodology as possible. Reasonable substitutions for these requirements consistent with this rationale are permissible if these substitutions are approved by the student's departmental adviser and the departmental chairman. Students planning to major in any departmental program should consult with the Department during their first semester at Oakland University.

LIBERAL ARTS MAJOR IN SOCIOLOGY

(A typical program)

Semester 1

Freshman Exploratory
UC 058
Distribution Requirement
Foreign Language

Semester 3

SOC 301
Distribution Requirement
Distribution Requirement
Foreign Language

Semester 5

SOC 303
Distribution Requirement
Distribution Requirement
Social Science Elective

Semester 7

SOC 300
Distribution Requirement
SOC or AN Elective
Elective

Semester 2

Freshman Exploratory
SOC or AN elective
AN 102
Foreign Language

Semester 4

SOC 302
Social Science Elective
Distribution Requirement
Foreign Language

Semester 6

SOC 304
Distribution Requirement
SOC or AN Elective
Elective

Semester 8

SOC or AN Elective
Senior Colloquium
Elective
Elective

Anthropology

AN 101 Introduction to Anthropology

A survey of the biological and cultural career of man. The principles of biological evolution applied to the fossil record as well as to the living varieties of man. The nature and role of language in human culture. The development of early prehistoric cultures and early civilizations.

AN 102 Cultural and Social Anthropology

An introduction to the methods and theories of cultural and social anthropology. Analysis of institutions (religious, economic, familial, and political) and their interrelationships among a number of cultures around the world.

AN 201 Peasant Society and Culture

The analysis and description of agricultural and artisan peoples living a preliterate and pre-industrial existence. They will be examined in terms of their modes of articulation with the larger societies of which they are parts, as well as in terms of their internal organization. The perspective will be comparative, focusing on political, religious, and economic institutions.

Prerequisite: AN 102 or permission of the instructor.

AN 261 A Cultural Survey of Childhood and Adolescence

This course will deal with an analysis of child-rearing practices throughout literate (U.S., France, Soviet Russia) and non-literate societies and will use historical references as well as ethnological ones. The sub-cultures and roles of adolescent peer groups in various societies are discussed.

Prerequisite: Permission of the instructor.

AN 300 Social Stratification in Cross-Cultural Perspective

A course which examines the concepts of class, caste, and race in terms of social conflict and social integration. Students will study these problems in a cross-cultural perspective placing emphasis upon comparative materials from India and Pakistan.

Prerequisites: AN 102 and SOC 301, or SOC 302, or permission of the instructor.

AN 302 Peoples and Cultures of Africa

An ethnographic survey of representative African tribes at varying levels of sociocultural integration, with special reference to their economic, social, political, and religious institutions. Emphasis will be placed upon the problems of colonialism, urbanization, and industrialization. The role of African research in the shaping of anthropological theory will be discussed.

Prerequisite: AN 102 or permission of the instructor.

AN 303 The Origin of the State

Examines the various anthropological views of the state as a particular form of society. Utilizing ethnographic, historical, and archeological materials, current theories of state formation will be discussed with a view toward developing a typology of states.

Prerequisite: AN 102 or permission of the instructor.

AN 351 Social Organization

The comparative study of family and kinship, social class and caste,

associations, and political organization, with emphasis on non-European societies. Theories accounting for cultural differences in social organization are considered.

Prerequisites: AN 102 and permission of the instructor.

AN 403 The Sociology of India and Pakistan

An analysis of the social structure and culture of India and Pakistan with emphasis upon economic, political, and religious institutions. The relations between India and Pakistan and between the Indian subcontinent and the Soviet bloc and the United States will be discussed, and the problems of economic development and population growth will be examined.

Prerequisites: AN 351 and permission of the instructor.

AN 480 Independent Study and Research

A tutorial course in which the student will pursue a course of reading and research with the instructor.

Prerequisites: SOC 304, AN 351, and permission of the instructor.

AN 490 Current Problems in Anthropology

An advanced seminar in which a topic or problem is studied in depth. Each seminar requires students to do independent reading and writing. This course may be taken more than once.

Prerequisites: AN 351, AN 300, and permission of the instructor.

Sociology

SOC 201 Population Theory and Problems

This course will provide an historical analysis of world population growth, focusing upon the relationships among population size, population policy, and social and economic development.

Prerequisite: UC 058 or permission of the instructor.

SOC 221 Sociology of Crime and Punishment

A study of the various forms of deviance, from illness and juvenile delinquency to habitual crime; and an analysis of sociological theories developed to explain the incidence of deviance. A study of modes of control from hospitals to penitentiaries.

Prerequisite: UC 058 or permission of the instructor.

SOC 231 Racial and Cultural Relations

A study of racial, national, and religious groups, particularly those of the United States. Emphasis will be placed on their historical development, on special problems of adjustment and assimilation, and on specific present-day problems and trends.

Prerequisite: UC 058 or permission of the instructor.

SOC 255 Industrial Sociology

A study of the relationship between industrial and business organizations and the community; the history of industrial sociology; the study of occupations; the social structure of business and industrial organizations, labor unions, and informal work groups; and the character of occupational life in America.

Prerequisite: UC 058 or permission of the instructor.

SOC 300 Social Stratification in Cross-Cultural Perspective

A course which examines the concepts of class, caste, and race in terms of social conflict and social integration. Students will study these problems in a cross-cultural perspective placing emphasis upon comparative materials from India and Pakistan.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 301 Sociological Theory (Conflict Theories)

A study of sociological theory with an emphasis upon conflict theories. Readings will be selected from current and classic theorists.

Prerequisite: UC 058, or SOC 221, or SOC 231, or permission of the instructor.

SOC 302 Sociological Theory (Functionalism)

A study of sociological theory with an emphasis upon sociological functionalism. Readings will be selected from current and classic theorists.

Prerequisite: UC 058, or SOC 221, or SOC 231, or permission of the instructor.

SOC 303 Social Research (Surveys)

A comprehensive survey of sociological research methods with emphasis upon survey research. Includes units on research design, statistics, and data analysis. Requires participation in a research project.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 304 Social Research (Field Techniques)

Examination of specialized research methods with emphasis upon anthropological field techniques. Includes units on computer programming and report writing. Requires participation in a research project.

Prerequisite: SOC 303 or permission of the instructor.

SOC 305 Sociology of Religion

An analysis of the changing relationship between social structure and religion. Comparative materials will be examined from pre-industrial societies, Europe during the Protestant Reformation, and the contemporary United States.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 330 The Sociology of Youth

A cross-cultural analysis of the emerging youth culture in industrial societies. Emphasis will be placed upon the economic, social, and political consequences for the rest of society of the emergence of this youth culture.

Prerequisite: SOC 301 or SOC 302.

SOC 335 The Family

A comparative and historical treatment of the background of contemporary problems of this institution. Function forms, and processes are discussed.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 341 Social Change

The prediction and explanation of social changes in society. Special attention is given to such mechanisms of change as crowds, publics,

mass movements, social movements, revolutions, wars of national liberation, and total cultural revolutions. Implications for social action are discussed.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 351 Social Organization

The comparative study of family and kinship, social class and caste, association, and political organization, with emphasis on non-European societies. Theories accounting for cultural differences in social organization are considered.

Prerequisites: AN 102 and permission of the instructor.

SOC 355 Sociology of Occupations and Professions

An analysis of the structure of major occupations and especially of the major professions, in terms of their publics, their mandates, their clients, and the career lines they offer. Comparisons between "incomplete professions" such as nursing, undertaking, and full-fledged professions.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 360 Political Sociology

An analysis of the sociological factors which influence the distribution of power within a society. Political communication, the maintenance of consensus, the process of revolution, the structure of political parties, and of the emergence of new states will be studied; emphasis will vary according to the research interest of the instructor.

Prerequisite: UC 058 or permission of the instructor.

SOC 365 Sociology of Education

The structure of educational institutions in the U.S. as compared with those of other societies. The teacher's role in American society, the peer group, the drop-out, and the first-generation college student.

Prerequisite: UC 058 or permission of the instructor.

SOC 380 Sociology of Bureaucracy

A study of bureaucratic forms of organization. Systematic study of theories of bureaucracy and theories of organizational change.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 390 American Society

A survey of the culture and social structure of American society. The course will examine American patterns of kinship, family structure, and social stratification.

Prerequisite: SOC 301, or SOC 302, or permission of the instructor.

SOC 392 Comparative Institutions in France and America

A comparative survey of the cultures and social structures of French society and American society. This course will describe and analyze patterns of kinship, religion, politics, and social stratification.

Prerequisite: SOC 301 or SOC 302.

SOC 402 Seminar in Sociological Theory

An advanced course for pre-professional sociology majors. Provides a detailed analysis of classic sociological theories and examines their contemporary relevance.

Prerequisites: SOC 301, and SOC 302, and permission of the instructor.

SOC 403 The Sociology of India and Pakistan

An analysis of the social structure and culture of India and Pakistan with emphasis upon economic, political, and religious institutions. The relations between India and Pakistan and between the Indian subcontinent and the Soviet bloc and the United States will be discussed, and the problems of economic development and population growth will be examined.

Prerequisites: AN 351 and permission of the instructor.

SOC 480 Independent Study and Research

A tutorial course in which the student will pursue a course of reading and research with the instructor.

Prerequisites: SOC 303 and permission of the instructor.

SOC 490 Special Topics in Sociology

An advanced seminar in which a topic or problem is studied in depth. Each seminar requires students to do independent reading and writing. This course may be taken more than once.

Prerequisites: SOC 300 and permission of the instructor.

SOC 500 Sociology of Education

A course of particular importance to teachers and school and college administrators. Examines social and cultural influences on school policies. Special emphasis on bureaucratic theory. Studies of organizational change efforts in schools. Course open to graduate students and to juniors and seniors.

Prerequisites: Core courses or permission of the instructor.

Interdepartmental Programs and Courses

The Area Studies Program

Committee on Area Studies

S. Bernard Thomas (History - East Asia), Chairman

Robert C. Howes (History - Russia)

Richard P. Tucker (History - South Asia)

Richard W. Brooks (Philosophy)

Edward J. Heubel (Political Science)

Carleton W. Smith (Sociology)

Amitendranath Tagore (Modern Languages)

The area studies program is dedicated to the understanding of living civilizations whose various aspects—language, history, government, social organization, literature, and so on—form the basis of studies primarily within the traditional departments. A concentration in area studies might be considered by any student who seeks an integrated view of a civilization out of intellectual curiosity as well as by the student who looks forward to a career in government service or journalism, to foreign residence or work, or to graduate study with an area emphasis. At present, Oakland University offers area programs in East Asian studies (China), South Asian studies (India and Pakistan), and Slavic studies (Russia and Eastern Europe).

Area concentrations are available only on a joint basis with a department and consist of a modified departmental major combined with a concentration in area studies, including work in the language of the area. Concentrations are now offered in combination with the Departments of Modern Languages and Literatures, History, Political Science, Philosophy, and Sociology and Anthropology. Appropriateness in combining an area specialization and a department, and the suitability of specific course requirements for a joint degree, depend in large measure upon the interests and the career plans of each particular student.

Admission to the concentration in area studies requires successful completion of UC062 or UC066, two semesters of the area language, and major standing within a cooperating department. Interested students should consult with a member of the Committee on Area Studies as early in their college careers as possible. For the specific program options and requirements see below.

I. PROGRAMS OFFERED BY THE LANGUAGE AND AREA CENTER FOR EAST ASIA

(The China program is offered by Oakland University's Language and Area Center for East Asia, established in 1965 with

the support of a continuing grant from the U. S. Office of Education, under the National Defense Education Act.)

Faculty of the Center

S. Bernard Thomas (History), Director
 Sheldon L. Appleton (Political Science)
 Edward L. Buote (Chinese Language and Literature)
 Robert C. Howes (History)
 Robert J. Krompart (History)
 Shih-Chen Peng (Chinese Language and Literature)
 Henry Rosemont, Jr. (Philosophy)
 John E. Rue (Political Science)
 Amitendranath Tagore (Chinese Language and Literature)

Course Offerings

(For detailed course descriptions, see entries under individual departments.)

Chinese Language and Literature courses

HST 372 Development of the Imperial Chinese State

HST 373 Nineteenth Century China

HST 374 Nationalism and Communism in China

PS 338 Modern Chinese Politics

PS 339 Sino-Soviet Relations

PHL 250 Philosophies and Religions of Asia

PHL 351 Chinese Philosophy

AS 381 Seminar in Asian Studies

AS 390 Directed Readings in Area Studies

AS 490 Directed Research in Area Studies

(See pp. 143-44 for descriptions of AS 381, 390, and 490.)

Program Options and Requirements

The Concentration in Chinese Studies.

Offered in combination with the modified departmental major in history, political science, philosophy, or sociology. The requirements are as follows: six courses in the major department; completion of two years of Chinese language; five additional courses in China area studies, including AS 490. These area courses are to be selected from the course offerings listed above (exclusive of courses in the Chinese language).

II. THE SOUTH ASIAN STUDIES PROGRAM

Faculty

Richard P. Tucker (History), Coordinator
Richard W. Brooks (Philosophy)
Carlo Coppola (Linguistics and Modern Languages)
Herbert Heidenreich (Political Science)
John Hurd, II (Economics)
Amitendranath Tagore (Modern Languages)

Course Offerings

(For detailed course descriptions, see entries under individual departments.)

Indian Language and Literature courses*

EB 223 The Indian Economy

HST 382 Mughal and British India, 1526-1860

HST 383 India: The Nationalist Era, 1860-1947

PHL 250 Philosophies and Religions of Asia

PHL 352 Indian Philosophy

SOC/AN 300 Social Stratification in Cross-Cultural Perspective

SOC/AN 403 The Sociology of India and Pakistan

AS 382 Seminar in South Asian Studies

AS 390 Directed Readings in Area Studies

AS 490 Directed Research in Area Studies

(See pp. 143-44) for descriptions of AS 382, 390, and 490.)

*Instruction in Hindi-Urdu will be offered beginning in fall, 1969; therefore, students graduating in 1971 and later may use Hindi-Urdu to fulfill the area language requirement. In special cases, Sanskrit or Bengali may be considered an alternative to Hindi-Urdu, with special consent of the coordinator of South Asian studies.

Program Options and Requirements

The Concentration in South Asian Studies.

The concentration in South Asian studies is offered in combination with a modified departmental major in history, political science, philosophy, or sociology. The requirements are as follows: six courses in the major department; completion of two years of an Indian language; and five additional courses chosen from those listed above, including AS 490 (exclusive of courses in Indian languages).

III. THE SLAVIC STUDIES PROGRAM

Faculty

Robert C. Howes (History), Coordinator

Leonard Bushkoff (History)
Lee M. Corrigan (Russian Language and Literature)
Helen Kovach (Russian Language and Literature)
James Ozinga (Political Science)

Course Offerings

(For detailed course descriptions, see entries under individual departments.)

Russian Language and Literature courses

HST 251, 252 Introduction to Russian History

HST 352 Kiev and Muscovy

HST 353 Imperial Russia

HST 354 Soviet Russia

HST 355 Russian Intellectual History

HST 356 Russian Foreign Policy, 1700-1960

PS 337 The Soviet Political System

PS 339 Sino-Soviet Relations

AS 383 Seminar in Slavic Studies

AS 390 Directed Readings in Area Studies

AS 490 Directed Research in Area Studies

(See pp. 144) for descriptions of AS 382, 390, and 490.)

Program Options and Requirements

The Concentration in Slavic Studies

The concentration in Slavic studies is offered in combination with a modified departmental major in history or political science. The requirements are as follows: six courses in the major department; completion of two years of Russian language; five additional area courses chosen from those listed above, and including HST 215 or 252, PS 337, and AS 490 (exclusive of courses in the Russian language).

IV. INTERDEPARTMENTAL COURSES OFFERED TOWARDS THE AREA CONCENTRATIONS

AS 381 Seminar in East Asian Studies

Offered periodically to supplement departmental area courses. An intensive study of selected topics dealing with East Asia. May be taken more than once.

Prerequisite: UC 062.

AS 382 Seminar in South Asian Studies

Offered periodically to supplement departmental area courses. An

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intensive study of selected topics dealing with South Asia. May be taken more than once.

Prerequisite: UC 066.

AS 383 Seminar in Slavic Studies

Offered periodically to supplement departmental area courses. An intensive study of selected topics dealing with the Slavic area. May be taken more than once.

Prerequisite: HST 251 or 252.

AS 390 Directed Readings in Area Studies

Readings from diverse disciplines with focus on a student's area of specialization. Conducted on a tutorial basis by an instructor chosen by the student. Requires approval of the chairman of the Committee on Area Studies *prior to registration*.

Prerequisites: UC 062, UC 066, or HST 251 or 252, as appropriate, and permission of the instructor.

AS 490 Directed Research in Area Studies

Research relating to the student's area of specialization including completion of a senior essay or research paper. May be offered as a seminar or as a tutorial. Supervised by an instructor from the area studies staff. Approval of the instructor and of the chairman of the Committee on Area Studies are required *prior to registration*.

Prerequisites: Senior standing and admission to an area concentration.

The Concentration in Linguistics

Committee

William Schwab (English), Chairman
 John W. Barthel (German)
 Daniel Fullmer (English)
 John E. Gibson (Engineering)
 Donald C. Hildum (Psychology)
 Don R. Iodice (French)

Modern or general linguistics is concerned with the systematic study of language, the mode of communicative behavior most characteristic of humanity. Work in general linguistics provides a way of thinking which, to take only two extremes, is both as rigorous as the mathematician's and as broadly humanistic as the historian's. The concentration in linguistics is intended to provide students with a firm but extensive grounding in the discipline of modern linguistics within the context of one of the regular departmental major programs of instruction. Career possibilities for students with work in general linguistics are numerous and growing. Graduate work in linguistics is a rapidly developing field. Government and private industry are eager for people with a background in the subject. Foreign and native language instruction increasingly places emphasis on linguistics. Many graduate programs in the social sciences recommend or require work in general linguistics as part of their degree requirements.

REQUIREMENTS FOR THE CONCENTRATION IN LINGUISTICS

The concentration in linguistics is available only on a joint basis with a department in the College of Arts and Sciences or with the School of Engineering. A wide range of such combinations is possible: Students may major in English, modern languages, mathematics, history, philosophy, psychology, biology, engineering, physics, sociology, and anthropology (other majors might also be considered) and may concentrate in linguistics at the same time. But the student must first be admitted to a departmental major and secondly be accepted into the concentration upon application to the Committee on Linguistics. His program will then be developed by joint action between the department and the Committee. Interested students should consult the Committee as early as possible in their college careers. Four courses (LIN 301-302, LIN 403, LIN 404) constitute the minimum of work directly in the concentration. Other courses may be recommended.

Concentrations in linguistics have to date been authorized by the Departments of English Language and Literature, Modern Languages and Literatures, Philosophy, and Psychology. Distribution requirements for concentrations in linguistics are as follows:

Major in English

The linguistic concentration for the English major requires:

- (a) five courses in linguistics, and
- (b) six courses in English literature.

The courses in literature must include ENG 141-142, two courses in English literature, and two courses in American literature. The five courses in linguistics must include LIN 301-302, 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)

The linguistic concentration for the French or German major requires:

- (a) five courses in linguistics, and
- (b) six courses in French or German language and literature beyond FRH or GRM 215.

The modern language requirements are FRH or GRM 261-262, 271-272, 361, and one course at the 400 level. The linguistic requirement includes LIN 301-302, LIN 403, LIN 404, and one elective. In addition, the modern language major must take FRH or GRM 365, the applied linguistics of a particular foreign language.

Major in Philosophy

The linguistic concentration for a philosophy major requires:

- (a) five courses in linguistics, and
- (b) six courses in philosophy.

The five courses in linguistics must include LIN 301-302, LIN 403, LIN 404, and one elective in linguistics. The six courses in philosophy must include PHL 370, PHL 375, and PHL 490.

Major in Psychology

The linguistic concentration for a psychology major requires:

- (a) four courses in linguistics, and
- (b) six courses 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 linguistic or other cognate course for the unspecified sixth psychology course. The linguistic courses are LIN 301-302, LIN 403, LIN 404.

The linguistic requirements are those specified for each department, but a student may be allowed certain substitutions by permission of the Committee on Linguistics.

Course Offerings

LIN 176, 177 The Nature of Language

The first semester deals with language as a conceptual system and with the interrelationships of language and other cultural subsystems. Language and dialects, acquisition both of native and of foreign languages,

and other topics about the nature of language are examined.

The second semester studies the relationship between speech and writing; phonological, grammatical, and semantic systems; the history of language; the application of linguistic principles to language learning, stylistic analyses, the teaching of standard dialects, and the psychology of communication.

Identical with ENG 176, 177.

LIN 301-302 Introduction to Linguistics

A general introduction to modern linguistics and to synchronic linguistic analysis. The second semester extends the study to include diachronic and other specialized applications of linguistic techniques.

LIN 365 Applied Linguistics

A series of sections in French, German, Russian, and Spanish are offered in this course. They are the same as FRH, GRM, RUS, and SPN 365.

LIN 401 Phonetics

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 or equivalent.

LIN 403 Phonology

Structural and generative theories of phonetics, phonemics, and morphophonemics; supervised work with informants applying those theories to a variety of linguistic problems.

Prerequisites: LIN 301-302.

LIN 404 Grammatical Analysis

A presentation of the theory and application of morphological and syntactical analysis, with emphasis on work with original material.

Prerequisites: LIN 301-302.

LIN 428 The Teaching of English as a Foreign Language

A study of modern techniques of teaching pronunciation, grammar, and vocabulary. The preparation and use of language tests; laboratory techniques.

Prerequisite: Permission of the instructor.

LIN 480 Seminar in Linguistics

Topics and problems selected by the instructor.

Prerequisites: LIN 301-302 or permission of the instructor.

LIN 490 Independent Study

Special research projects in linguistics.

Prerequisite: Permission of the Committee on Linguistics.

Courses of Related Interest

English

ENG 382 Old English

ENG 376 History of the English Language

ENG 377 Modern English Grammar

ENG 583 Transformational Grammar

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Languages

- GRK 114-115 Elementary Greek
- GRK 214-215 Intermediate Greek
- LTN 114-115 Elementary Latin
- LTN 214-215 Intermediate Latin
- CHE 114-115 First Year Chinese
- CHE 214-215 Second Year Chinese

Philosophy

- PHL 370 Systems of Logic
- PHL 375 Philosophies of Language

Psychology

- PSY 435 Psychology of Communication

The Concentration in Premedical Studies

Students intending to pursue careers in the medical or dental professions are expected to complete the concentration in pre-medical studies. The concentration consists of a series of courses in biology, chemistry, mathematics, and physics intended to satisfy the minimum requirements for admission to the various medical and dental schools in Michigan and elsewhere. In general, the concentration is completed with the following courses:

- (a) Biology: 3 semester courses, including laboratories.
- (b) Chemistry: 4 semester courses, including laboratories.
- (c) Mathematics: 2 semester courses.
- (d) Physics: 2 semester courses, including laboratories.

The premedical studies concentration does not constitute a major. Students must select a major from among those offered by the University. Each student in the concentration will be assigned a premedical adviser who will assist the student in planning his academic program for as long as the student is enrolled in the concentration.

Social Studies Program

REQUIREMENTS FOR THE SECONDARY TEACHING MAJOR IN SOCIAL STUDIES

This major has been devised for students who plan to teach social studies in junior or senior high school. The program pro-

vides a broad background in the social sciences and related fields. Admission to major standing requires ~~successful~~ completion of ED 244 and two courses in the social sciences and the concurrent approval of the major adviser and the School of Education. The program requires:

- (a) Either UC 054 or PSY 146.
- (b) ED ~~244, 245~~, ED 428, and ED 455. 2 1
- (c) Non-Western Civilizations: 8 credits.
- (d) Social Sciences: 20 credits. For purposes of this program, the Departments of Economics, Political Science, Psychology, and Sociology and Anthropology are defined as the departments of the social sciences. The 20 credits may be distributed among these departments, with a concentration of 12 credits in one department.
- (e) History: 8 credits.
- (f) If a student pursues this major and *offers a minor in history*, the requirement of 8 credits in history in the major does not apply. Instead, an additional 8 credits in the social science chosen for the concentration are required.

In this program, University Courses, Freshman Exploratories, and the Senior Colloquium may, when appropriate, be counted in meeting the required totals. Courses in geography may also be counted in the major.

In consultation with the adviser, a number of minors may be selected to accompany the social studies major. Recommended minors include history and English.

REQUIREMENTS FOR THE TEACHING MINOR IN SOCIAL STUDIES

The minor requires a minimum of 24 credits selected from courses offered by the social science departments or courses in area studies, geography, or Western Institutions. Included in this total are such Freshman Exploratories and Senior Colloquia as fall within the minor.

Students majoring in history who wish to elect a social studies minor must confer with the Placement Office and/or the Office of the School of Education before electing this program.

SS 570 Social Studies in the Elementary School

An intensive study of current trends, challenges, characteristics, and content of effective social studies programs, with emphasis on the relationships among discipline areas comprising the social studies. The course will stress application of these studies in urban area elementary schools.

Prerequisite: Education 245 and acceptance into a graduate or certification program or major standing in elementary education.

Miscellaneous Courses

Geography

GEO 200 Geography

A general survey of selected regions of the world with an emphasis on the problems of political geography, but including aspects of cultural and economic geography.

Science

REQUIREMENTS FOR THE TEACHING MINOR IN SCIENCE

The minor requires a minimum of 24 credits, selected from courses offered by the Departments of Biology, Chemistry, and Physics. Course selections must cover two of the three disciplines and must include 12 credits in each discipline applied to the minor. Hence the following options are available: chemistry-biology; chemistry-physics; biology-physics. All courses must be at the levels of BIO 111, CHM 114, PHY 151, or above, and they may *not* include courses in the discipline of the student's major.

SCI 305 Science in the Elementary School

Content and methodology appropriate to students in the elementary education program.

Prerequisite: Major standing in elementary education.

SCI 505 Basic Concepts and New Developments in Science

Basic concepts in science and science methodology. An intensive study of one science area (e.g. biology, chemistry, physics, etc.) and a study of the new curricula in science for the elementary school.

Prerequisite: Admission to course in a graduate program in elementary education or permission of the instructor.

Speech

SPH 201 Effective Oral Communication

Theory and practice in oral communication, with emphasis on the adaptations required by particular speaking goals, audiences, and occasions. Through the researching, organizing, and delivery of classroom speech assignments (interview, informative, persuasive, manuscript, group discussion, etc.) students are prepared for a variety of communication situations. Videotaped student speeches and classroom interaction aid in identifying, and thereby correcting or enhancing, individual personality and delivery characteristics.

SPH 301 Persuasive Oral Communication

Theory (drawn from social sciences, psychology, linguistics, etc.) and practice in persuasion. Includes units on self-evaluation through videotaped speeches, appropriate application of logical and extralogical

appeals, ethical considerations, distinctions between debate and persuasive argument, and problem-solving functions of discussion.

Prerequisite: SPH 201.

Graduate Studies in the College of Arts and Sciences

The following departments offer instruction leading to the degree of Master of Arts:

English Language and Literature

Mathematics

Psychology

The following departments offer instruction leading to the degree of Master of Science:

Chemistry

Physics

The following departments, jointly with the School of Education, offer instruction leading to the degree of Master of Arts in Teaching:

English Language and Literature

Mathematics

For further information concerning these programs, see the *Graduate Bulletin*.

SCHOOL OF EDUCATION

Officers of Administration

LASZLO J. HETENYI
RODERIC E. RIGHTER

Dean
Associate Dean

Officers of Instruction

DURWARD B. VARNER
B.A., Texas A & M; M.S., University of Chicago

Chancellor

DONALD D. O'DOWD

Provost
Professor of Psychology

A.B., Dartmouth College; M.A., Harvard University; Ph.D., Harvard University

Department of Teacher Education

EDWARD A. BANTEL
B.A., Columbia University; M.A., Columbia University; Ed.D., Columbia University

Professor of Education and Psychology

DAVID CARROLL BRICKER
B.A., Amherst College; M.A.T., Johns Hopkins University

Instructor in Education

MARC E. BRIOD
B.A., Haverford College; M.A., Northwestern University

Instructor in Education

HAROLD CHARLES CAFONE
B.A., Brooklyn College; M.A., Columbia University; Ed.D., University of Arizona

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Director

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WALLACE S. MESSER Special Instructor in Reading
B.S., Wayne State University; M.A., San Fernando Valley State College

The School of Education is a genuinely interdisciplinary body. As the faculty roster indicates, staff members from a great variety of departments of the University contribute their talents to the education of teachers. Undergraduates all work for the degree of Bachelor of Arts and are majors in a departmental or interdepartmental program of the College of Arts and Sciences. Graduate students in secondary teaching fields are sponsored jointly by the School of Education and the College of Arts and Sciences for their degrees; those in elementary specializations are sponsored by the School of Education alone. In both programs the University awards the degree of Master of Arts in Teaching (M.A.T.).

The Undergraduate Programs

Prospective elementary and secondary teachers may pursue a variety of programs and be sponsored for teaching certificates in the State of Michigan. Certification in this state usually suffices for or facilitates the obtaining of teaching certificates in other states. Concerning certification in Michigan and in other states, see p. 161 of this catalog.

The aim of all teacher education programs at Oakland is to develop graduates who are both broadly educated and competently prepared for their specialized duties. Prospective teachers take the liberal arts and science courses required of all students, and on this framework they build one of a variety of majors. For general requirements for the degree of Bachelor of Arts and for further information on the general education component in the undergraduate instructional program of the College of Arts and Sciences, see pp. 25-39. The Department of Teacher Education offers professional education courses, but the student's major and minor subjects are taught by the departments of the College of Arts and Sciences.

Teacher preparation at Oakland has some unusual aspects. First and foremost, the interdisciplinary approach assures that students receive instruction from a variety of departments and participate on an equal footing with liberal arts students in the various major

fields. A second unusual feature assures each prospective teacher at least two extended field experiences in public schools. In the sophomore year students are assigned as observers in nearby schools for two weekly periods. Thus, they may test their career choices early and realistically before they proceed very far in professional training. In the senior year a ten-week teaching internship completes their academic preparation with a full-time assignment in public school classrooms. The internship provides a transition to professional duties, a transition facilitated by full assistance from University and school staffs. Since both observation and internship are accompanied by weekly seminars, discussions with professors and fellow students provide constant integration between theoretical and practical phases of the program.

All undergraduate teaching majors must take ED 244-245, 455, and either ED 428 (secondary) or ED 433 (elementary).

Secondary Teaching Majors

Prospective secondary school teachers have a choice of any one of thirteen teaching majors. Consult the section of the catalog appropriate to the fields of concentration for specific courses and requirements for admission to major standing and for completion of the major program.

Biology	(See p. 51)	Mathematics	(See pp. 86-87)
Chemistry	(See pp. 57-58)	Music	(See p. 109)
English	(See p. 71)	Physics	(See p. 118)
French	(See p. 95)	Russian	(See p. 95)
German	(See p. 95)	Spanish	(See p. 95)
History	(See p. 78)	Social Studies	(See pp. 148-49)
Latin	(See p. 62)		

Secondary Teaching Minors

Nine teaching minors are available to the prospective secondary school teacher:

Art	(See p. 45)	History	(See p. 78)
Biology	(See p. 51)	Mathematics	(See p. 87)
Chemistry	(See p. 58)	Physics	(See p. 119)
English	(See p. 71)	Science	(See p. 150)
		Social Studies	(See p. 149)

Elementary Teaching Majors

Prospective elementary school teachers must take a common core program and choose one area for major concentration and another for minor concentration. Students may concentrate in

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two major fields (instead of one major and one minor), but they may not select a single area for both major and minor concentrations. The core program plus the concentrations completes all University requirements for graduation except that together they do not normally yield sufficient credits for the degree of Bachelor of Arts. To reach the minimum graduation requirement of 124 credits, students, in consultation with their advisers, must round out their programs with electives.

THE CORE PROGRAM FOR PROSPECTIVE ELEMENTARY TEACHERS

For course descriptions of Freshman Exploratories, Distribution Requirements, Senior Colloquia, and the Language Requirement, see pp. 30-40.

Freshman Exploratories	8 credits
Foreign Language or LIN (ENG) 176, 177*	8 credits
Psychology (UC 054 or PSY 146 or PSY 171)	4 credits
ART 147 or UC 047 (with laboratory)	4 credits
MUS 149	4 credits
MTH 314	4 credits
MTH 315 and MTH 316	8 credits*
SCI 305	4 credits
Area Studies	4 credits
Literature (See Distribution Requirements p. 28)	4 credits
Social Sciences (other than psychology)	4 credits
Senior Colloquium	4 credits
ED 244-245	8 credits
ED 331	4 credits
ED 433-455	12 credits
Total	78-84 credits

*Students in the foreign language major concentration must elect the foreign language 114-115 sequence for 10 credits and are not required to take MTH 315 and MTH 316.

MAJOR CONCENTRATIONS

History/Social Science

Psychology (UC 054 or PSY 146 or PSY 171)	} From the core program	4 credits
Area Studies		4 credits
Social Sciences		4 credits
HST 214, 215		8 credits
Additional courses in history, social science, geography, area studies		16 credits
Total		36 credits

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration. Admission to major standing requires that the student have completed 56 credits. He

must also be in academic good standing and have attained a combined average of 2.0 in a group of courses consisting of two Freshman Exploratories, psychology, ED 245, and three additional courses in the core and/or concentration. Approval for major standing must be obtained from the School of Education. Admission to major standing must be approved before the student completes more than 72 credits.

Foreign Language

Foreign Language	From the core program	10 credits
Additional courses in same language offered in fulfillment of core requirement		26 credits
Total		36 credits

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration. Admission to major standing requires that the student have completed 56 credits. He must also be in academic good standing and have attained a combined average of 2.0 in a group of courses consisting of two Freshman Exploratories, psychology, ED 245, and three additional courses in the core and/or concentration. Approval for major standing must be obtained from the School of Education and from the Department of Modern Languages and Literatures. Admission to major standing must be approved before the student completes more than 72 credits.

NOTE: Students who plan to combine a foreign language major concentration with a language arts minor should include LIN (ENG) 176, 177, as a part of the minor sequence.

Language Arts

Foreign Language or LIN (ENG) 176, 177	} From the core program	8 credits
Literature		4 credits
Additional courses in English*, speech, foreign language		24 credits
Total		36 credits

*Students who elect the foreign language sequence in the core program must include LIN (ENG) 176 or 177 (4 credits) as part of the language arts major concentration.

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration. Admission to major standing requires that the student have completed 56 credits. He must also be in academic good standing and have attained a combined average of 2.0 in a group of courses consisting of two Freshman Exploratories, psychology, ED 245, and three additional courses in the core and/or concentration. Approval for major standing must be obtained from the School of Education. Admission to major standing must be approved before the student completes more than 72 credits.

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Science/Mathematics

MTH 314, 315, 316	} From the core program	12 credits
SCI 305		4 credits
Additional courses in science and mathematics approved by the Committee on Science and Mathematics		20 credits
Total		36 credits

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration. Admission to major standing requires that the student have completed 56 credits. He must also be in academic good standing and have attained a combined average of 2.0 in a group of courses consisting of two Freshman Exploratories, psychology, ED 245, and three additional courses in the core and/or concentration. Approval for major standing must be obtained from the School of Education and from the Committee on Science and Mathematics. Admission to major standing must be approved before the student completes more than 72 credits.

MINOR CONCENTRATIONS

History/Social Science

History/Social Science		
Psychology (UC 054 or PSY 146 or PSY 171)	} From the core program	4 credits
Area Studies		4 credits
Social Sciences		4 credits
HST 214, 215		8 credits
Additional courses in history, social science, geography, area studies		4 credits
Total		24 credits

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration.

Science/Mathematics

MTH 314, 315, 316	} From the core program	12 credits
SCI 305		4 credits
Additional courses in science and/or mathematics		8 credits
Total		24 credits

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration.

Language Arts

Foreign Language or LIN (ENG) 176, 177	} From the core program	8 credits
Literature		4 credits
Additional courses in English,* speech, and foreign		

language	12 credits
Total	24 credits

*Students who elect the foreign language sequence in the core program must include LIN (ENG) 176 or 177 (4 credits) as part of the language arts minor concentration.

This total includes the Freshman Exploratories and Senior Colloquium applicable to this concentration.

Sponsorship for Michigan Teacher Certification

The State Department of Education certifies teachers in Michigan. It issues provisional certification to candidates deemed qualified by colleges and universities. This Provisional Certificate can be converted to a Permanent Certificate after a period of teaching and additional studies. Oakland University sponsors its graduates for the Provisional Elementary and the Provisional Secondary Certificates if the following requirements are met:

1. Completion of the University baccalaureate with a teaching major and one appropriate minor.
2. An internship (ED 455) grade of 2.5 or better.
3. Demonstrated proficiency in the use of English. The criteria of acceptability may be ascertained by consulting the School of Education Office. Students should satisfy this requirement before the senior year to allow time to remove deficiencies.

NOTE: Students who expect to teach in a state other than Michigan should ascertain what requirements beyond those of Michigan that state demands. It is the responsibility of the student to plan his program accordingly.

The Graduate Programs

The School of Education and the College of Arts and Sciences jointly offer programs leading to the degree of Master of Arts in Teaching in English and mathematics (for secondary teachers). Additional programs, in such fields as history, social science, French, etc., may be available at a future date. The School of Education offers programs of instruction leading to the degree of Master of Arts in Teaching in the fields of elementary education and of reading instruction. Additional specialized degrees, in counselling and guidance, special education, administration, and for school diagnosticians may also be instituted in the future. For details consult the *Graduate Bulletin*.

Certification Programs for Graduates

For graduates of accredited institutions who wish to be certified as teachers, Oakland University makes available programs in all majors offered by the University. Those seeking sponsorship for certification must be admitted to the University through

School of Education

regular procedures and must then apply to the School of Education for preparation of a certification program. This program will be prepared in consultation with the departments concerned and must be approved by them as well as by the School of Education. Successful completion of such a program leads to sponsorship by Oakland University for the appropriate Michigan Provisional Certificate.

Course Offerings

N.B. Unless otherwise noted, all courses are 4-credit courses.

ED 244 Social and Philosophical Issues in Education

Education is treated both as a social phenomenon and as an embodiment of philosophic commitments. Basic concepts studied in the social sciences and philosophy are examined with special attention to their pertinence to education. Such questions as the nature of reality, knowledge, and values are examined from widely differing points of view in order to analyze controversial issues in theory and practice.

Prerequisites: Two Freshman Exploratories.

ED 245 Psychological and Field Studies in Education

Psychological factors involved in learning and development are examined in lectures, class discussions, and extensive field observations in schools. Application must be filed early in the semester preceding registration for this course.

Prerequisites: ED 244 and one course in psychology.

ED 331 Teaching and Reading

Intensive preparation for the teaching of reading skills in the elementary grades. Identification of reading readiness, problems of program construction, and a variety of teaching methods are among the topics of the course.

Prerequisite: ED 245.

ED 428 Teaching of the Major Field

Content and methodology appropriate to the student's major field. Organization of programs and courses, bibliography of the field, and techniques of instruction receive special emphasis.

Prerequisites: ED 245, major standing, and permission of the student's major department.

ED 433 Teaching in the Elementary School

The content and methodology of instruction in the elementary school. This course is designed to supplement specialized courses in the various teaching fields.

Prerequisites: ED 245, major standing, and permission of the School of Education.

ED 455 Internship (8 credits)

Supervised teaching in the public schools. Students spend approximately fifty days in public school classrooms and participate in such further activities as a supervising teacher may direct. The course includes a seminar dealing with problems of instruction.

Prerequisites: ED 245, major standing, concurrent registration in ED 428

or 433, and permission of both the student's major department and the School of Education. Application must be filed early in the semester preceding internship.

Note: Since the internship requires full-time work for ten weeks, students should plan their programs in ways which will avoid any conflict with this obligation. In many instances this will mean scheduling either ED 428 (for secondary teaching majors) or ED 433 (for elementary teaching majors) during the semester of internship. In other cases a particular departmental course will be offered as the companion course for internship. Students should consult with their major departments before planning their internship semester.

ED 490 Independent Study and Research (2 or 4 credits)

A program of directed individual reading and research.

Prerequisite: Permission of the Department of Teacher Education. Such permission will be granted only if a student presents written evidence that a faculty member has consented to supervise his study.

ED 497 Apprentice College Teaching (2 or 4 credits)

An elective course open to any well-qualified upperclassman who wins consent of a faculty member to assist in presenting a regular college course to underclassmen. The apprentice should be capable of assuming limited classroom teaching duties.

Prerequisite: Permission of the Department of Teacher Education. Such permission will be granted only if a student presents written evidence that a faculty member has accepted him as an apprentice.

ED 509 The School and the Disadvantaged Child (2 or 4 credits)

A study of the difficulties and opportunities arising in the schooling of children from disadvantaged home environments. The course will concern itself with such topics as: clashes between values in school and home environments, communication across subcultural barriers, problems of motivation, etc.

Prerequisite: Permission of the instructor.

ED 531 Current Trends in the Teaching of Reading

An intensive examination of current instructional practices, problems, and research in the teaching of reading. Prevailing trends in reading instruction will be evaluated in the light of cumulative research findings concerning the development of reading skills.

Prerequisite: Admission to course in any graduate program or permission of the Department.

ED 532 Teaching Reading in the Primary Grades

This course is designed to examine principles, practices, and research related to early reading instruction. It will include an analysis of the relationship of the various language arts to reading skills, and will place emphasis upon the developmental skills of pupils starting with kindergarten.

Prerequisite: Admission to course in any graduate program or permission of the Department.

ED 533 Teaching Reading in the Upper Grades

This course is designed to examine the principles, practices, and research related to the teaching of reading in Grade Four and higher grades. Emphasis will be placed upon the developmental reading skills in a

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reading program adjusted to the individual needs of pupils. Particular emphasis will be placed upon reading in the content areas.

Prerequisite: Admission to course in any graduate program or permission of the Department.

ED 534 Language Arts Instruction in the Elementary Schools

This course is designed to provide a scholarly examination of research findings, materials, and procedures for the development of spelling, composition, speaking, and listening skills in children. Discussions will center on those areas of the curriculum which directly influence language development. The course will demonstrate how the coordinated language-arts approach and the use of literature appropriate to each age level can balance the growth of communication skills.

Prerequisite: ED 331 or ED 531 or equivalent preparation in reading instruction.

ED 590 Special Problems in Education (2, 4, 6, or 8 credits)

A course dealing with specialized problems in various phases of education. Depending on the clientele and staff needs, the specific topics may differ from term to term. The course may be taken more than once but for no more than a total of 8 credits. May be elected for independent study.

Prerequisite: Admission to course in any graduate program or permission of the Department.

ED 601 History of Education

A study of the cultural forces (primarily in the West) as they shaped, and were shaped by, the education of the young. Characteristic patterns of educational institutions, changing conceptions of curricula, dominant social and philosophic ideas concerning education, significant contributions by individual educators, represent some of the professional topics which are discussed in their historical settings.

Prerequisite: Admission to course in any graduate program.

ED 602 Philosophy of Education

A study of philosophical inquiry in relation to education. Philosophic analysis of educational problems, educational conclusions by systematic philosophers, logical relationships between various philosophical and educational positions are among the topics considered.

Prerequisite: Admission to course in any graduate program.

ED 603 Comparative Education

An analysis of education and its relationship to social and economic change in various cultures. Lectures, readings, and discussions will deal primarily with existing educational systems originating in Western culture, such as those of Great Britain, U.S.S.R., Sierra Leone, Kenya, but the course will also include some study of selected utopian educational systems.

Prerequisite: Admission to course in any graduate program.

ED 611 Problems in Elementary Education (4 or 8 credits)

A study of issues in the organization, curriculum, administration, and methodology of elementary schools. Student needs and preparation determine the specific topics included in a given semester. Students may register repeatedly for this course up to a total of 8 credits.

Prerequisite: Admission to course in a graduate program in elementary

education or in reading instruction.

ED 612 Curriculum Studies

A study of practices in and research on curriculum in modern elementary schools. The course will investigate the sum total of experiences provided for young people in school settings and will challenge established practices on the basis of recent curricular developments.

Prerequisite: Admission to course in a graduate program in elementary education or in reading instruction.

ED 631 Problems in Reading Instruction (4 or 8 credits)

A study of diagnostic, methodological, organizational, and administrative issues in reading programs. Student needs and preparation determine the specific topics included in a given semester. Students may register repeatedly for this course up to a total of 8 credits.

Prerequisite: Admission to course in a Master of Arts in Teaching program and at least one previous course in reading instruction.

ED 632 Diagnosis of Reading Disabilities

A laboratory course concerned with the analysis and study of factors which contribute to or precipitate reading disabilities in elementary and/or secondary school pupils. The course includes selection and administration of both informal and standardized tests and also deals with the preparation and evaluation of case reports.

Prerequisite: Admission to course in a Master of Arts in Teaching program and at least one previous course in reading instruction.

ED 633 Correction of Reading Disabilities

A laboratory course designed to focus attention on methods, materials, and practices pertaining to the instruction of disabled readers. The course provides opportunities to plan, organize, and conduct remedial instruction for children under the supervision of the instructor.

Prerequisite: Admission to course in a Master of Arts in Teaching program and at least one previous course in reading instruction.

ED 699 Terminal Project

The planning and execution of a significant research or action project in accordance with the advice of the student's guidance committee.

Prerequisite: Admission to degree candidacy in a graduate program in elementary education or reading instruction and written approval of the student's guidance committee. Such approval should be requested by the student early in the Fall Semester for registration in the Winter Semester, and early in the Winter Semester for registration in the Spring Session or Fall Semester. The terminal project should be discussed with the adviser as early in the program as possible.

SCHOOL OF ENGINEERING

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Cornell University

Undergraduate Curriculum in Engineering

The undergraduate engineering program at Oakland University is built on the broad intellectual base laid down by the University's imaginative liberal arts program and is designed to provide a comprehensive academic preparation for students planning to enter the engineering profession. It is intended especially for the relatively able student entering one of the newer fields of engineering. The undergraduate program of instruction offered by the School of Engineering leads to the degree of Bachelor of Science.

The curriculum lays stress on the fundamentals of science and mathematics as well as of engineering. During the freshman and sophomore years in particular, each student majoring in engineering takes extensive work in mathematics, the physical sciences, and the life sciences as a foundation for his professional studies. Concurrently, he takes a series of engineering courses ranging from thermodynamics and electronics to the mechanics of solids. Required of every student, this core curriculum of nine engineering courses is planned to ensure the thorough professional training necessary to every well-prepared engineer. The schedule of engineering courses is so arranged that a student takes at least one course in engineering each semester, including each semester in the freshman year. This early introduction to engineering provides career motivation and alleviates crowding of technical courses late in a student's program.

The undergraduate program places strong emphasis on the digital computer and on electronic analog computer simulation. The first several weeks of the initial course in engineering (EGR 101) are devoted to an introduction to digital computer FORTRAN programming, and the digital computer is used in every engineering course in the major.

During his senior year, each engineering student specializes in a particular area of his own choice. Advanced courses (EGR-400 series) are available in areas such as electronics, control

systems, and transport phenomena. From time to time, courses on special topics (EGR 405) are offered for credit in a variety of engineering fields.

The Senior Engineering Project (EGR 409) deserves special mention. A student and a professor agree upon a design project, the time schedule for its completion, the cost of materials and labor, and the number of credits to be earned by the student. To prepare the student for independent project work during the senior year, the engineering and physics laboratories taken in the first six semesters consist of open-ended experiments. In consultation with the instructor, the student is permitted to design, assemble, analyze, and report on his own experiments. He is encouraged to use the student machine shop (note EGR 111) and the electronics shop to construct apparatus not otherwise available, and he may call upon an instrument maker and an electronics technician for aid in designing more complex pieces of equipment. This concept of individual responsibility tends to stimulate in the student the maturity and self-reliance required of every successful engineer.

Entering students planning to major in engineering should present at least three years of high school mathematics, including one-half unit of trigonometry. If it is possible for the prospective student in engineering to take more high school courses in certain subjects than the minimum normal requirements for admission to the University, additional courses in mathematics, the laboratory sciences, and English are most desirable. Preparation in elementary drafting and machine shop practice is also useful.

Career Preparation in Engineering

The engineering program at Oakland University is designed to allow the maximum possible latitude in the choice of industrial careers; it is also planned effectively to prepare students who wish to enter the best graduate schools. Serving both these goals, the engineering core program and advanced engineering electives combine to form an overall program at Oakland University that is equivalent in scope and depth to the typical requirements in specialized curricula in other fine schools of engineering. The School of Engineering at Oakland University, however, places high value on not forcing a student to make a premature choice of career specialization. The student should consult with his adviser on the selection and scheduling of courses. Listed here for guidance are a few typical options.

ELECTRICAL ENGINEERING

The student should elect Advanced Electronics (EGR 426) and Electric and Magnetic Fields (EGR 445) and give consideration to

further work in Automatic Control Systems (EGR 431).

SYSTEMS ENGINEERING

The systems engineer is called on to develop automatic controls for a wide variety of physical processes, and to the core program he should add Automatic Control Systems (EGR 431) and Analysis of Nonlinear Systems (EGR 432).

MECHANICAL ENGINEERING

The student should elect advanced courses in Thermal Energy Transport (EGR 448) and Fluid Transport (EGR 449), as well as courses in systems or energy conversion, depending upon his particular interest.

MATERIALS ENGINEERING

To the materials courses in the core program and the required course in Modern Physics (PHY 371), the students should consider adding courses in chemistry, starting with CHM 114-115. Advanced work in special topics (EGR 405) and projects (EGR 409) should be elected.

SALES ENGINEERING AND BUSINESS

Engineering students interested in technical sales and technical management will wish to add electives from the offerings of the Department of Economics and Business Administration, e.g., Economic Growth, Fluctuations, and Forecasting (EB 303).

BIOLOGICAL ENGINEERING

This is one of the rapidly developing frontiers of engineering. Oakland University is unusual in including a program in biology in its regular requirements for engineering students. Further work may be taken in cooperation with the Department of Biology, e.g., Biophysics (BIO 425).

ENERGETICS

The student preparing for a career involving such applications as plasma engineering, magnetohydrodynamics, ion propulsion, and fuel cells should add to the core program Electric and Magnetic Fields (EGR 445) and Direct Energy Conversion (EGR 454).

OTHER FIELDS

A number of fields of student interest such as nuclear engineering, for example, are primarily areas of graduate specialization. The program at Oakland University is excellent preparation for these fields. Some areas of undergraduate specialization such as mining engineering and textile engineering, for example, are not offered at Oakland University. The prospective student should consult the Office of Admissions or the School

of Engineering on the availability of preparation for his particular field of interest.

General Education

Oakland University requires all undergraduates in degree programs to share in a series of courses designed to provide a broadening intellectual experience in liberal education. Typically, engineering students meet this general education requirement by participating in the University Course Program. (See pp. 30-34 of this catalog for course descriptions.) It is also possible for engineering students to meet this requirement by enrollment in Charter College or New College; engineering students taking either of these latter options, however, may find they need more than eight semesters in which to meet the requirements for the degree of Bachelor of Science.

UNIVERSITY COURSE PROGRAM

1. Each student is required to complete two Freshmen Exploratories (8 credits) within his first three semesters. These Freshman Exploratories, taught in seminar-sized classes, offer an opportunity for the student to explore a wide variety of liberal arts subjects. They are intended to develop the student's ability to think, to discuss, and to write intelligently and critically.
2. Each student is required to pursue further study in the fields of Literature, Western History and Philosophy, Fine Arts, Social Sciences, and Non-Western Civilizations. These Distribution Requirements are normally met by courses elected throughout the student's eight semesters of study.
3. In his senior year, each student must participate in a Senior Colloquium. The Senior Colloquium serves to focus attention upon issues of liberal intellectual concern. In 1968-69, Senior Colloquia will be open only to students who entered the University in September, 1966, or later and who will be eligible for graduation in April, 1969.

Requirements for the Degree of Bachelor of Science

A student with a major in engineering must meet the following requirements in order to graduate:

1. Have completed at least 124 credits.
2. Have completed 32 credits at Oakland University. At least 16 of these credits must be in engineering. A student must be registered at Oakland University for at least 8 credits during the semester in which the degree is to be conferred.
3. Have a cumulative grade point average in courses taken at Oakland University of at least 2.0.
4. Have completed at least 8 credits in electives.
5. Have completed at least 24 credits in the University Course

Program (including two Freshman Exploratories and a Senior Colloquium), or in Charter College, or in New College. (See pp. 30-39 of this catalog for course descriptions.)

Each student, unless he has transferred equivalent credits from another institution, should take one and only one Freshman Exploratory in each of his first two semesters, chosen from the following groups (no two may be chosen from the same group): Literature, Western History and Philosophy, Fine Arts, Man and Contemporary Society (Social Sciences), Non-Western Civilizations, and Science and Mathematics. Any student who has not satisfactorily completed two Exploratories in his first three semesters may be declared ineligible to continue as an enrolled student by action of the Committee on Academic Standing. *Successful completion of two Exploratories satisfies the University writing competency requirement.* No student may receive credit for more than two Exploratories, including equivalent credits for courses taken at other institutions. The Freshman Exploratories, if in Literature (UC 01A), Western History and Philosophy (UC 01B), Fine Arts (UC 01C), Man and Contemporary Society (Social Sciences, UC 01D), or Non-Western Civilizations (UC 01E) satisfy equivalent Distribution Requirements in these areas for the student in engineering.

The 24 credits (including the 8 credits in Freshman Exploratories and the 4 credits in the Senior Colloquium) must be distributed as follows:

A. Literature: 4 credits.

(UC 018, ENG 141, ENG 142, or any course in modern foreign languages numbered 271 or higher and especially those numbered 285.)

B. Western History and Philosophy: 4 credits.

(UC 036, UC 037, ED 244, HST 141, HST 142, or PS 272.)

C. Fine Arts: 4 credits.

(UC 047 or UC 049.)

D. Social Sciences: 8 credits.

(UC 052, UC 054, UC 056, UC 058, PS 131, PSY 146.)

E. Non-Western Civilization: 4 credits.

(UC 062 or UC 066. Neither course is open to freshmen.)

6. Have fulfilled the requirements for Michigan Public Law 229, by taking either the University Course in Political Science (UC 052) or any combination of two other courses from the University Course Social Science sequence (UC 054, UC 056, UC 058) or the American History sequence (HST 214, 215).

7. Have demonstrated reading knowledge of a foreign language by successfully completing a second-semester course in language at the college level or by placing beyond first-year language at the college level in a proficiency examination administered upon admission. For students majoring in engineering, completion of LIN 176 (ENG 176) and LIN 177 (ENG 177) is an

alternative to demonstrating foreign language proficiency.

8. Have completed the engineering core program, which consists of EGR 101, 115, 225, 226, 241, 325, 345, 361, and 372, and in addition any combination of three 400-level courses approved by the student's adviser, attaining at least a 2.0 cumulative grade point average in all EGR courses taken.

9. Have completed PHY 151, 152, 158, 253, and 371; MTH 154, 155, 254, and 255; and BIO 108 or a substitute course in biology or chemistry approved by the student's adviser.

The term "complete" as used above means either to establish credit in a course (by earning a passing grade in the course or by receiving transfer credit from another institution) or to have the course requirement formally waived either by test or by a successful Petition of Exception (via the Registrar to the appropriate Committee on Instruction). A student may demonstrate proficiency in a course in which he is not registered; the course requirement will be waived but no academic credit or grade will be given for the course. In exceptional cases, credit may be awarded, provided that such credit shall not exceed 20 per cent of the credits earned at Oakland University for the degree of Bachelor of Science. The number of credits will be entered in the "transfer credit" column on the student's record. For further information concerning the procedures to be followed, inquire at the office of the Dean of Engineering.

Requirements for Admission to Major Standing in Engineering

A student must have completed 56 credits before he may formally be admitted to major standing. It is the engineering student's responsibility to apply for major standing, at the office of the Dean of Engineering, before the end of the semester in which he completes 56 credits. To be eligible for major standing, a student must have completed at least two engineering courses and have attained at least a 2.0 cumulative grade point average in all EGR courses taken at Oakland University.

Bachelor of Science Major in Engineering

(A typical program)

Semester 1

Freshman Exploratory

EGR 101

MTH 154

PHY 151

Semester 3

EGR 225

Semester 2

Freshman Exploratory

EGR 115

MTH 155

PHY 152

Semester 4

EGR 226

MTH 254
PHY 253 and 158
Distribution Requirement

Semester 5

EGR 325
EGR 345
EGR 361
Foreign Language

Semester 7

EGR 409
PHY 371
Distribution Requirement
Elective

EGR 241
BIO 108
Distribution Requirement

Semester 6

EGR 372
EGR (400 level)
MTH 255
Foreign Language

Semester 8

Senior Colloquium
EGR (400 level)
Elective
Elective

Undergraduate Course Offerings

Regulations Governing Courses

1. All courses are assigned four credits unless otherwise specified.
2. A course sequence joined by a hyphen (e.g., MTH 154-155) 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.
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. 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.

EGR 101 Introduction to Engineering Design (Core)

An introduction to the philosophy and tools of preliminary design. The digital computer and graphical data reduction, statistics, economics, energy, and thermodynamics as well as human factors and information concepts are applied to the solution of engineering design problems.

EGR 105 The Computer in Science and Engineering (2 credits)

Computer programming and problem solving; use of FORTRAN. A student who has received prior credit for EGR 101 may not receive credit for EGR 105.

School of Engineering

EGR 108 Drafting (1 credit)

Introduction to the use of drafting instruments and drafting procedures.

EGR 111 Shop Practice (1 credit)

Introduction to basic machining principles and machine shop techniques, with emphasis on practical experience.

EGR 115 Statics and Dynamics (Core)

A vector treatment of mechanics which includes particle statics, equilibrium of rigid bodies, analysis of structures, friction, centroids and moments of inertia, particle dynamics, and lumped-parameter linear mechanical systems.

Prerequisites or corequisites: MTH 154 and PHY 151.

EGR 225 Lumped-Parameter Linear Systems (Core)

A unified approach for steady-state and transient analysis of electrical, mechanical, fluid, and thermal lumped-parameter linear systems. Network elements and formulation procedures for differential equations. Analogies, phasors, impedance concept, natural and forced behavior, resonance, complex frequency plane, network theorems. Use of analog and digital computers to solve differential equations for these systems.

Prerequisites: EGR 115, PHY 152, and MTH 155.

EGR 226 Electronic Circuit Design (Core)

Analysis and design of solid-state electronic circuits. Four-terminal active network theory applied to the design of small-signal transistor amplifiers. Harmonic and intermodulation distortion. Linear and non-linear waveshaping circuits.

Prerequisites: EGR 225 and PHY 152.

Prerequisite or corequisite: MTH 254.

EGR 241 Thermodynamics (Core)

Introduction to fundamental concepts, thermal energy, thermodynamic properties and equilibrium, basic physical laws of thermodynamics; entropy and its consequences, reversible energy transfers in both open and closed systems; application of thermodynamics to systems involving energy conversion and transport.

Prerequisites: PHY 158 and PHY 253.

Prerequisite or corequisite: MTH 254.

EGR 325 Signal and System Analysis (Core)

The analysis and synthesis of complex signals and the response of linear systems to complex signals. Singularity functions, orthogonal bases, Fourier synthesis of periodic signals. Exponential synthesis of aperiodic signals, double-sided Laplace transforms, Fourier transforms. Frequency response, time-bandwidth reciprocity, generalized modulation and sampling. A wide range of applications to engineering systems.

Prerequisites: EGR 226 and MTH 254.

EGR 345 Introduction to Fluid and Thermal Energy Transport (Core)

Fundamentals of fluid mechanics, properties of fluids, conservation principles; viscous and inviscid flow; laminar and turbulent flow; boundary layer theory; basic concepts of heat transfer; fundamental modes: conduction, convection, and thermal radiation; applications to problems of engineering interest.

Prerequisites: EGR 241 and MTH 254.

EGR 361 Mechanics of Materials (Core)

An introduction to the mechanics of deformable bodies; the distribution of stress and strain in beams, shafts, and columns. Both elastic and plastic materials are considered, including the effects of temperature change.

Prerequisites: EGR 115 and MTH 155.

EGR 372 Properties of Materials (Core)

The atomic, molecular, and crystalline structure of solids, including a description of x-ray analysis, metallography, and other methods for determining structure; correlation of structure with the electric, magnetic, and mechanical properties of solids.

Prerequisites: EGR 361 or consent of the instructor.

EGR 405 Special Topics

Advanced study in special areas. May be taken more than once.

EGR 409 Senior Engineering Project (2, 4, 6, or 8 credits)

Independent work on advanced laboratory projects; topics to be chosen by the student in consultation with an instructor. May be taken more than once.

EGR 426 Advanced Electronics

High frequency transistor behavior. Design of multistage transistor amplifiers. Modulation and demodulation, oscillators, resonant load amplifiers. Introduction to digital circuit design.

Prerequisites: EGR 226 and MTH 254.

EGR 431 Automatic Control Systems

Review of basic methods for determining the equations of motion of various types of linear components and systems. Transient response to deterministic inputs and the definition of Lagrangian stability. The root locus method. Open and closed loop frequency response. Bode and Nyquist diagrams. Compensating networks. Use of analog computers in control system design.

Prerequisites: MTH 255 and EGR 226.

EGR 432 Analysis of Nonlinear Systems

Analysis of first- and second-order nonlinear physical systems with many engineering applications. Piecewise-linear models for zero-memory systems. Phase-plane analysis for autonomous systems; singular points, equilibrium, limit cycles. Stability analysis via theorems of Poincaré, Lienard, and Bendixson. Perturbation theory with applications to both forced and autonomous systems, averaging methods. Subharmonics, jump phenomena, and frequency entrainment in forced systems.

Prerequisite: EGR 325.

EGR 445 Electric and Magnetic Fields

Introduction to the fundamental concepts of electric and magnetic fields. Fundamental laws, basic postulates, Maxwell's equations. Electrostatics, magnetic fields of steady currents, time varying fields, waves, transmission lines, reflection and refraction at interfaces, guided waves, radiation and elementary radiators. Use of computers for solution of practical problems.

Prerequisites: PHY 152 and MTH 254.

School of Engineering

EGR 448 Thermal Energy Transport

A continued study of the basic concepts, properties, and descriptions of the three fundamental modes of heat transfer (conduction, convection, and thermal radiation); theoretical, numerical, and analogical methods of analysis of steady, transient, single, and multi-dimensional problems; with laboratory.

Prerequisite: EGR 345, MTH 255, or consent of the instructor.

EGR 449 Fluid Transport

A continued study of the fundamentals of fluid mechanics and their applications; potential flow of inviscid fluids, laminar and turbulent boundary layer theory, compressible flow; similarity, modeling, and dimensional analysis.

Prerequisite: EGR 345, MTH 255, or consent of the instructor.

EGR 454 Direct Energy Conversion

Thermoelectric engines, thermionic converters, magnetohydrodynamic engines, photovoltaic effect and solar cells, free energy and fuel cells.

Prerequisites: EGR 241 and EGR 226.

Graduate Curriculum in Engineering

For detailed descriptions of graduate courses and admission requirements, see the *Graduate Bulletin*. The School of Engineering presently offers instruction leading to the degree of Master of Science in systems engineering. Options may be pursued in control and communication systems; energy systems; and electromagnetic and optical systems.

Graduate Course Offerings

EGR 500	Graduate Seminar
EGR 505	Engineering Design Project
EGR 510	Engineering Fields
EGR 520	Analysis and Synthesis of Linear Control Systems
EGR 521	Modern Topics in Control Engineering
EGR 530	Introduction to Random Signals and Systems
EGR 535	Large Scale Systems
EGR 540	Electromagnetic Signals and Waves
EGR 550	Coherent Optics
EGR 551	Convective Transport Phenomena
EGR 552	Thermal Transport Phenomena
EGR 555	Energy and Information Systems

SCHOOL OF PERFORMING ARTS

Officers of Administration

WILBUR W. KENT, JR.

Associate Dean

Officers of Instruction

DURWARD B. VARNER

Chancellor

B.A., Texas A & M; M.S., University of Chicago

DONALD D. O'DOWD

Provost

Professor of Psychology

A.B., Dartmouth College; M.A.; Harvard University; Ph.D., Harvard University

JOHN L. BROOME

Lecturer in Movement,
Academy of Dramatic Art

Classical Dance, Royal Ballet School; Diploma (Modern Dance), Jooss-Leeder School; M.R.A.D. (Honors), Royal Academy of Dancing, London

AUDREY M. BULLARD

Lecturer in Voice,
Academy of Dramatic Art

Diploma (Dramatic Art), University of London; L.R.A.M. (Teacher of Speech), Royal Academy of Music; Diploma (Voice Training and Diction), Central School of Speech Training and Dramatic Art; First Class Certificate, International Phonetics Association

WALTER S. COLLINS II

Professor of Music

Dean, Meadow Brook Summer School of Music

B.A., Yale University; B.Mus., Yale University; M.A., University of Michigan; Ph.D., University of Michigan

JOHN A. DENNY

Assistant Dean,

Meadow Brook Summer School of Music

B.M., American Conservatory of Music; M.M., American Conservatory of Music

JOHN B. FERNALD

Professor of Dramatic Art

Director, Academy of Dramatic Art

Director, Meadow Brook Theatre

Fellow, Royal Society of Arts, Great Britain

WILBUR W. KENT, JR.

Assistant Professor of Music

Associate Dean, School of Performing Arts

B.M.E., University of Kansas; M.M., University of Illinois

PAUL A. D. LEE

Lecturer in Acting,

Academy of Dramatic Art

Professional artist in residence; actor, director, dramatist

School of Performing Arts

CHRISTOPHER A. ROSS-SMITH

Lecturer in Voice,
Academy of Dramatic Art
B.A., Natal University, South Africa; Diploma (Speech and Drama), Rose
Bruford College, London; Fellow, Trinity College of Music, London

The School of Performing Arts provides intensive professional training for future performing artists with exceptional talent and potential. Programs of instruction in the School are practical; they concentrate upon the realities of requirement and opportunity in the contemporary world of the professional performing arts. The permanent faculty is supported by visiting artists of distinction, many of whom are successful performers with a vocation to teach. Some members of the faculty are also resident artists of the Meadow Brook Theatre or the Meadow Brook Music Festival. The professional training courses of the School of Performing Arts are thus doubly linked with current standards and current practices of the best professional artists.

All courses reflect the highest quality of training and, through specialized curricula and schedules, prepare young artists for careers on the theatrical or concert stage. Students' work concentrates on the development of skills of competence; the criterion of achievement is excellence in performance. Every effort is made to encourage in students a sense of the artist's responsibilities in society and to develop a concept of the performing arts as vital to the sound cultural health of society. Those who seek a place in the performing arts professions need the combination of artistic sensitivity and awareness with high achievement in performance capability which is engendered by such programs. Graduates who demonstrate exceptional abilities and who reach requisite standards of performance may be invited to join the professional performing arts enterprises on the campus of Oakland University.

The School of Performing Arts, through its relationship with resident performing artists in the Theatre and Festival, has launched two highly successful professional training courses: the Academy of Dramatic Art and the Meadow Brook Summer School of Music. The Academy of Dramatic Art offers an intensive two-year acting course which normally selects its faculty from professionals associated with the John Fernald Company of the Meadow Brook Theatre. A high standard of performance is expected in all aspects of the training, and those who demonstrate the required excellence are eligible for the Academy's Diploma in Dramatic Art. For six to eight weeks each summer, the Meadow Brook Summer School of Music offers a variety of courses which concentrate on training in choral, vocal, orchestral, and chamber music. These intensive courses are enriched by the close association of the School with members in residence of the Detroit

School of Performing Arts

Symphony Orchestra and with other artists of the concert stage appearing at the Meadow Brook Music Festival. Summer music students who demonstrate required levels of achievement are eligible for a certificate at the conclusion of the course.

The scope of the School of Performing Arts continues to broaden. Plans are under way for conservatories of music and of the dance, as well as for summer institutes in the other performing arts. As essential elements of a comprehensive enterprise in the performing arts, television and film are cited for later inclusion. Both present and future programs of professional training will extend and deepen the significant contribution Oakland University seeks to make to the larger community through its dynamic and diversifying center for the performing arts.

The faculty of the School of Performing Arts is authorized to develop its own standards for performance, curriculum, admission, and graduation. These standards reflect the realities of competitive professional performance. Moreover, experience shows that the more mature students derive most benefit from intensive training. Provided the student has a natural talent, the better his general education before entering professional training, the better is his chance of success. Candidates for admission must distinguish themselves in competitive performance auditions. It is not expected that students will undertake other academic work while training in the programs of the School of Performing Arts.

Oakland University provides a unique cultural and intellectual milieu for a School of Performing Arts. The confluence of the University's performing arts enterprises with its instructional programs of high quality ensures unusual advantages for students of the School.

The School of Performing Arts is concerned as well with the development of knowledgeable, alert audiences of tomorrow and endeavors to promote common understandings of artistic expression as a form of communication. When such communication takes place a contribution has been made to the future of the performing arts, and the making of such a contribution is part of the larger purpose of the University in entering this area.

Academy of Dramatic Art

John B. Fernald

Director

Members of the Faculty

John L. Broome
Audrey M. Bullard
John B. Fernald

Lecturer in Movement
Lecturer in Voice
Professor of Dramatic Art

School of Performing Arts

Paul A. D. Lee
Christopher A. Ross-Smith

Lecturer in Acting
Lecturer in Voice

The training of the Academy of Dramatic Art provides a practical approach to the professional theatre for students who intend to make their careers on the stage. Intensive training in voice and speech, movement, and acting technique are coordinated so that students may appear in public performance as soon as their professional attainment is provable. Performance in productions of the Studio Company is the goal to which Academy actors aspire.

A distinguished faculty, many of whom have served the Director during his long tenure as Principal of the Royal Academy of Dramatic Art in London, is chosen from among professional actors and directors with a vocation to teach. Specialized classes in style and technique complement the normal curriculum and have been given by such visiting members of faculty as Catherine Fleming, a voice coach to the National Theatre Company, London, and vocal adviser to Sir Laurence Olivier; Johan. Fillinger, distinguished Norwegian-American director and Ibsen scholar; Milo Sperber, actor-director and playwright for the British Broadcasting Corporation; and Eric Berry, senior member of the Meadow Brook Theatre Company and actor-director on Broadway and in American regional theatres.

Small classes of fifteen students permit close individual attention and cultivate the discipline necessary in the professional theatre. Full professional training requires a minimum period of two years, and candidates must be prepared to remain as full-time students for that period of time. Those who complete sixty credits and who satisfactorily pass each term's examinations are eligible for the Academy's Diploma in Dramatic Art. Provided the candidate has a natural talent for acting, the minimum educational requirement for entry is a high school diploma or its equivalent. Those who successfully pass competitive entrance auditions are admitted to the Academy in each of the three terms offered between early October and late June. The caliber of training, together with the stimulus of the close link with the John Fernald Company of the Meadow Brook Theatre, places graduates at an advantage in seeking professional employment. Outstanding graduates who reach requisite standards may be invited to join the resident company of the Meadow Brook Theatre and thus pass directly into the professional theatre.

All communications concerning the professional training course in acting, requests for the prospectus of the Academy, and requests for information on applications for audition should be directed to the Director of the Academy of Dramatic Art, Oakland University, Rochester, Michigan 48063.

Meadow Brook Summer School of Music

Walter S. Collins II
John A. Denny

Dean
Assistant Dean

The Meadow Brook Summer School of Music is committed to the value of providing for purposive musicians highly specialized and individualized opportunities of achieving new levels of excellence in performance. For six to eight weeks each year, the School offers intensive professional training in its Choral, Vocal, and Orchestral Institutes. In the Choral Conductors Workshop, an adjunct of the Choral Institute, students work with such eminent experts as Julius Herford, Weston Noble, Robert Shaw, Howard Swan, and Roger Wagner. The comprehensive offerings of all curricula make available training in private study, musicianship, analysis, techniques, and pedagogy.

A distinguished music faculty reflects the highest levels of professional expertise. It is assembled each summer from artist-teachers in national centers of excellence, from members of the resident Detroit Symphony Orchestra, from soloists at the Meadow Brook Music Festival, from other artists of the concert stage, as well as from the faculties of the Department of Music and the School of Performing Arts of Oakland University. The roster of artists who have taught in the Meadow Brook Summer School of Music includes Pierre Bernac, Sixten Ehrling, Eugene Istomin, Leonard Rose, Robert Shaw, Isaac Stern, Jennie Tourel, Roger Wagner, John Wustman, and members of the New York Pro Musica.

The Meadow Brook Summer School of Music achieves special distinction through its close association with the Meadow Brook Music Festival. Students are thus able to attend most rehearsals and concerts of the Detroit Symphony Orchestra in the Howard C. Baldwin Memorial Pavilion and such recitals as those given in the past by the New York Pro Musica, the Istomin-Stern-Rose Trio, the Cleveland Orchestra Trio, and other visiting soloists and ensembles. The Pavilion is also the site of performances given by the Meadow Brook Orchestra and Meadow Brook Chorus of the Summer School of Music. Chamber music and solo recitals of the School's Institutes may be heard in the handsome new Matilda Wilson Hall, home of the Meadow Brook Theatre and the University Art Gallery. This year the Festival includes a full week of performances by the American Ballet Theatre.

Each summer nearly five hundred students from across the nation and from many foreign countries are admitted to the Summer School of Music on the basis of competitive auditions. The records of successful candidates show that the more mature students derive most benefit from the vigorous professional train-

School of Performing Arts

ing provided by the Institutes. Students enrolled in the School comprise high school students who have completed the eleventh grade, college students, teachers, and mature professional musicians.

Address requests for the prospectus of the Choral, Vocal, and Orchestral Institutes to the Dean of the Meadow Brook Summer School of Music, Oakland University, Rochester, Michigan 48063.

DIVISION OF CONTINUING EDUCATION

Oakland University's Division of Continuing Education was, in September, 1958, the first of the academic divisions of the University to initiate its program. The Division offers a comprehensive and varied program of courses, conferences, and special events, all open to adults of the community it serves.

The University recognizes that education is a never-ending process. Because man never outlives his need for intellectual enlightenment in order to perform effectively his mature roles as worker, parent, and citizen, the University established the Division of Continuing Education. The program of the Division is thus an integral part of the University function. The University remains aware that the attainment of maturity through learning is never complete in the life of any individual. The pursuit of excellence is infinite; even the most dedicated student aspires to excellence he has not yet achieved.

Inherent in the philosophy of Oakland University is the wish to induce in students an insatiable hunger for more and more knowledge. Accordingly, the University extends to its graduates and to other members of the community maximum opportunity in a conducive environment and offers lively encouragement to all to continue their education throughout their lives.

The Division offers courses and conferences in professional and cultural subjects at a university level in content. The Division differs from other academic units of the University in that its only prerequisite for taking a course is the desire to learn.

A new series of courses is presented each term, and conferences on various subjects are held throughout the year. Currently, 200 courses are offered in the humanities, fine arts, business, engineering, government, and special skills.

In addition, the Division conducts numerous closed courses designed specifically to meet the needs of business, government, and social agencies. A Pre-College Study Center resident program is offered each summer to acquaint college-bound students with campus life, to sharpen their study skills, and to increase their proficiency in reading, composition, languages, and science. Opera workshops and preview lectures on the Meadow Brook Music Festival and the Stratford Festival Shakespearean plays are among the many cultural enterprises of the Division.

Conference subjects range from the problems of widows and divorcees to life insurance agency management. Local issues such

Continuing Education

as traffic safety and county home rule are studied by the officials and leaders of the community with the objective of mounting action programs leading to solutions or improvement.

The Division directs the Continuum Center for Women, which offers a unique and meaningful psychological testing program and specialized counseling service, and the Alumni Relations and Placement Departments. It also administers the Alumni Education Department, which counsels former students in their choice of purposeful and planned programs of lifelong learning.

Course catalogs and informational brochures on programs are available upon request. Call 338-7211, or write the Division of Continuing Education, Oakland University, Rochester, Michigan 48063.

Alumni Education

Oakland University graduates will find that many of the services and activities of the Alumni Education Department can make a valuable contribution to their post-collegiate careers. The Department provides resources to supplement the graduate's intellectual growth at home and on the job. It represents a growing community of college alumni who are attempting to meet the accelerating need of graduates to keep in touch with the ideals and standards of higher education. By extending Oakland University's resources to its alumni, the University has again affirmed its role as leader in diversified areas of continued learning.

Undergraduates should familiarize themselves with this office so that they may discuss the possibilities of long-range programs after graduation. The Department will assist them in anticipating and understanding the nature of their future work and the skills predictably requisite to becoming competent in their chosen fields. Senior-exit counseling allows the graduating senior to reflect upon his progress and to begin considering future alternatives for continued intellectual growth. Students will find discussing their anticipated educational objectives prior to a heavily scheduled senior year is both advantageous and meaningful. Opportunities exist for undergraduates to discuss the relationship of their education to their vocation through arranged meetings with former Oakland graduates who have experience both as student learners and as practitioners.

The Department serves as a clearing house for information responsive to the needs and requests of the alumni. It also is an advisement center for alumni desiring to locate persons, places, and things which are within their range of personal or professional interests. Presently, the Department administers the Oakland University Knowledge and Information Dissemination System

(OUKIDS), an experimental information system which selectively provides information designed to update the graduate's professional knowledge. The Department also maintains information on practitioners and their professional or trade associations and societies. Occasionally, a seminar, lecture, conference, or special activity is arranged.

These services are free to Oakland graduates and were instituted with the assistance of the Kellogg Foundation.

ADMISSION, ADVISING, REGISTRATION, AND GRADING

Requirements for Admission*

The University considers the best preparation for its work a program of studies at the high school level which consists chiefly of those fields that are fundamental to the liberal arts: English, mathematics**, foreign languages, social studies, and science. Students admitted to Oakland University are chosen on a selective basis; consideration is given to the candidate's high school academic achievement, recommendations, aptitude test scores, leadership qualities, interests, and educational goals.

Under the Michigan Association of Schools and Colleges Program, Oakland accepts students from among the *more* able graduates of accredited high schools without regard to the pattern of subject matter completed, provided they are recommended by their high school principals.

Application for Admission

Application forms, available from high school counselors or the University Director of Admissions, should be completed and submitted as early as possible in the senior year, and in any case before the end of the school year.

Students who are residents of the State of Michigan are strongly urged to present prior to registration either Scholastic Aptitude Test (SAT) results or scores from the American College Testing (ACT) Program. These test results will be used in advising students about courses of study and in assisting them to assess their qualifications for alternative course sequences within the curriculum. Students who are unable to submit results from either of the two national testing programs will be required to take tests at the University, administered by the Office of Psychological Services, prior to registration. There is a service charge for the University testing program.

*For requirements for admission to the Academy of Dramatic Art, write to the Academy of Dramatic Art, Oakland University, Rochester, Michigan 48063. For requirements for admission to the Meadow Brook Summer School of Music, write to Meadow Brook Summer School of Music, Oakland University, Rochester, Michigan 48063.

**Students planning majors in the sciences, mathematics, engineering, or business administration must present at least three years of mathematics (algebra, $1\frac{1}{2}$ units; geometry, 1 unit; and trigonometry, $\frac{1}{2}$ unit).

Application for Admission by Out-of-State Students

Out-of-state students must present with their application for admission either Scholastic Aptitude Test results of the College Entrance Examination Board or results from the American College Testing Program.

Application for Admission by Foreign Students

A student from abroad should write to the Director of Admissions, Oakland University, Rochester 48063, at least a year before the time he hopes to be admitted. He will be sent instructions and an application form, which he should complete and return at once. When the application is approved, he will receive a certificate of permission to enter the University. These forms will help the student in making application for his passport and a student visa.

Transfer Admission with Advanced Standing

A student is eligible to transfer to Oakland from another college only if he is entitled to an honorable dismissal without social or academic probation. He must complete an application form, have his dean of students complete the Personal Qualification form, and request the registrar of his institution to send an official transcript of his record. Each application will be considered on its merits.

Credit is granted for individual courses passed with a grade of "C" or better at accredited institutions, provided that these courses fit into the Oakland curriculum.

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.

Health Certification Requirement

As a condition of enrollment, all 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 Service prior to enrollment. If a student's form is not on file in the Health Service Office, he will not be permitted to register.

Orientation

Freshman orientation is designed to introduce new students to academic programs and to campus life at Oakland University. At orientation sessions entering students 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, participate 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 attending classes in the fall. A fee of \$35 is charged to cover the cost of freshman orientation.

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

Academic Advising

Every student is assigned to a member of the faculty who serves as his academic adviser.

Advisers for Freshmen

Academic advisers for first-year students are selected to provide special assistance to freshmen students because of the problems and opportunities that are unique to the freshman year. Specifically, some of the many functions of advisers for freshmen students 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 acquaintance with each advisee and to express concern for his academic and personal welfare.

Advisers for Upperclassmen

At the end of the freshman year each student is reassigned to an adviser in the department in which he intends to major. It is the adviser's function to help the student select his courses,

develop his educational objectives and career interests, resolve problems related to academic procedures, and derive the maximum benefit from his educational experience. It is the student's responsibility to consult with his adviser frequently and to get his adviser's approval for each semester's selection of courses.

A student may request a change of adviser at the Advising Office during the times posted each semester in the Schedule of Classes.

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

Readmission

A student whose registration at Oakland is interrupted for one or more semesters must be readmitted. Application should be made to the Dean of Students at least one month before re-entry. Students who have attended another college or university during their absence from Oakland must pay a \$10 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 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 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.

Petition of Exception

Any student may request a waiver or modification of specific academic requirements. A Petition of Exception should be filed on a form obtained from the Registrar's Office, countersigned by the student's academic adviser, and presented at the Registrar's Office. After making an endorsement, the Registrar will refer the petition to the dean of the appropriate school or college.

Change of Courses

To drop a course, a student must have the permission of both the instructor and his academic adviser. Denial of permission is to be subject to review by the dean of the appropriate school or college.

Courses may be dropped at any time up to the end of the ninth week of the semester. The only grade recorded by the Registrar for a course dropped during this period is an "N" grade (No grade). Courses approved for dropping before the close of the second week of classes will not be entered on the student's record.

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.

Repeating Courses

With permission of his adviser, a student may be allowed to repeat a course. No course may be repeated more than twice. The *last* grade earned in a course will be used to compute the student's grade point average. A fee of \$5 per credit is charged for all courses repeated.

Course Proficiency

Any student giving evidence of proficiency in a course in which he is not registered may be granted permission to demonstrate this proficiency upon petition to the appropriate department chairman or program director. If the results are satisfactory, he may receive exemption from this course but will receive no academic credit or grade for the course. (The failure to grant credit does not apply to courses completed in the Advanced Placement Program of the College Entrance Board.)

In exceptional cases and upon recommendation from the chairman or program director, the dean of the appropriate school or college may award credit, provided that such credit does not exceed 20 per cent of the credits earned for a degree at Oakland. The credit will be entered in the "transfer credit" column on the student's record.

Independent Study

A student wishing to participate in independent study off campus after two successful semesters at Oakland University should contact the chairman of his intended department or the Registrar for complete details on regulations governing this program. The following stipulations are a part of those regulations:

(1) Any undergraduate student in good standing will be eligible to participate in the program after the completion of two semesters in residence.

(2) A written proposal describing a course of activity will be prepared by a student applicant prior to beginning the program.

(3) This proposal and the off-campus work it describes must receive the support and involvement of at least three members of the faculty, and the approval of the dean of the relevant college.

(4) All arrangements for off-campus work must be completed and filed by the end of the advising period in the semester preceding the semester of off-campus study.

(5) It is expected that part of the preparatory work will include the designation of course equivalents totaling at least eight credits for the independent study to be accomplished. This is to be effected by negotiation with the supporting faculty members.

(6) Whenever credit is sought toward the completion of a major, the department, through its chairman, must agree to the value of the independent work.

(7) The Dean of Students' Office will require a release from parents absolving the University of responsibility for the well-being of students under twenty-one years of age while they are participating in off-campus independent study.

(8) The initial approval of a program for a student will be for one semester with the provision that the student may request an extension of the program for additional semesters.

(9) The student must be registered at Oakland University and pay the required fees during the period of independent study.

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Grades and Grade Point System

Oakland University uses a numerical grading system in which the scale of grades rises by tenths from 0.0 to 4.3. The grade of 0.0 carries no credit and constitutes a failure. The next four numbers in the scale (0.1, 0.2, 0.3, and 0.4) are not used. The grade of 0.5 is the lowest grade for which credit is assigned; however, grades from 0.5 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 4.3 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 0.5 to 1.9 must be compensated for by grades in the range of 2.1 to 4.3 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:

4.3 highest grade
4.0 excellent

Admission and Grading

- 3.0 good
- 2.0 satisfactory
- 1.0 inadequate but receives credit
- 0.5 lowest grade receiving credit
- 0.0 failure; no credit.

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 0.0 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 given only during the first nine weeks of the semester when a student drops a course or officially withdraws from school.

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 research undertaken.

"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".

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 by the total credits carried in all semesters. If a course has been repeated, only the credits carried and the points of the last grade earned are computed. Courses for which grades "I" 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 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 Probation and Dismissal Policy

A student's academic status may fall into one of three categories: (a) good standing, (b) probation, (c) liable for dismissal. These are defined as follows:

(a) Good standing—cumulative G.P.A. (grade point average) 2.0 or above.

(b) Probation—cumulative G.P.A. less than 2.0 but not less than the relevant G.P.A. listed below.

(c) Liable for dismissal—cumulative G.P.A. less than the relevant G.P.A. listed below.

Total Credits Attempted (Oakland University and Elsewhere)	CUM G.P.A.	Total Credits Attempted (Oakland University and Elsewhere)	CUM G.P.A.
4	1.20	44	1.60
8	1.24	48	1.64
12	1.28	52	1.68
16	1.32	56	1.72
20	1.36	60	1.76
24	1.40	64	1.80
28	1.44	68	1.84
32	1.48	72	1.88
36	1.52	76	1.92
40	1.56	80	1.96
		84 and above	2.00

1. The Academic Standing Committee will review the status of all students in categories (b) and (c).

2. The Committee may dismiss students in category (c).

3. The Committee may dismiss students in category (b) who are not making satisfactory progress towards a 2.0 cumulative average. Satisfactory progress is defined as an average semester increase in cumulative G.P.A. of 0.01 for each credit taken. That is to say, for example, an increase of 0.040 for a 4-credit course, or 0.16 for four 4-credit courses.

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 the Dean of Students unless he has been informed that he will not be considered for readmission.

Leave of Absence

A student may be granted a formal leave of absence for a specified period because of illness or personal problems, or to pursue his studies at a university in a foreign country. A student who is granted a leave of absence is able to return to the University by simply indicating his desire to re-enroll in a letter to the Dean of Students.

Withdrawal

A student withdrawing from the University must do so through the Office of the Dean of Students. The withdrawal must be presented to the Registrar for recording and authorization for any possible refund. Grades and refunds are determined according to the effective date of the withdrawal. All students who withdraw must obtain permission from the Dean of Students to register again.

When a student has so recorded official voluntary withdrawal from the University, his grades will be determined as follows:

- (a) Before the end of the first two weeks of classes, no grades will be recorded.
- (b) From the third week through the ninth, a grade of "N" will be given.
- (c) After the ninth week, a grade of "N" or 0.0 will be assigned by the instructor in consultation with the Dean of Students.

Scope of the Aid Program

Oakland University seeks to provide financial aid to worthy students who do not have sufficient funds to finance their education. This aid is offered in the form of scholarship grants, National Defense Education loans, and, in some cases, campus jobs.

Procedures for Application

The University is a member of the College Scholarship Service and requires the parents of all students seeking assistance to file a confidential financial statement with that organization. Submitting this statement is necessary in order that a need factor may be determined, and the form to be used may be obtained from the applicant's high school, from the University, or by writing to the College Scholarship Service, Box 881, Evanston, Illinois.

Because all awards are based on academic achievement and financial need, the stipends vary. Under this policy the University may make awards ranging from an amount equal to full tuition, room, and board, to a small honorary stipend. Also, this policy allows the applicant to be considered for all awards for which he is eligible. *Applicants therefore need not apply for a specific scholarship.*

Requirements for Retaining Aid

All financial aid awards at Oakland University will be subject to renewal each semester of attendance. A student who has maintained a cumulative grade point average of 2.5 or higher will have his aid automatically renewed through eight semesters of work as long as the need for financial assistance continues. It is expected that all students receiving financial aid will carry the normal load defined as 16 credits or more per semester. Rare exceptions to this requirement will be handled by a petition to the Financial Aids Committee.

Financial Aid for Freshmen

Nearly 400 awards ranging from \$50 up to the full amount of tuition are made each year. The amount of the award is based on need. In addition, Oakland University has a competitive scholarship 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 admitted to Oakland

Financial Aids

to participate in the competition. Winners for six premium scholarships are selected by a scholarship committee. Included in this group of scholarships is one General Motors scholarship with a stipend up to \$2000 per year for four years.

Financial Aid for Junior College and Transfer Students

Students who apply as transfer students from accredited public junior colleges in Michigan will be considered for all awards normally made available to freshmen. The same procedure for filing the parents' confidential statement with the College Scholarship Service should be followed. Transfer students from other four-year institutions are eligible for loan opportunities and campus work. Such students, however, do not qualify for scholarship grants until they have completed at least one year of academic work at Oakland University.

Special and Endowed Scholarships

The greater part of the funds available for Oakland's aid program has been raised by the Oakland University Scholarship Committee, a dedicated group of women in the greater Detroit area. Scores of individuals, groups, and companies have provided funds in varying amounts for other awards to help deserving students. Unless otherwise noted, all scholarships are awarded by a University scholarship committee and may be renewed each year throughout the recipient's college career if he maintains a satisfactory record.

Mr. and Mrs. Benjamin Anibal Scholarship

This endowed scholarship is to be awarded to a student in engineering.

Mary Fogarty Anibal Memorial Scholarship

This fund has been established in memory of the late Mary Fogarty Anibal. Earnings will be used to support an endowed scholarship.

Alvin M. Bentley Foundation Scholarship

A one-year award is made to a Michigan high school graduate. The amount of the scholarship is up to \$750 for a resident student or up to \$500 for a commuting student.

Campbell-Ewald Scholarship

This endowment fund was established to support the general scholarship fund.

Consumers Power Scholarship

An annual one-year scholarship of \$300 is awarded to a freshman student coming from an area served by Consumers Power Company.

The Harlow H. Curtice Memorial Scholarship

This award was established to honor the late Harlow H. Curtice, President of General Motors Corporation.

Detroit Edison Scholarship

One annual award of \$400 is made to a freshman student coming from an area served by Detroit Edison Company.

George H. Gardner Scholarship Fund

This fund will provide a scholarship award of approximately \$750 for a student from the local area.

General Motors Scholarship

One award is made each year to an entering student under the nationwide scholarship program of the General Motors Corporation. The award is worth from \$200 to \$2,000 a year, depending on need.

The Mrs. C. Allen Harlan Scholarship

An annual award is made to an entering freshman.

The Ormond E. Hunt Memorial Fund

A fund established in memory of the late Ormond E. Hunt supports an endowed scholarship for a student in engineering.

E. F. Johnson Memorial Scholarships

Three \$500 scholarships are awarded annually to students in engineering. These scholarships have been established by the Mary Louise Johnson Foundation to honor the contribution made by Mr. Johnson to the business climate of our community.

Isaac Jones Scholarship Fund

This fund was established in memory of Isaac Jones, the first Negro graduate of the University. The Isaac Jones Scholarship will be awarded annually to a promising Negro student.

Mr. and Mrs. Roger M. Kyes Scholarship in English

One award worth approximately \$400 a year is given annually to an upper-class student majoring in English.

Mildred Byars Matthews Memorial Scholarship in Art History

This fund has been established in honor of a former member of the faculty of Oakland University to create an endowed scholarship for an outstanding art history major.

Pontiac Central High School Scholarship

Established by Pontiac Central High School students, this award of approximately \$250 a year is made annually on the basis of competitive examination. Both entering and enrolled students

Financial Aids

who are graduates of that high school are eligible.

Village Woman's Club of Birmingham Scholarship

An award is made to a woman student from Oakland County.

A. Glen Wilson Endowment Fund

This endowment fund was established to yield earnings to benefit the general scholarship fund.

Alfred G. Wilson Honor Scholarship

Established in memory of the late Alfred G. Wilson, this award is worth up to \$1,000 and will be presented annually to an incoming freshman who may retain the scholarship for four years if his scholastic record is maintained and if financial need exists.

Matilda R. Wilson Honor Scholarship

Established by the Friends of Oakland University, this award is worth up to \$1,000. The award is made each year to an incoming freshman who may retain the scholarship for four years if his scholastic record is maintained and if financial need exists.

Thomas E. Wilson Scholarship

This endowment fund was established to support the general scholarship fund.

Loans

Several loan funds are available for assistance to students in good standing on the basis of need. The University participates in two government programs, the National Defense Education Act Program and the Federal Guaranteed Loan Program, both of which offer loans at low interest rates and long repayment periods.

Short-term loan assistance is provided from the following funds:

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

Henry Tiedeman 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

Woman's Literary Club of Pontiac Loan Fund

John A. MacDonald Loan Fund
Lathrup Village Women's Club Loan Fund
Piety Hill Chapter of the Daughters of the American Revolution
of Birmingham Loan Fund
Paul Solonika Loan Fund
Wm. Spickler Memorial Loan Fund

Part-Time Employment

Although demand almost always exceeds supply, on-campus jobs of varying kinds and durations have been provided for over 700 students at some time during each school year. Many of these jobs have been incidental to special occasions or projects. Students who wish employment should register with the Financial Aids Office. Most students who have part-time employment work between 10 and 20 hours per week.

A student who works 2 hours a day or 10 hours a week may earn up to \$210 per semester.

TUITION AND 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 may make change necessary. All charges are assessed and payable in U.S. dollars. Checks and money orders should be made payable to Oakland University. Course fees, tuition, housing fees, and incidental fees quoted below are applicable to undergraduates and graduates in degree programs. For charges applicable to students in the School of Performing Arts, see the prospectus of the Academy of Dramatic Art and the prospectus of the Meadow Brook Summer School of Music. For charges applicable to students in the Division of Continuing Education, see the catalog of the Division.

Course Fees and Tuition Charges

Tuition is assessed each semester on the basis of the credit value of the courses carried, as follows:

		Michigan Residents*		Out-of-State Residents
	Regular Fees	Net Payment after Fee Reduction Based on 1967 Parental Income		
Undergraduates		\$18,400-\$12,300	\$12,300 or less	
10 crs. or more	\$295 ^a	\$295 ^a -\$192 ^a	\$192 ^a	\$645 ^a
7-9 credits	221 ^b	221 ^b - 144 ^b	144 ^b	484 ^b
5-6 credits	177 ^b	177 ^b - 115 ^b	115 ^b	387 ^b
3-4 credits	118 ^b	118 ^b - 77 ^b	77 ^b	258 ^b
1-2 credits	74 ^b	74 ^b - 48 ^b	48 ^b	161 ^b
Graduates		\$19,400-\$14,800	\$14,800 or less	
10 crs. or more	\$310 ^c	\$310-\$230 ^c	\$230 ^c	\$660 ^c
7-9 credits	233	233- 173	173	495
5-6 credits	186	186- 138	138	396
3-4 credits	124	124- 92	92	264
1-2 credits	78	78- 57	57	165

*Students who are Michigan residents and are not receiving scholarships and grants of \$151 or more per semester may apply for a reduction in fees if their parents' 1967 "total" income is less than \$18,400 (\$19,400 for graduates) or if two or more members of the same family are students at Oakland University. If on the basis of final fee assessment it becomes apparent that additional financial need exists for students who receive scholarships or grants of \$151 or more, supplementary financial aid may be awarded.

^aFull-time undergraduates are charged an additional \$13. (\$5 health fee, \$5 activity fee, \$2 publication fee, and \$1 Wilson Memorial Library fee.)

^bPart-time undergraduates are charged an additional \$2 publication fee.

^cFull-time graduates are charged an additional \$5 health fee.

Course fees and tuition charges are payable at the time of registration. The times of payment of other fees and deposits are noted below.

Course Fee Deposit

Within three weeks after notification of admission, a deposit of \$50 must be paid which will be applied to tuition. One-half of this deposit is refundable if a student notifies the University before April 1 that he does not intend to enroll. *No refunds* will be made after that date.

Other Fees

Processing Fees

A fee of \$10 must accompany all applications for admission. This is a processing fee and is *not refundable*.

Late Credential Fee

A fee of \$5 is charged students who fail to file credentials before 5 p.m., seven days before the first day of registration.

Late Registration Fee

Students registering or paying fees after the regular registration date are required to pay an additional, non-refundable fee of \$15 for the first day, plus \$5 a day until a maximum of \$25 is reached.

Orientation Fee

A fee of \$35 is charged to all freshmen students to cover the cost of the three-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 of automobiles on campus is regulated by the University's Department of Public Safety. A yearly parking fee is payable at the time of registration.

Repeat Course Fee

An additional fee of \$5 per credit is charged for all courses repeated. A student who has received an "N" grade (No grade) in

Tuition and Fees

any course will not be charged the repeat course fee for that course.

Housing Fees

The fee for room and board is \$482.50 per semester. For details on payment, contracts, facilities, furnishings, and accommodations, see pp. 204-6.

Housing Deposit

Requests for housing reservations should be addressed to the Admission Office and must be accompanied by a \$25 deposit. For the Fall Semester, this deposit is refundable up to July 1, if the University is notified prior to that date that the student does not intend to take up residence. This deposit is held on account as long as a student resides in University housing. *It does not apply toward the housing fee.* For further information on refund policies, see pp. 205-6.

Refunds of Course Fees, Tuition, and Housing Fees

A student who withdraws voluntarily before the eighth week of the semester will receive a refund of one-half of his course fees. The student must present to the Registrar's Office an official withdrawal slip, his fee receipt, and his identification card. No refund will be given after this time. A student dropping a course (before the eighth week) which puts him in a lower fee category will receive a refund of half the difference between the two fee groups. No refund will be given after this time. Housing fees are refunded on a prorated basis.

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 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 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 residence 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 is moderate. For a commuter student who is a resident of Michigan, the total cost of tuition, books, lunches, and transportation may vary from \$487 to \$590 per semester, depending on family income.

The same basic costs for a Michigan student living on campus vary from \$724.50 to \$827.50 per semester for tuition, books, room, and board. For an out-of-state student living on campus the same items would cost about \$1,177.50 per semester.

A table of estimated basic expenses for a semester, which does not include such items as laundry, transportation to and from home for students living on campus, clothing, or incidental spending money, follows:

Estimated Expenses—Per Semester

	Michigan		Out-of-State
	Commuter	Resident	Resident
Tuition and Course Fees	\$295*	\$295*	\$ 645
Books and Supplies	50	50	50
Board and Room		482.50	482.50
Local Transportation	200		
Total	\$545	\$827.50	\$1,177.50

*To qualify for reduced fees, a student must submit a copy of his parents' most recent federal income tax return and all relevant W-2 forms.

STUDENT HOUSING: FACILITIES AND COSTS

Residence Halls

The University maintains seven residence halls which house about a third of the student body. The residence halls, all built in the last seven years, are attractively grouped on spacious wooded grounds overlooking a small lake. They are all within convenient walking distance of classroom buildings, the Kresge Library, the Oakland Center, and the gymnasium. Students are encouraged to live in these facilities in order to take full advantage of the activities and resources of the University community. A wide variety of accommodation is offered. Anibal House, 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 resident advisers. Hill House and Van Wagoner Hall are six-story units, each containing 100 double rooms, a lobby, lounge, recreation room, and a resident adviser's apartment. Vandenberg Hall, completed in 1966, is a seven-story, twin-tower structure. It contains 285 double rooms, kitchen and dining facilities for 1,700 students, student lounges, multiple-use areas, study and seminar rooms, and recreation areas. Anibal House and Hill House are women's halls; Fitzgerald House and Van Wagoner Hall are men's units. Pryale House and Vandenberg Hall are coeducational units in which men and women share academic, study, dining, and recreational facilities. The newest facility, Hamlin Hall, completed in 1968, is also coeducational and houses 676 students. This residence is distinguished by a unique suite plan of accommodation. A nine-story hall, it has a main lounge with fireplace, other lounges on each floor, and large multipurpose areas.

Students enrolled in Charter or New College live in Vandenberg Hall, and the offices of these colleges are in the same hall.

General Policy

The University requires that all full-time unmarried students (that is, unmarried students registered for 12 or more credits) who are under the age of twenty-one and who do not commute from the residence of their parents or legal guardian must live in University housing. However, seniors under twenty-one years of age and students who will attain the age of twenty-one during the Fall or Winter Semester may live in housing off campus with parental consent. 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.

Application for Room

New students should request a housing reservation through the Admissions Office. A housing deposit fee 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. Upon a student's acceptance at Oakland, his reservations will be processed by the Housing Office. Notification of hall assignment will be given approximately four weeks before the beginning of each semester. Room assignments will be announced after the student's arrival on campus. Returning students may renew housing contracts through the Housing Assignment Office, 125 Vandenberg Hall.

Refunds of Deposits

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, December 1 for the Winter Semester, April 1 for the Spring Session. Any requests for refunds of deposits after these dates will not be granted, nor will reservation deposits made after the required dates be subject to refund if a student does not register and take up residence.

Check-in

Students may occupy their rooms beginning with the day preceding registration of the Winter Semester and Spring Session and, for the Fall Semester, beginning with the day of the Freshmen Convocation. Rooms and board are not provided during official recesses as listed in the University calendar or between semesters.

The first meal served in the Winter Semester and Spring Session is breakfast on the first day of registration. In the Fall Semester, the first meal is breakfast served on the day after the Freshmen Convocation. The last meal of any semester is breakfast following the last day of examinations. Meals are served in cafeteria style in the Oakland Center or in Vandenberg Hall.

Furnishings, Facilities, Services, and Personnel

Rooms are furnished with study desks and lamps, chairs, bookshelves, wastebaskets, bulletin boards, single beds, pillows, dressers, wardrobes, Venetian blinds, and telephones.

Student Housing

A weekly change of linen (two sheets, one pillowcase, two bath towels) is provided. Students may provide for themselves such items as blankets, bedspreads, throw rugs, draperies, etc. Lamps, electric blankets, clocks, radios, television sets, and record players are allowed subject to safety regulations and to the limitations of space. Student lounges are equipped with television.

Although general maintenance is provided by the University, students must assume responsibility for keeping their rooms in good order. Coin-operated washers and dryers are available in addition to free ironing facilities. Mail is picked up and delivered twice daily.

A head resident and student resident assistants live in each hall to provide leadership and direction in the personal welfare and extracurricular life of each student.

Housing Fees and Contracts

The fee for room and board is \$482.50 per semester. If a student signs a housing contract at any time 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 Session, it is binding for a single semester or session only. Room and board fees are payable on or before the registration date of each semester or, in case of need, in three allotted payments, the first due at registration and the second and third on the first day of each of the next two months. If students withdraw from the University, housing fees are refunded on a prorated basis.

Off-Campus Housing

Any inquiries about off-campus housing should be directed to the Housing Office, 202 Wilson Hall.

STUDENT SERVICES

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

Dean of Students

The primary objective of the Office of the Dean of Students 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 Office include: general counseling; academic advising; administration of academic standing, withdrawal, and readmission policies; student housing; financial aids; student health; physical education; and operation of the Activities Center, 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 the Office of the Dean of Students.

Because the services and agencies of the Office of the Dean of Students 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. 188-89; for information on academic standing, withdrawal, and readmission policies, see pp. 189-94; for information on student housing, see pp. 204-6; for information on financial aids, see pp. 195-99; for information on student health, see p. 208; for information on physical education, see pp. 212-13; for information on the various facilities and activities in the Oakland Center, see pp. 213-14.

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 Rooms 311 and 314, Wilson Hall, and students may arrange appointments either directly or through referral by their

Student Services

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 Writing, in which "S" (satisfactory) or "U" (unsatisfactory) grades are awarded.

Grades awarded in Freshman Exploratories reflect the grades awarded in ENG 009.

Health Service and Student Insurance

The Health Service, located in a building north of Wilson Hall, provides limited medical treatment for full-time students. The twenty-two-bed infirmary will be open twenty-four hours a day, seven days a week except for certain stated times. Clinic hours and other details concerning the facilities of the Health Service are explained in a special brochure available to all students.

All students are encouraged to have adequate medical insurance. Information concerning student insurance is mailed to all students in August and January. The University encourages each student to have adequate medical coverage either through a family plan or through the student insurance plan.

Psychological Services

The Office of Psychological Services is designed to help the Oakland student with problems in academic, vocational, or personal areas. This Office is staffed with clinical psychologists trained to provide a wide range of testing and counseling to meet the needs of the individual student. The Office is also responsible for all non-instructional testing for entrance purposes and for orientation of new students. Service is available by appointment.

Continuum Child Care Center

While attending classes or participating in other campus activities, students who have pre-school children may leave them for a small fee at the Child Care Center. Complete information may be obtained from the Continuum Center. (See p. 184.)

Placement Office

The Placement Office provides assistance to graduating seniors interested in career-oriented employment in industry, business, government service, and some professional fields. It also assists with the placement of candidates for elementary and secondary teaching positions.

The Placement Office provides an occupational guidance and counseling service for all students who wish assistance in making a decision regarding a choice of careers. A placement library containing descriptive material on career opportunities in most fields and professions is maintained for students' use.

Another service performed by the Office is alumni placement. Information on career-oriented summer or part-time employment is also compiled and disseminated by this Office.

Alumni Relations

The Alumni Relations Office publishes regular issues of the *OU Alumni News*, conducts an annual alumni reunion at the time of the Meadow Brook Music Festival, administers the alumni fund drive, and maintains records of the alumni.

An Alumni Council composed of Oakland graduates works closely with the Alumni Relations Office in establishing alumni policies and procedures.

Veterans' Benefits

Students eligible to attend the University under the various Public Laws providing veterans' benefits should keep in close contact with the Office of the Registrar. This Office provides advice and assistance to eligible veterans and is responsible for reporting to the Veterans' Administration.

Selective Service

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

STUDENT LIFE

Since intellectual and personal development derives from the student's cultural, social, and recreational activities as well as from his 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, but 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, share, 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 Government

A substantial segment of student life at Oakland University is attached to an active group of student organizations. Student interests in relation to the whole University community are represented through the Student Activities Board, the Commuter Council, the Inter-Hall Council and through student membership on significant all-University committees and the University Senate. The University Senate is the prime legislative body recommending to the Chancellor all policies concerned with academic matters, with administration, and with student life.

The Student Activities Board is elected and assumes the responsibility for coordinating campus activities, for allocating funds accruing from the student activities fee, and for making and implementing plans for campus-wide activities. The Board represents the Oakland University student body on all issues pertaining to student activities. The Commuter Council is an elected representative body whose primary function is to provide means of involving commuter students in extracurricular campus programs and in the decision-making process. The Inter-Hall Council consists of elected representatives of the various residence halls. The Council gives resident students a voice in the administration of the halls and in general University matters; it also directs the programming of significant inter-hall activities.

Clubs and Organizations

Student activities at Oakland University are diverse and stimulating. The Student Activities Board sponsors or coordinates film series, lectures, and such major events as Mrs. Wilson's Birthday Weekend, the annual Snow Carnival, the Chancellor's Ball, and the Fine Arts Festival. Students have formed a variety of academic, religious, performing arts, political interest, and service organizations. These clubs and organizations all play an important role in campus life and serve to supplement the University's other social and cultural programs and enterprises. Participation in all clubs and organizations is open to all Oakland University students.

Student organizations of general interest to the campus community include the Dormitory Social Committee, the Dramatic Arts Film Society, and the Association of Women Students. The Dormitory Social Committee sponsors special social and cultural activities primarily for resident students, such as informal coffee hours with faculty members; the presentation of plays and poetry readings; parties and dances. The Dramatic Arts Film Society supplements the regular University film series by sponsoring classic foreign and American motion pictures. The Association for Women Students is an organization concerned with activities for all women students, both resident and commuter.

Dramatics, Dance, and Music

The annual Fine Arts Festival is the cultural high point of the student year at Oakland University. Through the extensive efforts of students and faculty, programs of drama, dance, and music and shows of visual arts are presented. The best contributions from within the University community and from the outside are assembled for a week of superb entertainment and education.

The Student Enterprise Theatre (S.E.T.) presents one play each semester. Recent productions include Albee's *The Sandbox*, Lorca's *The House of Bernarda Alba*, *Stop the World I Want to Get Off*, and *J.B.* With the help of its professional adviser, S.E.T. enables students to learn acting, directing, production, set designing and construction, lighting, and costuming. Productions are given in the Barn Theatre, a unique theatre designed and constructed by students and located on the Oakland University campus.

Oakland students may participate in various music groups. The largest of these groups is the University Chorus which consists of 150 voices and has performed major choral works both on and off the campus with groups such as the Minneapolis, Detroit, Pontiac, and Saginaw symphony orchestras. Among works re-

Student Life

cently performed are Handel's *Messiah*, Brahms' *Song of Fate*, Stravinsky's *Symphony of Psalms*, and Vivaldi's *Gloria*.

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. The *Oakland Observer*, the *Ascendant*, and the *Oakland Review* are currently being published regularly. The *Observer* is published in newspaper form once each week during the regular academic year. The *Ascendant* is the University yearbook. The *Oakland Review* publishes analytical research and critical articles written by Oakland University undergraduates. Students are invited to submit their writings, and faculty members are encouraged to recommend students' work for consideration by the *Oakland Review* editorial board. These publications are written, edited, and published by students under the general guidance of appointed faculty and staff advisers.

The Physical Education Program

The Sports and Recreation Building provides a range of facilities for recreation; activities in seven different sports can be carried on simultaneously. The building houses a collegiate-sized swimming pool with diving area; courts for tennis, handball, badminton, squash, and basketball; equipment for boxing, wrestling, fencing, gymnastics, weight lifting, and modern dance. There are also outdoor courts, playing fields, and a ski slope with tow.

Oakland University's voluntary physical education program encompasses sports clubs; instruction in sports; spontaneous and planned recreation; 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 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 certain individual and team sports are encouraged to train for, to practice for, and to compete in regularly scheduled intercollegiate contests in cross country and soccer 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 and Summer Sessions.

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. 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 friends of the University. The facilities in the Oakland Center include the Activities Center, the University Book Center, the Grill, meeting rooms, a lounge, two

cafeterias, a faculty-staff dining room, a barber shop, a dry cleaners, and an information desk where miscellaneous items such as candy, magazines, and newspapers are available. The Book Center is the campus source for books and general supplies. The Grill, with its own outdoor patio and an informal atmosphere, offers short orders, fountain items, and snacks.

The Activities Center serves as a coordinating bureau for extra-curricular programs designed to enrich the cultural-social life on campus. The Activities Coordinator works closely with student organizations in the planning and implementation of their programs. The Activities Center also comprises quarters for official student groups; an exhibit area; student publications offices; and the master calendar of campus-wide social and cultural events. A ticket desk for a variety of events (theatre, sports, music, etc.) in the greater Detroit metropolitan area is also an integral part of the Activities Center. Closely tied to the Activities Center is the student-operated Pickwick Club which presently supervises the billiards and ping-pong facilities in the Oakland Center.

Meadow Brook Music Festival

The Meadow Brook Music Festival, held each summer in the Howard C. Baldwin Pavilion of Oakland University, is now internationally recognized. Under the direction of Sixten Ehrling, the Detroit Symphony Orchestra is annually in residence on campus for the eight weeks of concerts. This year, the Orchestra will be joined by soloists Vladimir Ashkenazy, Philippe Entremont, Gregor Piatigorsky, Anna Moffo, Leonard Rose, and others and by guest conductor André Kostelanetz. Again this season the Festival has commissioned a major work by a contemporary composer, Lester Trimble. Visiting artists in past seasons have included Isaac Stern, Claudio Arrau, Jerome Hines, Eugene Istomin, Jan Peerce, Maureen Forrester, and Van Cliburn.

This year, for the first time, the Festival has been broadened to include the dance, as the American Ballet Theatre, in residence for a week with a company of ninety, gives six performances of classical and contemporary ballets.

Running concurrently with the Festival, the Meadow Brook Summer School of Music of Oakland University's School of Performing Arts presents special performances by its own Orchestra and Chorus and programs of chamber and other music by visiting ensembles and artist-teachers. Recently the School has sponsored concerts by the New York Pro Musica, the Cleveland Orchestra Piano Trio, and the Istomin-Stern-Rose Piano Trio.

Meadow Brook Theatre

The John Fernald Company of the Meadow Brook Theatre is a resident repertory company of distinguished British and American actors under the artistic direction of John Fernald. Mr. Fernald was for ten years Principal of the Royal Academy of Dramatic Art in London. A man of the theatre of internationally recognized distinction, he has directed over three hundred plays in London and on Broadway. At Oakland University Mr. Fernald is Director both of the John Fernald Company and of the Academy of Dramatic Art.

During its highly successful first two seasons, the Meadow Brook Theatre has staged classics of British drama—Shakespeare, Wilde, Shaw—and plays by a range of European dramatists—Ibsen, Chekhov, Brecht, Anouilh, Sartre, and Frisch. During the last season, the Company also won national acclaim for its provocative production of a new American play on a civil rights theme, *And People All Around* by George Sklar. In 1968-69 the Meadow Brook Theatre season will run from October to June, and the Company plans to produce American, British, and French drama including plays by Shakespeare, Shaw, Pinero, O'Neill, Giraudoux, and the world premiere of a contemporary black comedy, *The Second Coming of Bert*, by Ronald Chudley, a young Canadian actor and playwright.

Art Exhibitions; The University Art Gallery

The Department of Art is the principal sponsor at Oakland University of exhibitions of painting, sculpture, and graphics. It presents several changing shows annually in the University's Art Gallery in Matilda Wilson Hall, which also houses the beginnings of a significant permanent and extended-loan collection. The latter has been generously provided by private collectors in New York, the Detroit-Birmingham area, and elsewhere. The Detroit Institute of Arts often cooperates with the University Art Gallery in the presentation of special material. Both the changing exhibitions and the permanent collection stress recent twentieth century art and the sculpture of primitive peoples (especially those of Africa, Oceania, and the pre-Columbian Americas). During the last two years, the Gallery has presented, among other major showings, the Richard Brown Baker collection and the collection of Mr. and Mrs. S. Brooks Barron, both in the area of contemporary art, and an exhibition of African Art drawn principally from gifts given to Oakland University by Governor G. Mennen Williams, Mr. and Mrs. Ernst Anspach, and Dr. and Mrs. Hilbert DeLawter.

Internationally known art historians and artists appear at Oakland. Michigan's first professionally directed art "happening" was arranged on this campus by the Department of Art. The first honorary doctoral degree awarded by Oakland University to a practicing distinguished

Student Life

scholar was conferred upon an art historian, Dr. Meyer Schapiro of Columbia University.

Each year the University Art Gallery also presents, usually in cooperation with the Fine Arts Festival, an exhibition of the best creative work by students of the Department of Art who are enrolled in studio art classes.

University Speakers Series

Oakland University invites to its campus each year outstanding scholars, authors, leaders in public life, and moulders 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. Speakers on previous series have included Bernard Fall, Roy Wilkins, Han Suyin, John Kenneth Galbraith, Charles Frankel, Arthur Larson, and Felix Greene.

Administrative Offices

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Ronald C. Horvath	Admissions Counselor
William H. Jones	Associate Director of Admissions
Jerry W. Rose	Assistant Director of Scholarships

Alumni Education

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Robert Ruskin	Assistant Director

Book Center

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Ronald M. Maierle	Accountant, Oakland Center
Robert J. McGarry	Chief Accountant
William F. Stroud	Cashier and Voucher Auditor

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Herbert N. Stoutenburg, Jr.	Assistant to the Chancellor for Administration

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Clifford H. Morris	Systems Analyst
James Porritt, Sr.	Operations Manager
Robert E. Reitz	Systems Analyst
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Continuum Center for Women

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Lee H. Santiwan	Employment Adviser
Gerald Self, Ph.D.	Psychologist
Lucille M. Smith	Director, Child Care Center
Elizabeth B. Wright	Volunteer Adviser

Dean of Students

Thomas B. Dutton	Dean of Students
James R. Appleton	Associate Dean of Students, Dean of Men, and Director of Housing
Patricia M. Houtz	Associate Dean of Students and Dean of Women
Lynne M. Howe	Coordinator, Student Activities
Manuel H. Pierson	Director of Special Projects
Fred W. Smith	Associate Dean of Students and Dean of Freshmen
Thomas H. Zarle	Assistant in Student Affairs and Foreign Student Adviser

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Gladys B. Rapoport	Financial Aid Officer
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Food Service

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David Stafford	Manager, Oakland Center Food Service

Grounds and Landscaping

Frederick Duranceau	Director
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Health Service

Arthur R. Young, M.D.	University Physician
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D. V. N. Reddy	Assistant Director

Institutional Research

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Nancy S. Covert	Circulation Head
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Margaret S. McDonald	Catalog Librarian
Martha Ann Mueller	Head, Serials Department
James N. Myers, Jr.	Acquisitions Librarian
Edith T. Pollock	Order Section Supervisor
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Meadow Brook Music Festival

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Marion A. Bunt	Assistant to the Director
Bernard L. Toutant	Assistant to the Director

Meadow Brook Summer School of Music

Walter S. Collins II	Dean
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Meadow Brook Theatre

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Donald Britton	Company Manager
Edgar A. Guest III	Director of Group Sales
Jane Mosher	Director of Theatre Relations

Oakland Center

Edward E. Birch	Director
Alan Scott	Coordinator of Special Projects in Student Affairs

Oakland University Foundation

Mary June Bennett	Director, Community Relations
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F. Edward Rice, Ph.D.	Clinical Psychologist
Rodney A. Zegers, Ph.D.	Clinical Psychologist
L. Jerome Fink, M.D.	Consultant Psychiatrist
Morris Frumin, M.D.	Consultant Psychiatrist
Ralph S. Green, M.D.	Consultant Psychiatrist
Michael Kaprielian, M.D.	Consultant Psychiatrist
Hubert Miller, M.D.	Consultant Psychiatrist
Norman T. Samet, M.D.	Consultant Psychiatrist

Public Safety

Thomas D. Strong	Director
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David H. Jones	Purchasing Agent
Gerald S. Redoutey	Assistant Purchasing Agent

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Thomas H. Atkinson	Registrar
Hilda F. Hicks	Recorder

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Lawrence Sullivan	Director of News Service

Oakland University Foundation

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D. B. VARNER
ex officio

UNIVERSITY COMMITTEES

(Membership April, 1968)

University Senate Standing Committees

ACADEMIC POLICY: Burke (chairman), Hetenyi, Lowy, O'Dowd, Shank, R. Williamson

ACADEMIC STANDING AND HONORS: DeMent, Dutton, Marz, McKay (chairman), O'Dowd, Velinsky

ADMISSIONS AND FINANCIAL AIDS: G. Brown, Cafone (chairman), Coffman, Dettman, Haskell, Kent, Rapoport

ATHLETICS: Davis (chairman), Dutton, E. Johnson, Langer, Lepley, Schillace, Tipler

FACULTY AFFAIRS: Gaylor, Iodice (chairman), Mazzara, Thomas, W. Wilson

GRADUATE STUDY: Akers, Butler, Howes, Kleckner, Righter, P. Tomboulion (chairman), Torgoff

LIBRARY: Bantel, Boddy, Butler, Galloway, Hoopes (chairman), Malm, Matthews

LONG-RANGE PLANNING: Attwood, Beardslee, Chernow, Gibson, Hetenyi, Matthews, O'Dowd (chairman), Pino, H. Smith

RESEARCH: Hahn, Harding (chairman), Hill, Howes, Mittra, Pino, Schwab

STEERING COMMITTEE: Atkinson, Hammerle, P. Johnson, O'Dowd (chairman), Righter, Torch, R. Williamson

STUDENT PUBLICATIONS: Bryant, Delauney, Dutton, Hough, Lyons, (chairman), Richter, Sturmer

Special University Committees

COMMITTEE ON STUDENT CONDUCT: J. Appleton, DeMent, Fine, Forbes, Hirschfeld, Houtz, Ivory, Shank (chairman)

COMMISSION ON STUDENT LIFE: J. Appleton, S. Appleton, Brieger, H. Burdick, Coffman, Colton, Dutton, Goodenow, Howes (chairman), Meldrum, Pfeiffer, Righter, Shank, Tipler, Torch, White

Other University Committees

ELECTIONS COMMITTEE: P. Johnson, Kleckner (chairman), Langer, Linsalata

TENURE AND APPOINTMENT POLICY COMMITTEE: Bantel, Chernow, Gibson, Hammerle, Harding, Hetenyi, Hoopes, P. Johnson, Matthews, O'Dowd (chairman)

COMMITTEE TO SELECT CANDIDATES FOR GRADUATE SCHOOL FELLOWSHIPS:
Brieger, Hoopes, Seeber, F. Smith (chairman)

STANDING COMMITTEES OF THE COLLEGE OF ARTS AND SCIENCES

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WATSON SQUARE EAST

To Baldwin Memorial Pavilion



OAKLAND UNIVERSITY

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7. Anibal House
8. Sports and Recreation Building
9. Hill House
10. Van Wagoner Hall
11. Van Wagoner Hall
12. Meadow Brook Theatre
13. Vandenberg Hall
14. Philosophy Building
15. Dodge Hall of Engineering
16. Hamlin Hall
17. Student Health Center
18. Gate House
19. Gate House



